

## **Wooler First School Reading and Phonics**

### **Intent**

It is our intent at Wooler First School that all children leave school confident, passionate readers. We are determined to ensure that our pupils are able to speak, read and write fluently so that they can succeed in future life.

### **Implementation**

In Early Years and early KS1, there is a greater emphasis on phonics. We use the Read Write Inc phonics programme. Children are grouped by ability and phonics is taught every morning for half an hour. The teacher completes regular Read Write Inc. assessments and with the reading leader plots children onto a tracking grid, which ensures children are grouped appropriately in phonics.

Within daily phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways. Children who are ready to move off phonics then move to learning spelling patterns, usually by year 2.

All children work through our school reading scheme – these are levelled books which match the children's phonic ability. We expect family at home to read these books with their child daily and make comments in their child's reading record.

We have a skills based approach to reading in KS2 using VIPERS skills within regular Shared Reading lessons. (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise) In our school, our reading curriculum links closely with our writing curriculum. Each term we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons.

We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class. All children have daily opportunities to read a variety of material in school, including reading with an adult. All children visit the school library every week.

### **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One. In Years 1, 2, 3 and 4 we use PIRA reading assessments to measure children's comprehension and this assessment gives us a reading age. Attainment in phonics is measured each half term by a Read Write Inc assessment and by the Phonics Screening Test at the end of Year 1.