

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 reading leader completes regular Read Write Inc. assessments and 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 and engaging ways. Children who are ready to move off phonics then move to Read Write Inc spelling, usually by beginning of year 2.

All children work through our school reading scheme – these are levelled books which match the children's current reading age. 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 using VIPERS skills within regular Guided and 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 2, 3 and 4 we use The Salford Reading Test so every child has a reading age. We also measure children's comprehension using Headstart comprehension assessments. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.