



### Reading for Pleasure and Phonics at Westfields Junior School

At Westfields Junior School, our fundamental aim is to teach every child to read fluently and be enthused about reading. Ensuring that all children have mastered their understanding of phonics has a high priority upon entry to our school as we acknowledge that children need to be taught the key skills in segmenting and blending in order to read and understand books. We value close relationships with our feeder schools and the sharing of information in order for us to support all children from the beginning of Year 3. We strive to teach children to read accurately and fluently with good comprehension, as well as develop the habit of reading widely and often, for both pleasure and information. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. These essential skills not only unlock doors to the rest of the curriculum, but also have a huge impact on children's self-esteem and future life experiences.

#### Coverage

- Children who have not passed their phonics check in Year 1 or 2, who had a lower phonics check score or a low reading are assessed using the Read, Write Inc. phonics scheme at the beginning of Year 3 and placed into phonics intervention groups depending on their need/s.
- Phonics intervention groups are set at two levels of intensity: moderate or intense. Children requiring intense support will receive daily phonics intervention using the Read, Write, Inc. phonics scheme. Children requiring moderate support will receive phonics intervention 3 times per week using the Read, Write, Inc. phonics scheme.
- Reading for pleasure is promoted throughout our curriculum by daily teacher-led reading (using our literature spine), fortnightly reading for pleasure sessions, writing learning journeys driven by rich texts, carefully chosen guided reading texts to develop breadth and enjoyment of a wide range of genres, well-stocked class book areas and use of our inspiring and engaging library (which is organised and led by our skilled librarian and junior librarians).

#### Progression

- The National Curriculum for English develops progression through the Years 3 & 4 and the Years 5 & 6 curriculum and progression documents for reading for each year group have been created.
- Long and medium-term planning is carefully developed to include age related texts with increasing complexity in themes.
- Reading scheme and stage books ensure progression, with regular benchmarking of children to provide accurate levels and next steps.
- The complexity of tasks and activities ensures progression is evident through the year and from year to year.
- Our Literature Spine has been thoughtfully planned to include increasingly more complex texts as the children move through the school to enable them to develop a deeper understanding, applying a wider range of reading strategies and skills whilst developing their ability to explain their thoughts with evidence-based responses.

#### Enrichment

- Poetry Slam
- Reading Matters Week
- World Book Day
- The Big Read/Share a story/Buddy reading events
- Library events (Virtual Author, Storytime and Book Launch)
- SLS Book Award
- SORA Reading App
- Reading for Pleasure Timetable

#### Cross-Curricular Links

- Reading texts have been carefully selected to develop the children's knowledge across the curriculum as well as PSHE and SMSC skills.
- Year 3 – London, Japanese and Egyptian themed texts (Geography); animal and habitat themed texts (Science); Stone Age, Bronze Age, Iron age, Ancient Egyptian themed texts (History).
  - Year 4 – Ancient Greeks, Romans and Celtic themed texts (History); water and African theme texts (Geography); winter themed texts (RE, D&T).
  - Year 5 – Earth and Space themed texts (Science); Anglo-Saxon and Viking themed texts (History); Mexico and rainforest themed texts (Geography).
  - Year 6 – World War II themed texts (History); Amazon, locational and natural disaster themed texts (Geography).

#### Assessment

- Read, Write, Inc. phonics assessments.
- Teacher assessment, self-assessment and peer assessment
- Lowest 20% tracking and analysis
- Biannual reading ages
- Reading benchmarking (P.M. Benchmark)
- Internal and External Reading Moderations
- Termly summative assessments
- SATs

#### Inclusion / Challenge & Inspire

- All children who require additional support with early reading has access to phonics support.
- Phonics mats are used within classrooms for the children to apply their phonics knowledge to reading within writing and guided reading lessons.
- Key skills are modelled by adults and children during 1:1 reading, shared reading, guided writing.
- Retrieval practice within phonics sessions promotes deeper knowledge.
- Secure subject knowledge promotes support through teaching approaches.
- Children are challenged and inspired to read through access to a wide range of texts within 'reading for pleasure' time as well as through a carefully planned curriculum.
- Across all year groups to support children, we provide pre-teaching of texts, reading fluency and comprehension groups, reading for pleasure groups and additional 1:1 reading support as well as Read, Write Inc. teaching.