**How do we prioritise reading across the school?**

* Reading is a central part of the culture of the school and our ambition is that all children learn to read as soon as possible to unlock the rest of their education, provide equality of opportunity and encourage children to read for pleasure for the rest of their lives.
* Reading is of upmost importance and therefore funding is allocated in the school improvement plan every year.
* The school have invested heavily in the ordering of high quality texts and phonetically decodable texts, including a recent £6000 grant.
* Reading is part of the learning environment in all classes and in shared areas.
* Leaders have a sense of urgency when teaching all children to become fluent readers. Every second counts.
* Leaders are given time to monitor, coach and assess the impact of reading.
* We teach reading first thing every day using RWI. Once the children have completed the RWI programme, they move to RWI comprehension and then to whole class reading.
* We promote a love of reading through the development of a core reading spine and staff read to children daily.
* Teachers recommend other books to children alongside this reading spine.
* High quality training and weekly coaching is provided for staff.
* Reading is enriched through opportunities such as visits to St Budeaux library, librarians visiting the school, celebrating World Book Day and trips outside of school e.g. Y6 Northcott farm- Michael Morpurgo.
* Reading is encouraged at home and rewarded weekly with a reading raffle.
* Come and Read sessions take place for parents as well as phonics workshops with top tips for parents in how best to support their child’s reading journey.
* Children are given opportunities to read with other year groups.

**How do we promote a love of reading?**

* Children are taught to read from Day 1 using RWI
* Stories, nursery rhymes and songs are shared with the children to enrich their language and to expose them to high quality language.
* Children take home reading for pleasure books which include a range of texts which are familiar to the children.
* We have developed a core reading spine which includes books across a range of genres, authors and diversity to reflect our demographic.
* Teachers read to the children every day.
* The local library service visits the school.
* All classes visit the local library
* Parents are encouraged to enjoy reading with their children through phonics information sessions, parent workshops, reading diaries, use of website to watch key clips, come and read sessions.

**How do we make sure children make progress?**

* The school teaches phonics using the RWI phonics scheme.
* This is taught from Day 1 in YR where they receive 20 mins daily, moving to 45 mins.
* Oracy skills are taught throughout the school, including an emphasis on blank level questioning and the use of WELLCOMM in YR and explicit vocabulary teaching in whole class reading and across the curriculum. The use of dual coding the Tier 2 and 3 vocabulary supports all children.
* In Y2 if a child has not completed the phonics scheme, they continue to receive phonics teaching as they progress through the school.
* Once a child has completed the RWI programme they move onto whole class-based reading where we teach the VIPERS skills.
* Children develop their fluency through whole class reading sessions, model/echo/choral reading, vocabulary teaching and through fluency intervention.
* Fast Track Tutoring is used with any children who need additional support to keep up or catch up with their phonics learning.
* Parents are encouraged to hear the children read and workshops are provided to support them with this. The information is also placed on the website for further reference.
* Children will continue to use their phonics knowledge across the school in RWInc spelling.

**How do we match the children’s reading books to their phonic ability?**

* Half termly RWI assessments ensure that the school knows what the children know and do not know. From this, homogeneous groups are set up, based on stage, not age.
* The children take home a copy of the storybook they are currently reading in the RWI sessions. These are changed every 3 or 5 days (dependent on colour).
* They also take home a RWI book bag book which is a new book for the children but that links to their phonics grouping.
* Sound blending books are provided and links to the virtual classroom for children not reading books yet which has activities such as Fred games.
* When they have completed RWI, they start on AR. They are assessed using a STAR text which gives them a ZPD from which they can read books. After reading the book, they can take a short quiz to check their understanding. Adults check and RL send out a weekly AR report, identifying key children. A STAR reading test is re-taken at least termly.

**How do we teach phonics from the start?**

* In our Nursery children begin to learn the RWI sounds using the picture side in the Spring Term. Nursery children are encouraged to choose books to share at home. Books are displayed in all areas of learning, both inside and outdoors.
* Phonics teaching begins with our youngest children from day one in year R.
* Children are expected to complete the RWInc scheme by the end of the spring term in Y2. Some may finish earlier but we ensure they can also read with fluency and follow specific guidance from RWI to ensure they are ready to move on.

**First, pupils will learn to read:**

* Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters digraphs: sh th ch qu ng nk ck
* Words containing these sounds, by sound-blending, e.g. m–a–t mat, c–a–t cat, g–o–t got, f– i–sh fish, s–p–o–t spot, b–e–s–t best, s–p–l–a–sh splash.

S**econd, we will learn to read:**

* Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy
* Words containing these sounds.

**Third, we will learn to read:**

* Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure as well as the sounds ue, au, wh, ph, oe, ie
* Words containing these sounds.

**Reading in EYFS**

* We provide a language rich environment by sharing books, songs and rhymes, encouraging talk.
* Reading areas with a selection of puppets, story sacks, fiction, non-fiction texts, comfortable spaces.
* Creating communication friendly spaces.
* Layering of areas e, g. adding shape books to the maths area.
* Adding resources at different levels. Puppet, storybooks, cosy reading areas in the story telling room.
* Six focus texts. Other texts which we follow throughout the year.
* Shared book reading.
* Considered which core books, songs and rhymes are being taught.
* Blank level questioning- children whoa are working at BL1-3. Welkom intervention.
* 3-4 years • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
* Reception- Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
* ELG- Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
* Replicating indoors…outdoors. (reading sheds)

**How do we support children to catch up?**

* Responsive teaching is utilised in all teaching sessions to ensure all children are joining in and identify any children who need additional support.
* RWI assessments take place half-termly which inform Fast Track Tutoring and intervention planning.  Pinny time is used regularly to quickly fill any sound gaps throughout the day.
* Responsive teaching and summative assessments enable teachers to move groupings, revisit key sounds, identify and support spotlight children and scaffold learning.
* Daily Fast Track Tutoring is provided for all children in the lowest 20% or readers and any identified as working below levels of expectations outlines by RWI.
* The English lead provides weekly coaching and monitoring to ensure that all phonics teaching is of a high quality, enabling children to make good and rapid progress.
* Freshstart is used for children in Y5 and Y6 who need extra support with reading.
* Additional fluency or comprehension support is provided for the lowest 20% of readers who have completed the phonics scheme.

**How do we train staff to be reading experts?**

* All RWI staff have received external phonics training from RWI.
* As a school we have utilised all training opportunities, available through the trust and RWI directly.
* The Reading Leader attends regular training delivered by the RWI team.
* The English lead delivers weekly practice and coaching for staff who are teaching phonics. RWI videos are used to ensure practice remains current.  There is an open and transparent culture where staff can ‘come and ask’ for advice.
* RWI development days provide support for the English lead, particularly around the coaching of staff.
* All staff have received  INSET linked to the whole class reading and the use of VIPERS and use of appropriate scaffolding and challenge in whole class reading.
* RL does not have a RWI group so can coach/drop in to all RWI sessions.
* All staff have access to the portal. If a specific concern about a child’s progress, then they would come and speak to the Reading Leader.
* Complex speed sound charts are displayed in all classrooms. Staff are aware of the sounds which children have been learning and encourage the children