



INTENT:



Love for Learning:

Reading is a pathway for learning. Our children will engage with quality texts and poetry which tell different stories from different people.

They will enjoy and experience a diverse range of text with a focus on acquiring a word rich vocabulary. We will nurture all our young readers, regardless of their starting points to discover a literate identity for themselves. Our children will read with intrinsic motivation - being rewarded for their efforts with a love of reading, a wide and rich knowledge and understanding of the world, empathy and compassion.



Enquiring Minds:

Our children will develop the habit of reading widely and often. We want all children to see themselves as readers and to recognise that through reading they learn. They will have opportunities to discover their own reading preferences, and these will be validated and encouraged. Children will learn that they improve their reading through practise and to form their own opinions about what they read.



World Wise:

Children will see that through reading they can connect with others and with different communities and cultures. At our school we strive for a community of readers with home reading at its centre. Families will know how to support their children with reading from early on, they will enjoy listening to their children read and reading to their children themselves. As a school we will enjoy sharing books, talking about books and learning from what we read.

To ensure progression throughout each year group, Reading has been mapped into key concepts. By doing this, our children build on previous reading knowledge and skills taught and each year.

CORE CONCEPTS IN Reading

Word Reading – Phonics, Etymology and Morphology	Reading Common Exception Words	Word reading – fluency	Reading for Pleasure – Personal reading journey.	Print, text structure, layout, and organisation	VIPERS – Skills related to: Vocabulary, inference, prediction, explaining, retrieval & summarising, and sequencing.
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Independent reading

At The Vaynor First school we have a variety of books available for our pupils for them to practice their reading. In Reception, the children have access to the reading corner every

IMPLEMENTATION:

How Reading and Phonics is mapped across the school:

Reception and Year 1 (KS1)

Phonics	Reading Sessions	Daily Keep-Up
We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to full-length lessons as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.	We teach reading practice sessions three times a week. These are taught by fully trained adults to a small group of approximately six children. We use books matched to the children's secure phonic knowledge. 'Application of phonics to reading' is monitored by the class teacher, who rotates and works with each group on a regular basis. Each reading lesson is designed to focus on three key reading skills: -decoding - prosody- teaching children to read with understanding and expression - comprehension: teaching children to understand the text	Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult. Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

Daily phonics & Spelling in Year 2 (KS1)

Phonics & Spelling	Reading Sessions	Daily Keep-Up
At The Vaynor First School we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling. We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support	Autumn term 1 all children start with Phase 5 set 5 books for the first 6 weeks. Each reading lesson is designed to focus on three key reading skills: -decoding - prosody- teaching children to read with understanding and expression - comprehension: teaching children to understand the text	Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

IMPACT:



Reading Specific

Impact Measures

Observation, questioning and discussion is used as a method of assessing pupils reading skills and preferences and knowledge. Retrieval practice tasks across lessons to consolidate previous learning. Reading data is analysed at school, Trust & National level.

Tracking and Recording Assessments

Assessment for learning is used daily within class to identify children needing keep up support.

Weekly review lesson to assess gaps, address these immediately and secure fluency of GPC's, words and spellings.



Each term staff update the English tracker. Results are

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Reading ONE PAGE OVERVIEW



“Inspired to be the best that I can be!”

day in their free flow time and books are continually refreshed. Book corners are in every classroom with a spotlight author in each year group.

Read aloud

Our selection of ‘Inspired Reads’- **50 books to read before you leave** are available for each year group and progress with difficulty. These are read by the teacher to the children daily to model fluency, pace, expression and tone. These books are then available for the children to access independently within class in their book corners.

when teaching. We reassess after teaching the Phase 5 review Once the Phase 5 review is secure; we teach the Bridge to Spelling before moving to the Spelling units.

We teach reading to children in Year 2 and above who have exited the core programme using Little Wandle Fluency. Each Fluency reading lesson is 25 to 30 minutes. The structure of every lesson is the same:
A pre-read to practise reading words and to support vocabulary
Children read aloud for ten minutes and the teacher ‘taps in’ to hear every child read
Focussed teaching of prosody, repeated reading and comprehension through discussion.
We assess reading speed and accuracy every 12 weeks and use these assessments to monitor progress and allocate books.

examined at an individual school & trust level. This further supports staff in identifying any children in need of additional support. Standardised tests include:

- Phonics check throughout Year 1 and EYFS
- Phonics check at the end of Year 1
- Regular comprehension activities
- KS1 SATs
- Little Wandle half termly assessments.
- Little Wandle fluency checks
- Little Wandle Rapid catch-up assessments.

Reading in Year 3 & 4 (KS2) Reading will continue to be a daily focus in KS2, but we will now follow a structured two-week cycle to better address both fiction and non-fiction texts. Here’s how the cycle will work:

Lesson	Week 1
1	Vocabulary acquisition
2	Scanning for retrieval
3	Inference and deduction
4	Recognising authors’ choices
5	Non-fiction/poetry – structure and organisation

Lesson	Week 2
1	Vocabulary acquisition
2	Scanning for retrieval
3	Making comparisons & reading for pleasure

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4	Demonstrating understanding
5	Non-fiction/poetry – structure and organisation

During the week, we will explore fictional texts, some of which are taken from our ‘Inspiring Reads’ selection, focusing on key skills such as vocabulary development, fluency and comprehension. The week will include activities like:

- Reading aloud with expression.
- Partner reading and discussing the text.
- Examining key vocabulary, including word etymology (the origin of a word) and morphology (the parts of a word).
- Developing inference skills, where children learn to read between the lines.
- Independent reading and comprehension tasks that apply newly learned skills.
- Book Talk discussions, allowing children to make comparisons between different texts and share their thoughts with peers.

Throughout the cycle, we will also focus on a range of non-fiction texts and poems and analyse how their structure helps aid our understanding. This structure helps us ensure all children, regardless of their starting point, can develop strong reading habits and a deeper understanding of the texts they encounter.

Library

All children have access to the school library. Each class has a library slot for them to read for pleasure and select from a wide range of books to enjoy. Every pupil has the opportunity to borrow and library book each week, from the library and enjoy this at home.

Approach to Learning:

As a result of this ethos and a rigorous approach to the teaching of reading, our children will:

- Read widely and often across the curriculum and be able to extract information from different genres of text. Children will be able to apply their phonics knowledge to decode unknown words and by re-reading texts, will gradually build their fluency.
- Reach their potential in all areas of the curriculum as they will be able to apply their reading skills to different subject areas.
- Learn new pieces of vocabulary and gain creative ideas from fiction texts. After listening to inspiring stories, children will be able to transfer ideas into their own writing and be motivated to use higher level vocabulary.