



'The whole world opened up to me when I learned to read.'

(Mary McCleod Bethune)

Intent

At Woodhall, we recognise that a love of reading fosters a curiosity about the world and a love of learning as a whole. It is an essential life skill. We are ambitious for all of our children and we make sure that reading is a great success for them. We encourage our children to read widely and often; and teachers provide children with a rich diet of literature in school, opening up new worlds to them.

We lay the foundations for future success in reading through ensuring that every child masters the phonics code as quickly as possible; and can therefore decode words, read them and comprehend larger texts. Reading books are well-matched to the phonemes children learn at each stage and ensure that phonic knowledge is built rapidly and with clear understanding. At Woodhall, we use the Twinkl Systematic Synthetic Phonics Scheme, which provides clear scaffolding, thorough knowledge and appropriate challenge.

Teachers quickly assess any child falling behind in phonics, and intervene with rigorous support; including referral to external specialists where appropriate, for example, when a child has significant cognitive difficulties. In our EYFS and Key Stage 1, there is no more important intervention. Support and provision is in place for our lowest readers.

There is clear progression in our year on year teaching of reading skills. In each Key Stage, we have mapped out progression in the skills: *Word Reading, Vocabulary Development, Reading Fluency, Reading Comprehension* (Understanding, Retrieval, Inference, Prediction, Authorial Intent, Text Organisation) and the *Range of Reading*. In addition to daily assessment for learning strategies, summative assessment is used to track progress within and across year groups. Developing these skills not only builds solid foundations for reading, writing and spelling but enables the children to access the curriculum as a whole. The National Curriculum informs our Reading subject ladder, but we have also mapped out wider expectations for the reading environment, expectations across the curriculum, enrichment opportunities for the children and progression in age-related reading behaviours when building our Reading Subject Ladder.

We saturate our children in vocabulary; giving them opportunities to talk, question, listen and enquire; through the use of display, through discussion and feedback with adults in school and age-appropriate glossaries and vocabulary pages in books. Our broad, rich curriculum has vocabulary at its heart. We know that building a good vocabulary brings confidence and enables our children to articulate what they are thinking; an essential life-skill. Through increasing our children's vocabulary, we increase their understanding of words and their ability to apply words in different contexts.

We are aware that many of our children have significant barriers to learning and we strive to limit the impact of these barriers through; careful curriculum design, ongoing and targeted CPD, high-quality first teaching, rigorous monitoring processes, timely, frequent and impactful assessment used to inform future planning and meet the needs of the individuals; pupil and parental engagement and well-targeted intervention.

By the time our children leave Woodhall, we aim that:

- *All children love to read and listen to stories, poems, plays and non-fiction books at a level they can access.*
- *All of our children are familiar with a range of high-quality children's literature.*
- *All of our children are fluent (90 words per minute) in age-related texts by the end of Year Two.*
- *All children become confident, enthusiastic readers by the end of Year Six and therefore able to be academically successful through their secondary education and beyond.*

Implementation

Nursery

- Communication & Language is central to all practice in EYFS (Nursery/Reception)
- Daily 10-minute teaching slot for Level 1 phonics.
- High-quality opportunities and interactions promoting all aspects of Level 1 phonics (e.g. environmental sounds, instrumental sounds, body percussion)
- Children are exposed to a wealth of songs, rhymes and stories on a daily basis.
- Vocabulary taught incidentally throughout the day and explicitly during adult-guided sessions.
- Access to a reading area with a wide and varied selection of books during Child- Initiated Learning.

Reception

- 10 minutes (autumn term) building to 20-minutes daily focused Levels 2/3/4 phonics teaching, building up to 1 hour by the end of Reception and including guided and independent activities.
- High-quality opportunities and interactions promoting all aspects of phonics from Level 1 up to the current level of learning.
- Children are exposed to a wealth of songs, rhymes and stories on a daily basis.
- Access to a reading area with a wide and varied selection of books during Child- Initiated Learning.
- Vocabulary taught incidentally throughout the day and explicitly during adult-guided sessions.
- Learnt phonemes and words to sound out are sent home as homework weekly.

Year 1

- 20 minutes daily Level 5 phonics/20 minutes daily guided reading – class teacher works with each group at least once per week.
- During guided reading, reading tasks are set with the lowest readers taking part in targeted phonics games.
- Teacher shares stories for pleasure every day, with explicit focus on building vocabulary.
- Interventions: daily 1:1 reading with lowest readers; 1:1 reading 2-3 times per week with other targeted children.
- Soft start includes well-matched phonics games/activities.
- A weekly phonics/ spelling task is sent home as homework.
- Children transition to KS1 learning using a blend of formal English lessons and ‘enhanced provision’ activities during child-initiated learning (CIL) time.

Year 2

- 20 minutes daily phonics session leading into 20 minutes of small-group guided reading.
- During guided reading, reading tasks are set with the lowest readers taking part in targeted phonics games.
- VIPERS (Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequence/Summarise) lessons introduced first half of summer term, including SATs-style questions.
- Teacher reads stories for pleasure each day, with explicit focus on building vocabulary.
- A weekly phonics/ spelling task is sent home as homework.
- Specific intervention for children who did not pass the Year 1 phonics screening test.

Year 3

- Guided reading lesson three times per week.
- Interventions: 1:1 reading with lowest readers.
- Teacher reads for pleasure to class each day.
- Weekly spellings homework.
- Often, additional reading comprehension tasks are sent home.

Year 4/Year 5

- Class reader with comprehension activities.
- Weekly VIPERS session
- Interventions: 1:1 reading with lowest readers
- Teacher reads for pleasure to the class each day
- Weekly spellings are sent home as homework.
- Weekly reading comprehension tasks are sent home.

Year 6

- Class reader/comprehension
- Weekly spelling/ vocabulary development homework
- Interventions: targeted readers, reading comprehension groups
- SATs-style questions
- Weekly VIPERS session
- Guided reading lesson twice per week.

Impact

Assessment

Children are both formally and informally assessed to ensure that planning and teaching is targeted and pupils are making expected or better than expected progress. Any children falling behind in reading are identified quickly with prompt, targeted intervention put into place.

In Nursery and Reception, the Early Years Framework, the acquisition and application of early reading is measured through progress and attainment against the specific Early Learning Goals for Communication & Language and Literacy. However, Our EYFS curriculum also meets the needs of Woodhall learners by ensuring that the acquisition early reading skills can also be informally assessed throughout the Areas of Learning by ensuring that opportunities for application through talk and submersion in rich literature permeate all areas of provision.

In Key Stages 1 and 2, the National Curriculum outlines specific outcomes for children to be considered as meeting age-related expectations; children are either identified as either working below the expected standard, working towards the expected standard, at the expected standard or greater depth standard.

To help measure their progress, identify gaps and move learning on, children's reading is analysed, assessed and banded using the PA Plus Assessment Model three times a year (see year group specific descriptions below.) Objectives from the National Curriculum are linked to a 'band' which indicates where the child is working at across the spectrum of Key Stage 1/ 2 learning. Teachers record children's bands on Year Group Tracking Grids. This assessment method helps teachers pinpoint where a learner is compared to age-related expectations and exactly what skills they have attained. The table below indicates how these bands link to age-related expectations at different assessment points throughout the year. Good progress is identified as three bands of progress within one academic year.

GUIDE TO PHASES AT END OF EACH TERM

YEAR GROUP	STANDARD	AUTUMN	SPRING	SUMMER
YEAR 1	WB	40-60E-	40-60S-	ELG-
	B	40-60D/40-60S	ELG	A0
	ARE	ELG/A0	A0/A1	A1/A2
	EX	A1+	A2+	A3+
YEAR 2	WB	A0-	A1-	A2-
	B	A1	A2	A3
	ARE	A2/A3	A3/A4	A4/A5
	EX	A4+	A5+	A6+
YEAR 3	WB	A3-	A4-	A5-
	B	A4	A5	A6
	ARE	A5/A6	A6/B1	B1/B2
	EX	B1+	B2+	B3+
YEAR 4	WB	A6-	B1-	B2-
	B	B1	B2	B3
	ARE	B2/B3	B3/B4	B4/B5
	EX	B4+	B5+	B6+
YEAR 5	WB	B3-	B4-	B5-
	B	B4	B5	B6
	ARE	B5/B6	B6/C1	C1/C2
	EX	C1+	C2+	C3+
YEAR 6	WB	B6-	C1-	C2-
	B	C1	C2	C3
	ARE	C2/C3	C3/C4	C4/C5
	EX	C4+	C5+	C6+

Pupil Progress Meetings

At several points in the year (Autumn Half Term, End of Autumn Term, End of Spring Term, Summer Half Term and End of Year), children's achievement in writing is analysed by class teachers, Senior Leaders (SLT) and the Special Needs Co-ordinator (SENCo) through pupil progress meetings (PPMs).

Before these meetings, the teacher transcribes information from the tracking sheet into the PPM analysis grid, identifying the percentages of the year group making good levels of progress and the percentages considered well below, below, at expected and greater depth standard. The progress of vulnerable groups (i.e. PPG/ SEND) are also analysed. In relevant year groups, predictions for End of Key Stage results are also made.

During the meeting, the team drill down into the data with forensic detail so trends, patterns and weaknesses can be identified. Individual children are discussed with the expertise of the whole team and plans are put in place to develop their writing. Where necessary, in school intervention programmes are planned, IEPs (Individual Education Plans) are put into place and external professionals are engaged. PPM meetings ensure that early intervention can take place to support children's writing and that teachers are held to account for their children's progress.

Where a teacher has been identified as struggling to manage or address the needs of their learners, a programme of support is built around the teacher to ensure swift and rapid progress can be made. In the past, teachers have been supported directly by members of SLT; either through planning support, team teaching, assessment moderation or through targeted support from our Herts for Learning English Advisor.

EYFS

In EYFS, progress in phonics is assessed daily (AFL) and a termly summative assessment is carried out. Children are moved through colour-coded progressive book bands, matched to their phonic knowledge. At the end of the year, children are formally assessed against the Early Learning Goals; including Literacy and Communication & Language.

Year 1

Progress in phonics is assessed daily (AFL) and a termly summative assessment is carried out; in addition to the National Phonics Screening Test. Children continue to be moved through colour-coded progressive book bands, matched to their phonic knowledge.

Year 2

Progress in phonics continues to be assessed daily (AfL), a termly summative assessment is carried out, and children continue to be moved through the colour-coded book bands. Children complete the Standardised End of Key Stage 1 Reading Assessment Test (SAT) and are awarded the appropriate assessment of B (Below), WTS (Working Towards the Expected Standard), EXS (Expected Standard) or GDS (Greater Depth Standard). This information is used to predict future achievement and as a measure to compare End of Key Stage 1 and 2 progress.

Key Stage 2

We use a reading fluency assessment to measure pupils' progress against expected attainment for their age and monitor the progress of all individuals. From this are able to identify any area that may require further teaching input for individual pupils.

Guided reading and VIPERs sessions are assessed weekly using AfL strategies and in addition, children are assessed termly using a standardised assessment test, which gives further information about the attainment and progress of each pupil from term to term and from year to year. This provides reliable predictive and diagnostic information.

In addition, Year 6 pupils are required to complete the End of Key Stage 2 Reading Standard Assessment Test (SAT), and are awarded the relevant assessment of: B (Below), WTS (Working Towards the Expected Standard), EXS (Expected Standard) or GDS (Greater Depth Standard). This information is then reported to the government and used as a measure of achievement across the school, as well as being shared with the child's secondary setting.

Tracking Trends in End of Key Stage Data

The SLT compares the yearly end of Key Stage data to previous years noting any rising or falling trends. This data is compared to National and Local Authority levels and our ongoing goal is to bring both Expected and Greater Depth Standard levels End of Key Stage 2 data in line with national averages.

Monitoring of Reading

Knowing the importance of developing Reading across the school, English subject leadership was taken on by the SLT. The SLT report regularly to affiliated governors and termly to the full Governing Body indicating progress in English against our School Development Plan Priorities.

Progress and standards in reading are monitored regularly through lesson observations, learning walks and work scrutiny. From this, general strengths and weaknesses are identified and feedback is given to each teacher. Actions are then put into place to support individuals or all teachers as part of whole school inset, with the impact then measured in subsequent monitoring. Recently, whole School CPD has included training on the Early Reading and Phonics.

The impact of our reading curriculum can also be measured through the acquisition of pupil voice and talking to the children about their own learning. Pupil Voice surveys are carried out by members of the SLT, our Hertfordshire School Improvement Partner, our English Advisor and school governors. Past pupil voice surveys have indicated that the children are enjoying their learning and can talk about the subject and curriculum opportunities.

At Woodhall, all assessment is used to identify and shape future provision and secure improvement for every child.

Relevant Website Links:

School Development Plan (parents/carers' version): <https://woodhall.herts.sch.uk/wp-content/uploads/2022/09/Woodhall-School-Development-Plan-2022-2023-Parents-Version-1.pdf>

Curriculum (subject ladders/curriculum overviews): <https://woodhall.herts.sch.uk/curriculum>

Subject Leader: Senior Leadership Team

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