

**Reading and Phonics Policy**

At Wybunbury Delves, we actively promote a love of reading. We aim to enable our pupils to read confidently, fluently, accurately and with understanding. We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres. Our learning is holistically planned around quality texts. It is our aim to encourage all our children to become confident and enthusiastic readers. We encourage our children to read and to enjoy looking at a variety of fiction and non-fiction books, and to take their books home to share with their parents as this supports their reading progress in school.

Reading for Pleasure

This is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include dress up days linked to authors, activities linked to World Book Day is celebrated annually, where both children and staff dress up as book characters, visits to Nantwich library, author visits and Summer Reading Challenge 6 book award.

The Teaching of Phonics

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.  We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

At Wybunbury Delves, we use the Read Write Inc phonics programme. Read, Write Inc is a tried and tested, highly successful phonics programme for children aged 4 to 7 who are learning to read and write. It teaches children how to both decode and understand written language to become confident and enthusiastic readers and writers. This is achieved by a dynamic approach to teaching phonic that is consistent across the school using the Read, Write Inc phonics resources and reading books.

Children are grouped according to their ability across Foundation Stage and Key Stage 1 to ensure that teaching is suited to their level. Phonics in Reception and Key Stage 1 takes place on a daily basis, and in Key Stage 2 where applicable. Please see our parent guide to RWI for more information.

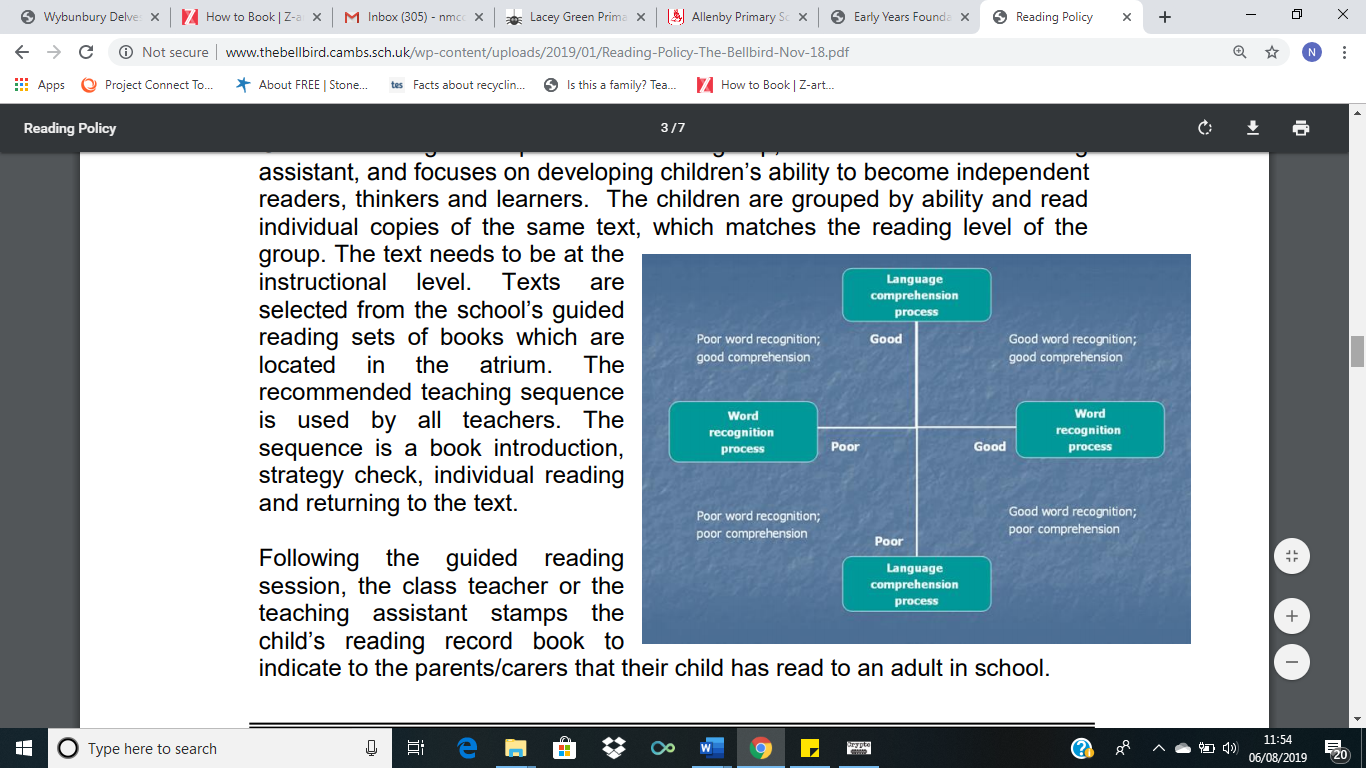
These daily phonics lessons include reading sessions following the RWI programme using fully decodable books. In addition, children take fully decodable reading books home (which match our phonics scheme) to further practise skills learnt at school. These books will only include sounds your child has been taught at school and will fully match their phonics ability.

Reading in KS2

Once children have completed the RWI phonics programme, they will move on to high quality fiction and non fiction ‘Big Cat’ books. (Please see parent leaflet for further information on these books.) Children read every day in school in our daily book club sessions for at least 20 minutes. Children in KS2 children are expected to read for a minimum 20 minutes per day. They are taught reading through the ‘Steps to Read’ programme accessing engaging texts, learning through focused questions, which are targeted to develop their vocabulary, inference and deduction skills and comprehension. Children are introduced to a wide range of authors and teachers read expressively to the children. During their reading time, children are also given the opportunity to read material which interests them, e.g. school reading book, a book which they have chosen from the school library or a magazine.to assist them in fostering a genuine love of reading and to help them to appreciate its value.

Whole Class Story Time

At Wybunbury Delves, regular whole class story time takes place in Foundation Stage, Key Stage 1 and 2. Texts linked to thematic work or objectives covered in the English lesson are read aloud by the teacher. Each class teacher dedicates time each day to reading high quality literature to their children. ‘Favourite 5’ books are shared in this time too and change each term. This gives the children the opportunity to learn 5 books off by heart across each term, recognising story language, joining in and enjoying how books are read with expression and enthusiasm. These sessions also allow the teacher to check a child’s comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. These sessions take place in various locations around the school.

Parental Involvement

Parents are expected to share books with their children and hear their children read at home as regularly as possible. Children in Reception and KS1 change their books twice a week supported by adults. Children on the phonics programme are expected to read their books three times. Once for accuracy, twice for fluency and the third time to help comprehension. Books are kept in plastic wallets and these are expected to be in school every day, along with their reading record book into school every day.

Reading Areas in the Classroom

Each class is expected to have a reading area which is established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material.

In most classrooms, space is limited so books are arranged in library areas. Year 1 and 2 share a library (outside both classrooms), Year 3 and 4 share a library (outside Year 4) and Years 5 and 6 share a library (outside both classrooms). Books are clearly labelled and organised into different topics, such as adventure stories, poetry, history books, non fiction, picture books etc. Books should be easily accessible by the children. Children should be actively involved in the management of the reading corner.

The Allocation of Reading Books

Reception – children are given books to take home when they recognise all 25 single letter sounds and they are able to orally blend some simple words. Assessments are carried out by the reading leader each half term.

Reception, Year 1 and 2 accessing the phonics programme – Children are expected to read each book three times before changing them. The first read for accuracy, the second for fluency and then third read for comprehension.

Year 2 who have finished the phonics programme and KS2 – Books will be sent home and a reading response question given with the book. The question is expected to be answered at home before books are changed.

Each teacher is expected to have a system established in class for the changing and monitoring of books. In Reception, Year 1 and Year 2 the children take home two books a week plus a library book and each child changes their books on a specific day. Once a child has finished reading their allocated reading book (a Read Write Inc or a banded book) an adult from home needs to sign the child’s reading record book to confirm that the book is now finished. The teacher will monitor that the children are selecting books from the appropriate band/level and will ensure that the children have sufficient time to change their book at some time during the school day.

Year Group Reading Challenges

Each year group has a ‘Reading Challenge’ for the year. Upon completion of this list, children will receive a certificate or badge. ‘School librarians’ from each classes will assist the school staff with the care and management of the Reading Challenge reading books, which are clearly labelled. Children are asked to fill in book reviews online using their year group reading website once they have read a reading challenge book.

Teachers as Readers

The English subject leader will provide staff with regular updates on recommended reads for children. Teachers and teaching assistants are expected to regularly recommend books and to share a passion for reading with the children. Regularly updated posters are up around school showing what books teachers are currently reading and displaying their favourite books.

The Care of Books

If a book is lost or damaged, an email will be sent home requesting that the child’s parents or carers make a contribution towards the cost of replacing the book. School reading books are placed inside a plastic button wallet. All teaching staff will encourage children to treat books with care and respect.

Assessment and Monitoring of Progress

In Reception and KS1, whilst children are accessing the Read Write Inc phonics scheme, children are assessed every half term and grouped accordingly. Children may receive one to one tutoring throughout the year. This could be as simple as a few days to consolidate particular sounds. The Reading Leader can also assess children whilst supporting/observing groups if children are making fast progress.

Children reading on the Big Cat programme are also assessed regularly by class teachers/trained TAs and targets are shared with the children. Class teachers can also assess children throughout the term if it has been noticed that a child is making fast progress.

Equal Opportunities and Special Educational Needs

In line with our Inclusion policies, Wybunbury Delves believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion. Children with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Children who are making slow progress with their reading will receive extra support, either in the form of one to one RWI tutoring or extra reading sessions.

Completed NM April 2024 Review April 2025