

Reading at  
Wordsworth  
Primary  
School and  
Nursery



# Vision

At Wordsworth Primary School and Nursery, we recognise that high quality English provision is a vital component to children's education.

*More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: 'Fluency in the English language is an essential foundation for success in all subjects'.*

*However, English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language.*

# Reading Vision

At Wordsworth we love books, and we want to share this love of books with everyone who walks through the door.

As a school with 68 different languages and with 54% of our pupils speaking a different language we really value the **importance of exploring the meaning of language**, which we do through a focus on **tier 2 vocabulary** from Year 1 to Year 6.

- We develop enjoyment of reading through use of **high-quality texts** in class, book **recommendations** and regular trips to the school and local **library**.
- Children are encouraged to give and justify their opinions about texts throughout their time in school to ensure they are developing as a **critical reader** and can begin to **develop** their own **tastes and passions for literature**.
- Across the school, all children are read to by an adult 'expert' reader at least 4 x per week for 20 minutes and daily in EYFS and Key Stage 1. The texts chosen include high quality fiction, non-fiction and poetry and is a time for children to listen to and enjoy books while providing them with a **rich language experience** from texts which are likely beyond their own current word reading skills.

*'Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.'* National Curriculum 2014.

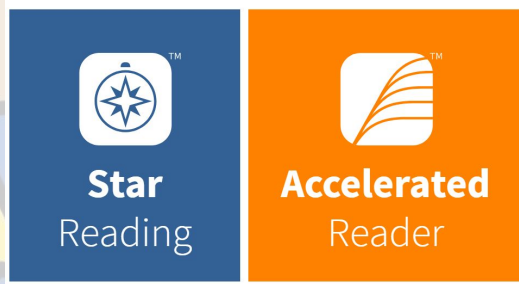
"The school day is typically crammed full of academic reading: from young children reading about magical journeys at story time to teenagers reading dense textbooks. The habitual act of 'learning to read', and going on to 'read to learn', is an ever-present part of school life, both inside and outside the classroom." Quigley (2020)

# Word recognition



In Early Years and Year 1 children begin their reading journey with the Little Wandle Phonics Program.

As they progress with their decoding and master phonics, they will begin the Accelerated Reading program which continues to give children books that are closely matched to their developing reading level.



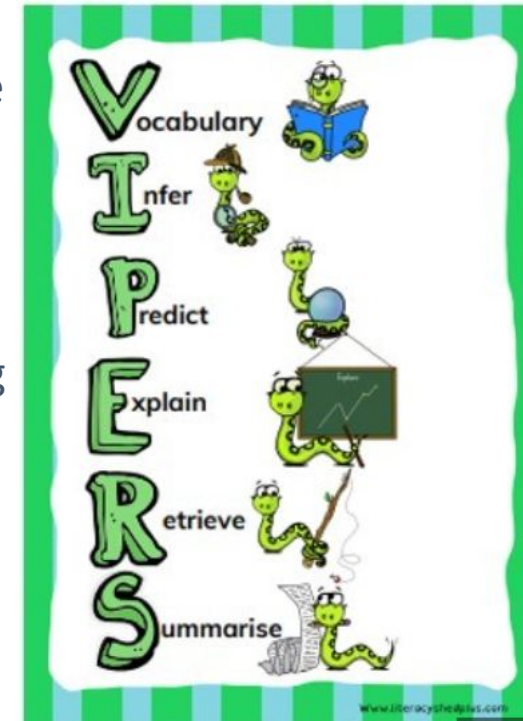
This usually happens in Year 2, however children who do not pass the phonics screen or are identified as needing additional phonics will continue with the Little Wandle Phonics program for longer.

# Comprehension

Comprehension is taught from the start of school, with children discussing word meanings and recalling elements from texts right from Year R.

Throughout KS1 comprehension is taught through whole class discussion of texts read by an adult as well as small group discussion of texts children have read themselves through Little Wandle Reading sessions.

As we progress up the school, class teachers model their own application of a range of reading skills to comprehend a text so that the children can learn to use their own reading comprehension skills simultaneously.



# Little Wandle Reading Sessions (KS1)

We teach children to read through reading practice sessions three times a week.

These:

- o are taught by a fully trained adult to small groups of approximately six children
- o use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
- o are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- o decoding
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.



# Reading Lessons in KS2



## Fluency Focus

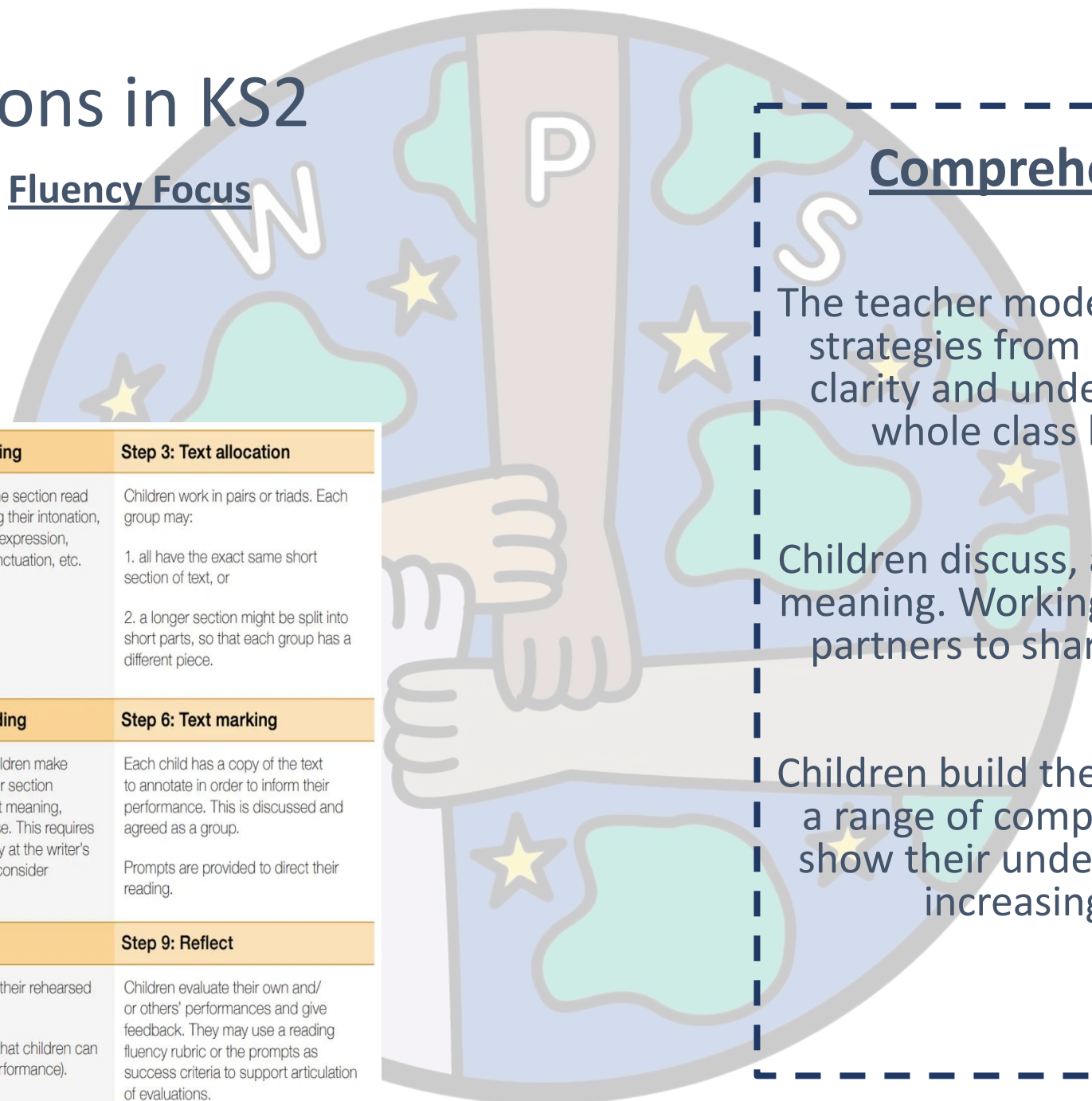
| Step 1: Adult as model  | Step 2: Echo reading   | Step 3: Text allocation  |
|---|--|--|
| The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary. | Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.  | Children work in pairs or triads. Each group may: <ol style="list-style-type: none"> <li>1. all have the exact same short section of text, or</li> <li>2. a longer section might be split into short parts, so that each group has a different piece.</li> </ol> |
| Step 4: Repeated choral reading   | Step 5: Close reading  | Step 6: Text marking   |
| In their groups, children read their section aloud, echoing the initial reading by the adult.   | In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc. | Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group.<br><br>Prompts are provided to direct their reading.  |
| Step 7: Practise  | Step 8: Perform  | Step 9: Reflect  |
| Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.   | Each group performs their rehearsed piece.<br><br>(Adult may record so that children can appraise their own performance).  | Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.  |

## Comprehension Lessons

The teacher models using comprehension strategies from a range of skills to gain clarity and understanding of a text the whole class have read together.

Children discuss, ask questions and clarify meaning. Working in small groups or with partners to share their understanding.

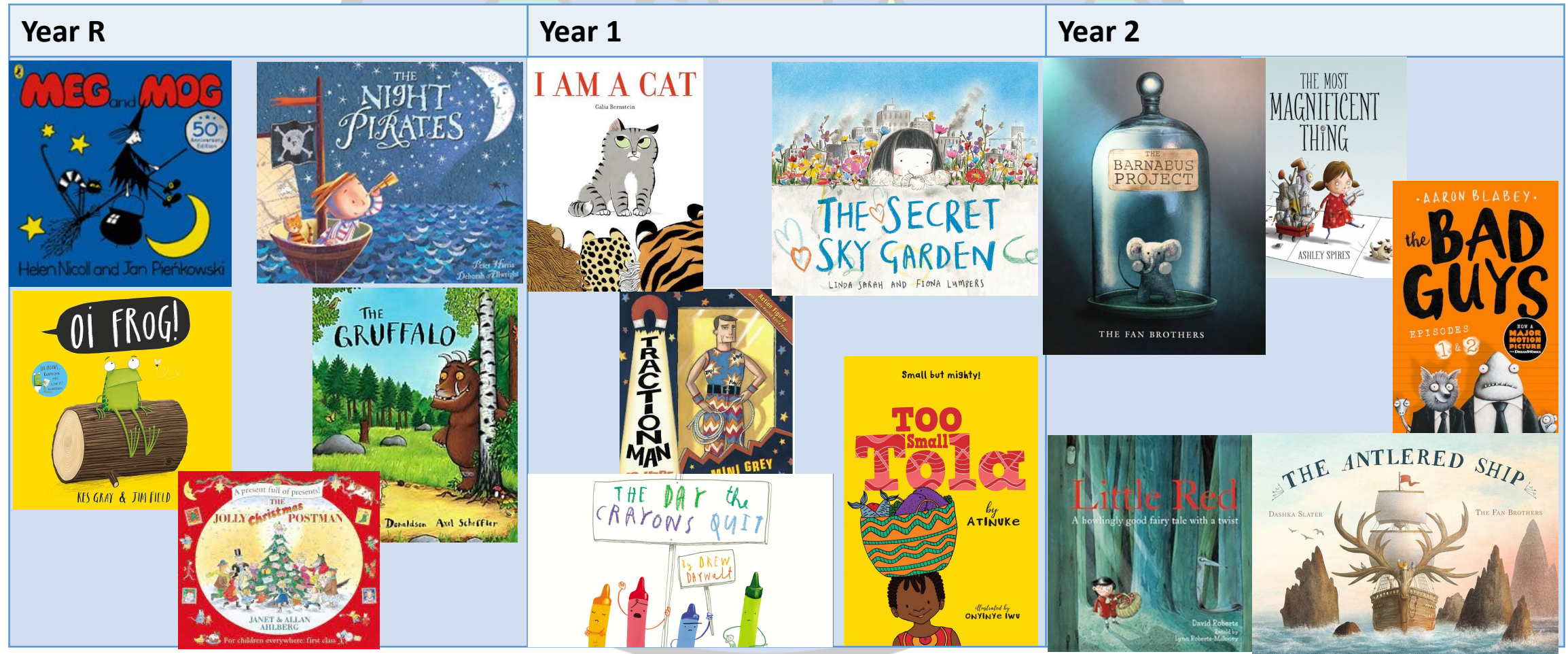
Children build their independence in using a range of comprehension strategies to show their understanding of a text with increasing independence.



# KS1 Class Readers

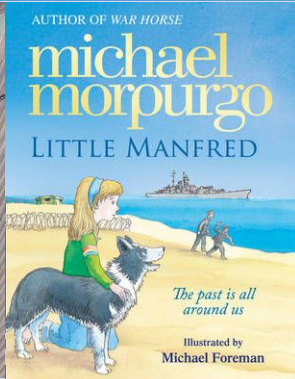
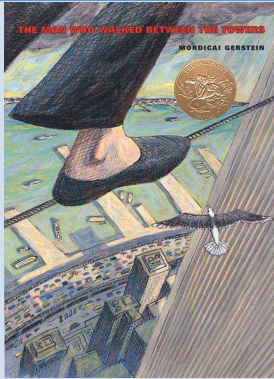
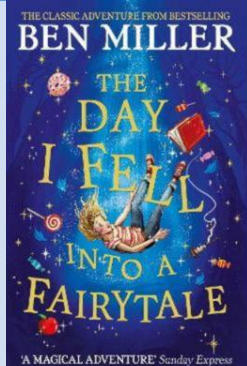
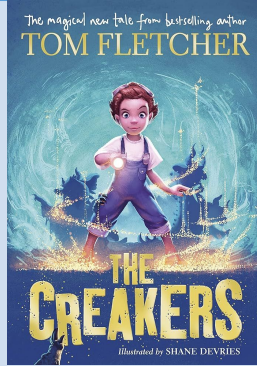
The first 20 minutes of every afternoon is spent reading and enjoying our class text.

Here are a few of our favourites:

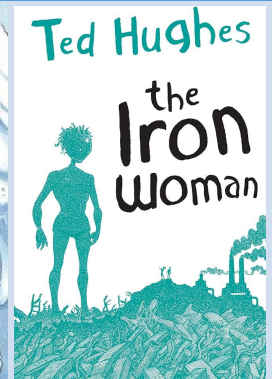
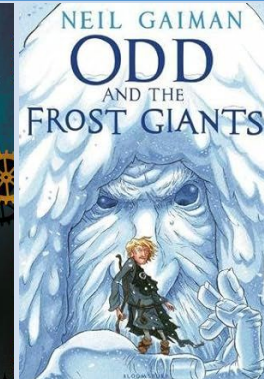
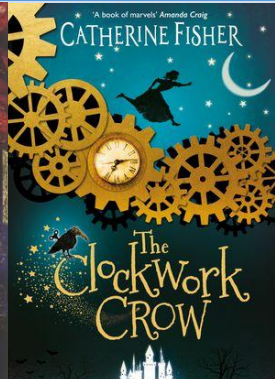
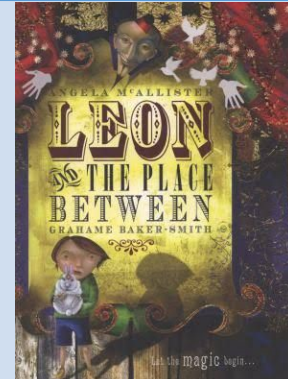


# KS2 Class Readers

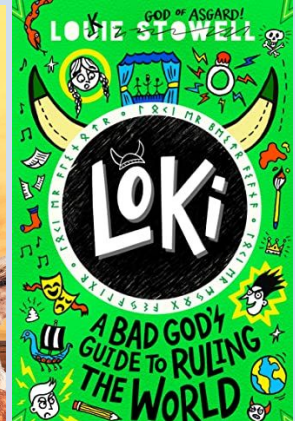
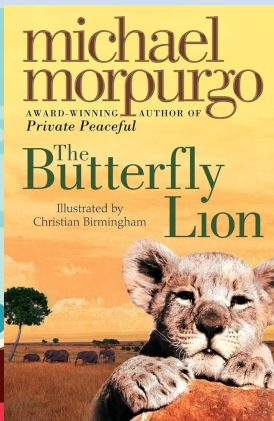
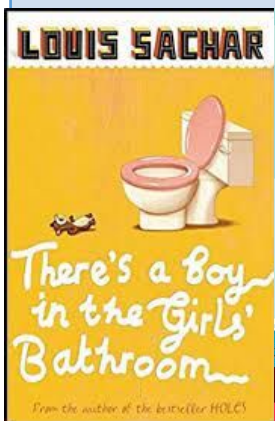
## Year 3



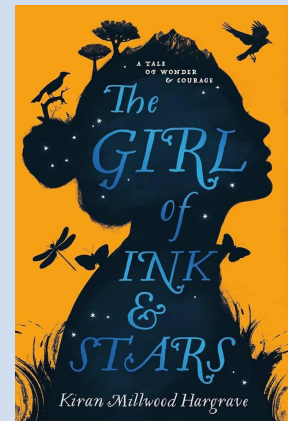
## Year 4



## Year 5



## Year 6



# Reading Books

A book linked to reading level - to be read independently



A library book – to be enjoyed alongside adults



# Take a Look at our Beautiful Book Corners...



# And Book Hooks.

