

READING AT VALLEY ROAD PRIMARY SCHOOL

READING INTRODUCTION

'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.' The Reading Framework 2023

Because of this, reading lies at the heart of teaching and learning in every subject at Valley Road School. Reading is a complex process that relies on many skills being developed at the same time. To become fluent, confident readers, children need to be taught two key skills: word reading and language comprehension. These two aspects require different types of teaching, and our curriculum is carefully designed so that every child develops both word reading and language comprehension together.

INTENT

It is our aim that every child in our school leaves us as a fluent and confident reader who has developed a rich vocabulary, a love of stories, and the ability to read a wide range of literature for pleasure. We achieve this through carefully designed teaching and learning opportunities in our English provision and through the language-enriched experiences embedded across all our subjects.

We want all children to become good readers, whatever their starting point or background. Good readers read widely at school and at home, make connections between what they read and the wider world, read with fluency, ask thoughtful questions, and read for meaning—combining ideas and clarifying their understanding as they read.

IMPACT

Our children enjoy reading and are increasingly confident readers. Analysis of data and performance in statutory assessments (EYFS Profile, Year 1 Phonics Screening Check, KS1 SATs and KS2 SATs) show our children achieve well in Reading and are in line or above when compared with national and local data. Our Test base results are also above National scores in all year groups. We also carefully monitor progress of pupils to ensure that intervention and support is effective and maximised.

INCLUSION

Reading can be adapted or differentiated to meet the various needs we have within classes. This might be done by adjusting the reading structure within the sessions, changing group size, using extra adult support or by using additional resources and scaffolds. We also have targeted intervention support for identified pupils. This takes the form of catch-up or in certain cases, pre-teaching.

IMPLEMENTATION

At Valley Road Primary Reading and Phonics begins right from the very beginning of Early Years. Every teacher and Teaching Assistant in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Reading in Reception and Year One

During this time, children's understanding of language is primarily taught through speaking and listening activities, the sharing of stories, rhyme and poetry and regular book-talk both in the classroom and at home. Pupils at this stage receive:

- Daily Little Wandle Phonics sessions focusing on decoding and 'tricky' words
- Weekly 1:1 or small group reading focusing on decoding, prosody and comprehension skills
- Targeted Little Wandle 'keep up' intervention where necessary
- A phonically decodable book to read with their parents and carers
- A 'reading for pleasure' book chosen from our library for parents and carers to read aloud to them.
- Daily high-quality stories and texts read aloud to them

Reading during Year Two and onwards

Once a child can read most words 'at a glance' and can decode unfamiliar words easily using their phonic knowledge we can begin to develop their understanding of language (comprehension) through their reading. We transition from using Little Wandle to focussing the 'VIPERS' skills. Pupils at this stage receive:

- regular small group guided reading
- whole class shared reading
- individual reading activities
- comprehension activities developing the VIPERS skills
- a banded reading book from our library to read aloud to an adult at home
- Targeted Little Wandle 'keep up' intervention where necessary
- Daily high-quality stories and texts read aloud to them

SUBJECT OUTCOMES 2025

- 100% of children achieved the standard at the end of KS2.
- 71% of KS2 left reading the standard at a high score.
- 73% of children within EYFS achieved the Word Reading ELG
- 95% of children passed the PSC.

STRENGTHS

- Reading enrichment activities, days and weeks as well as opportunities to meet authors and attend events at the Henley Literary Festival.
- Love of reading and Reading for pleasure prioritised.
- Promotion and encouragement of home/school reading with information workshops and shared Little Wandle resources available.
- Rich, diverse and varied texts through English lessons, class books, and Little Wandle matched books.
- Well-stocked and well used libraries for Infants and Juniors.
- Little Wandle taught consistently across EYFS and KS1, and prompt targeted intervention with engaging decodable texts for 7+ readers
- Dedicated phonics and reading training for ALL staff.
- Reading champions (trained volunteers) to offer extra 1:1 reading opportunities.

SUBJECT ASSESSMENT

All class teachers regularly assess children's word reading and language comprehension. Formative assessment for learning is made on a daily and weekly basis. Summative assessments are made twice a year using Hodder and Test base (introduced at the end of Year 1). These track progress and help teachers establish emerging gaps in skills and knowledge and appropriate support and intervention.

Within phonics, teachers in EYFS and KS1 use an online tracker for progress mapping, accurately matching suitable books, identifying gaps and determining appropriate intervention.

Government Statutory summative assessments are:

Year 1 Phonics Screening and Year 6 SATs.

end of KS1 Teacher Assessment informed by National Curriculum KS1

Tests to inform progress when transitioning to KS2

end of KS2 National Curriculum KS2 SATs Tests to inform progress when transitioning to KS3.

Vocabulary Infer Predict Explain Retrieve Sequence/summarise

TO IMPROVE, OUR CURRENT PRIORITIES ARE:

- To audit and review our KS2 reading sessions and texts to ensure effective progression and diversity of texts covered.
- To increase our decodable and banded reading book library and resources to support our Little Wandle scheme and interventions.
- To ensure KS2 children have appropriately banded reading books that are stimulating and challenging for home reading.