

INTENT	
<b>Alignment</b>	At Willow Primary Academy, we first teach pupils to read using the Read, Write, Inc scheme (see separate rationale for 'Phonics and Early Reading'). When pupils become confident and fluent readers, they begin Whole Class Reading sessions daily. By the end of Year 2, all pupils should be accessing these sessions; however, there are interventions in place for those who are significantly behind their peers. Pupils progress to understanding and enjoying a range of high-quality texts, which have been chosen based on the National Curriculum Programmes of Study. Regular reading sessions provide opportunities for encouraging and embedding reading for pleasure. The whole class texts and reading books for each year group are ambitious and reflect a range of authors, cultures and beliefs.
<b>End Points</b>	We are very clear about being aspirational in all year groups and the reading sessions are designed to support children with reading fluency, enjoyment and understanding of language, reading for pleasure and to facilitate confident writers, who can write for a variety of purposes.
<b>Sequencing</b>	Weekly sessions are designed to embed the reading skills and build on children's vocabulary and comprehension and reading fluency skills: Monday – Echo Reading to develop fluency and therefore understanding Tuesday – Book talk which involves lots of discussion about the text with the teacher and a focus on vocabulary Wednesday – Pupils are encouraged to apply their reading skills with a follow up task, which may be written Thursday – Teachers model how to answer specific VIPERS questions. These are targeted based on gaps in reading assessment. Friday – This is an opportunity for pupils to answer a range of VIPERS questions independently. The adults use this time to target pupils for more support or challenge.
<b>Social Disadvantage</b>	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant developmental delay. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning. At Willow Primary Academy, we encourage pupils to develop a love of reading by having a well-stocked library and book selections available in each classroom, which are easily accessible. Book corners are attractive and un-cluttered. We actively promote the local libraries and organise events such as World Book Day and National Story Telling Week. We celebrate a remarkable reader from each class during our weekly PRIDE assembly and this is also put on the newsletter. We also have regular author visits and take part in reading events locally.
<b>Local Context</b>	Many pupils at Willow Primary Academy do not have access to books at home. This is why it is vital to have a range of high-quality texts in school. We also ensure that every writing unit is based around a picture book. Pupils are encouraged to have not only a levelled reading book (appropriate for their age and stage), but also a book for pleasure which could be read to them. We try to get parents involved in reading events and workshops, so that they understand how to support their child with reading at home.

IMPLEMENTATION	
<b>Pedagogical Approaches</b>	Children will develop their understanding of reading knowledge through daily English sessions and will have opportunities to apply what they have learned across subjects. Children in all classes have access to story time this ensures that reading is correctly modelled to children as well as giving them the opportunity to enjoy being read to. We carefully monitor the children's reading at home and encourage parents to be fully active and engaged with us in this in order to support their child's ongoing development. Each day, pupils take part in DEAR time, where everyone spends 10 minutes silent reading. During this time, adults listen to one to one readers. Echo reading occurs every Monday. This is a strategy aimed to develop fluency, which is a focus for our pupils. During whole class reading, pupils read a range of texts from fiction and non-fiction. There is also a big emphasis on performance poetry.
<b>Teachers' Expert Knowledge</b>	Teachers continual professional development is central to the success of teaching reading. All adults are trained regularly in either RWI or Fresh Start, as phonics is the primary strategy for reading. Teachers also receive regular CPD through staff meetings and on-going support from leaders. They also receive support from outside reading agencies through development days and regular reviews.
<b>Promoting Discussion and Understanding</b>	The lesson structure promotes regular discussion through text analysis and is structured to lead to building understanding. The immersion in the whole class text naturally facilitates discussion and enables the pupils to use high quality vocabulary.
<b>Knowing and Remembering More</b>	Our reading programme has been carefully constructed to present the content in a logical progression. Echo Reading ensures that the children read the text as the author intended, which contributes to their ability to understand the text. Questions are carefully planned to cover a range of reading skills. Willow VIPERS posters have been created to help the children remember the main reading skills and these visuals help them to explain how they need to answer each type of question.
<b>Teacher Assessment</b>	We use formative assessment daily as a powerful and continual form of assessment for learning, as misconceptions can then be immediately addressed.

IMPACT	
<b>Approach to Assessment</b>	Termly reading assessments take place throughout the year to determine if a child is meeting age-related expectations. This is also used to inform future planning. Reading age tests take place twice a year, with lower attaining pupils completing them three times a year. These are used to unpick the difficulties pupils are having, which supports leaders in finding suitable interventions to help move pupils' reading forward.
<b>Performance Data</b>	In order to prepare pupils for SATs in Year 2 and 6, there are opportunities to practise papers throughout the year. End of Key Stage assessments take place at the end of the year and these results are published. In Early Years, Early Learning Goals are assessed and published. There are two ELGs for Reading: Comprehension and Word Reading. Year 1 also take part in the phonics screening test at the end of year (see separate rationale for 'Phonics and Early Reading').
<b>Pupils' Work</b>	We have high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride. All pupils have a reading journal, where they complete written follow up tasks and VIPERS questions. During Echo Reading, they also complete text marking to help them remember the prosody used when the text was modelled and read by the teacher. This is then used during their own performance.
<b>Talking to Pupils</b>	All members of the senior leadership team and, particularly, the English and Reading Leaders, talk to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.

