

Reading at Wensum








Intent

At Wensum Junior we are passionate about supporting all our children to become confident and independent readers.

We know that children who read well are children who learn well, in English, but also across the curriculum. We prioritise reading, to ensure children have full access to the wider curriculum we provide.

We seek to inspire children to develop a life-long love of reading, knowing that the ability to read and enjoying reading is a foundation for success in later life.

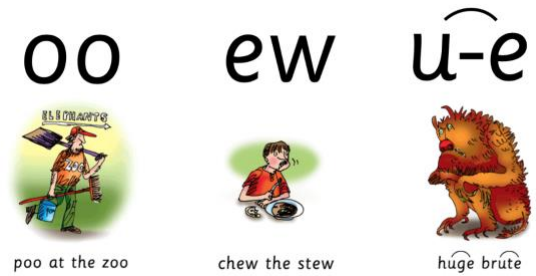
Our aim is for all children to able to:

-  decode words automatically;
-  recognise common exception words on sight;
-  read fluently with expression;
-  demonstrate a high level of comprehension;
-  extend their vocabulary through reading;
-  take pleasure in reading;
-  be articulate and confident in sharing their reading experience with others;

Phonics and Early Reading

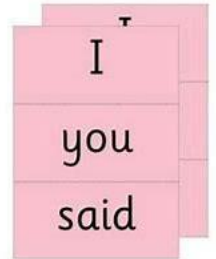
Implementation

Our early readers in Years 3 and 4 are supported through dedicated phonics provision. We follow the synthetic phonics program **Read Write Inc.** to ensure that children are introduced systematically to the sounds in English and the letters that represent them.



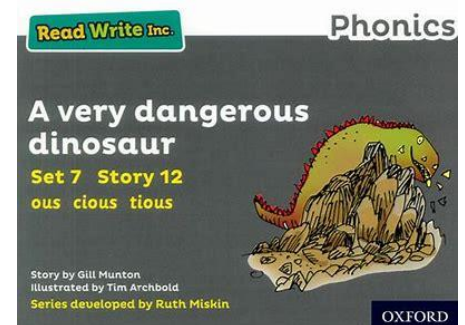
Group sizes are small, to enable our early readers to receive targeted support and make the best possible progress.

Sessions are delivered with **p**assion, **p**urpose and **p**ace and children are given every opportunity to experience success and recognise their own progress.



Early readers in Year 5 and 6 have a daily reading lesson which follows the RWI Fresh Start program. This builds on from RWI Phonics and enables children to consolidate their previous knowledge and master the skills they need to become independent readers.

Our early readers also access engaging and challenging texts during their English lessons with their class. This ensures all children experience quality texts which build their comprehension skills, develop their vocabulary and foster a lifelong love of reading.



Reading at Home:

Every child has a book bag and reading record which they take home each day. We encourage all children to read regularly at home and are happy to support families with strategies and resources for this. Early readers benefit from regular opportunities to read 1:1 with teachers, teaching assistants and reading volunteers.

Further support










We provide additional support to pupils who need help in keeping up with our phonics programme. This takes the form of 1:1 or paired sessions in the afternoons with a teaching assistant. Some pupils benefit from further assessment and individual support, for example pupils who are early in learning to speak English as an additional language and pupils who have a hearing, or speech and language difficulty. It is our firm belief that *all* children can learn to read by the time they leave primary education.

Impact of Early Reading Strategies










These are the measures against which we review the impact of our early reading provision. We have a cycle of school monitoring and self-review to enable us to continually improve and strengthen provision.

Key Performance Indicators for Early Reading:-







School leaders:

-  establish and reinforce strong, school-wide routines which support children's learning;
-  ensure that the teaching of reading is as effective as possible;
-  ensure that the RWI program is implemented successfully;
-  make the teaching of reading and literacy a priority within the curriculum;
-  ensure teachers and teaching assistants are trained in the delivery of phonics;
-  provide quality resources for the delivery of phonics and access to decodable books;
-  strive to ensure all readers meet or exceed age-related expectations;
-  aim for all children to learn to read, including those with learning difficulties;
-  strive for excellent outcomes, including for those from disadvantaged backgrounds;

Phonics leader:

-  has expertise and experience in the delivery of phonics through a SSP;
-  has sufficient, dedicated time to fulfil the role;
-  oversees the assessment and progress of each age group;
-  timetables phonics, reading, writing, spelling and read-aloud sessions;
-  ensures the best organisation of teaching spaces and resources;
-  provides senior leaders and teachers with a half-termly overview of children's progress;
-  provides coaching and mentoring to teachers and teaching assistants;
-  identifies pupils who need 'phonics boost' interventions, ensuring these have impact;
-  ensures parents and carers are informed about the school approach and ways they can support their child with reading at home;

Teachers and teaching assistants effectively:

-  demonstrate their understanding of systematic synthetic phonics (SSP) in their teaching;
-  recognise the relevance of phonics to teaching reading and spelling across KS2;
-  follow the principles and practices of the RWI program with fidelity;
-  reinforce school-wide routines which support children's learning;
-  are accountable for the progress and attainment in reading for the children they teach;
-  provide regular opportunities for early readers to read 1:1 to a skilled adult in school;

Based on: *The reading framework: teaching the foundations of literacy*, updated by the DfE in Jan 2022.

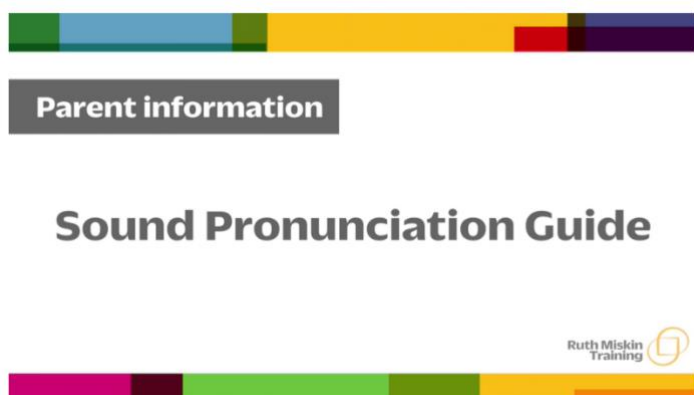
Early Reading: Useful links for parents and carers:

Create links:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>



https://cdn.oxfordowl.co.uk/2016/09/05/13/27/13/670/Sound_Guide.mp4



An overview of Set 2 and 3 RWI Sounds: [set-2-and-3-sounds-and-rhymes \(1\).pdf](#)

Reading Lessons: Steps to Read

Intention

Through our 'Steps to Read' reading lessons, we aim to teach reading and comprehension skills explicitly. The lessons provide our readers with carefully structured opportunities to develop all aspects of word reading and comprehension through exposure to high-quality fiction, non-fiction and poetry texts.

Reading skills and strategies are taught in a cumulative way, using evidence-based approaches. Units of work are carefully constructed to ensure full coverage of the statutory curriculum for reading, from Year 3 to Year 6.

By following our Steps to Read programme, we aim to ensure that by Year 6, pupils have mastered the reading knowledge and skills necessary to tackle the Key Stage 2 Reading Sats paper confidently. In this way, pupils will move onto high school knowing that they are fully prepared for the next stage in their education.

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, 2013

Children encounter a range of engaging texts through these lessons, which provides a gateway to new authors, genres and reading experiences. We ensure that copies of these texts are available for pupils to read in their entirety, during reading for pleasure sessions.

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.

The Reading Framework: Teaching the Foundations of Literacy, updated by the DfE in Jan 2022.

Implementation

Our Steps to Read lessons consist of daily 30 minute sessions, which are delivered to the whole class (although children who need support with phonics and Early Reading access their RWI Phonics or RWI Fresh Start sessions during this time).










Features of Steps to Read lessons:

- 📖 sequenced and coherent progression;
- 📖 use of language-rich texts for vocabulary teaching in context;
- 📖 include all elements of comprehension, taught sequentially across a year;
- 📖 a clear focus on the skills and strategies needed to be a proficient and confident reader;
- 📖 use of engaging texts to promote a life-long love of reading;
- 📖 include poetry, non-fiction and fiction that enhances learning across the curriculum










Impact of Reading Lessons

Key Performance Indicators for Steps to Read:

Pupils will...







-  develop competence in both word-reading and comprehension skills;
-  rehearse and apply these skills independently;
-  speak knowledgeably about their own progress and their 'next steps' in learning;
-  make good or better progress from identified starting points;
-  achieve well, against national expectations*;
-  speak articulately when expressing their views of a text;
-  speak knowledgeably, when explaining their personal reading preferences.

Teachers will:

-  reflect on standards achieved against the planned outcomes.
-  have a clear understanding of national expectations for the children they teach.
-  adapt teaching sequences and individual lessons to meet children's needs.
-  provide children with verbal or written feedback designed to move the learner on.
-  promote a love of reading through the use of dynamic classroom displays.
-  provide opportunities for children to share their reading experiences with parents and carers and their peers.
-  take responsibility for their own professional development in teaching reading, with the strategic direction and support of senior leaders.
-  use formative assessment to determine next steps clearly, including identifying children who might need immediate extra support.
-  regularly assess pupils' attainment against age-related expectations, using the Wensum Assessment Pathway or NFER Reading Tests and monitor progress.

Assessment of Reading

We assess children's reading skills regularly and ensure all pupils receive the level of support and challenge they need to progress.

-  RWI Phonics and Fresh Start Assessments – until competency achieved.
-  Fluency Assessments – 60 second reads -until competency achieved.
-  Teacher assessment using Wensum Assessment Pathway for Reading.
-  NFER Reading Tests termly: Year 3, Year 4, Year 5.
-  Year 6 termly KS2 Sats Paper and statutory KS2 Sats Test in May.
-  Year 6: Pre-KS2 standards for pupils working below the level of the KS2 test.

Reading for Pleasure

At Wensum we are proud of our large school library. This is a space where children can choose books to read for pleasure, or for individual research. All children are members of our school library and can borrow books using our library system to read at school or at home.

Our library is well-stocked with a range of engaging fiction and non-fiction titles. We have collections of books which link to our curriculum, to ensure that children can independently extend their knowledge through reading.

Our school year features regular opportunities to celebrate and promote reading for pleasure, such as World Book Day, visits from authors, reading cafes and workshops.



We encourage all children to read regularly at home. Listening to children read out-loud and sharing books together is a powerful way that families can support their child's learning. See below for ways to support your child with reading at home.

Class Storytime and Wensum Reading Spine









Teachers and teaching assistants regularly read to their classes, providing a shared 'reading for pleasure' experience. This is in addition to our Reading lesson or English lesson and is an opportunity to delight in literature and language and follow children's own expressed interests in authors and genre. We are currently developing our own **Wensum Reading Spine** as a way of sharing and celebrating the best in children's fiction and poetry and ensuring every child accesses a wide range of texts during their time with us at Wensum.

A Parent and Carers Guide to Reading for Pleasure

Research shows that reading for pleasure can be linked to children's success throughout their time at school and even into adulthood. By encouraging your child to develop a reading habit, you will be helping ensure they use their imaginations to explore new ideas, visit new places and meet new characters. Reading for pleasure also improves children's well-being and empathy. It helps children develop their sense of own identity and gives them insight into the views of others.



Top tips for encouraging your child to read for pleasure:

-  **Set aside a special time** – just a few minutes a day is enough to create a reading habit.
-  **Get caught reading yourself** – show that reading for pleasure is not just for children.
-  **Read to each other** – if your child really doesn't want to read on their own, then read together. You read a page, then they read a page. Or one of you could read any dialogue. Be brave and put on different voices.
-  **Value the books they choose to read** – all reading is valuable for a child's development. Some of us prefer non-fiction; some of us prefer comics. One child might like superhero books; another might a book of football statistics.
-  **Set a challenge** – can they read ten books before they're ten? Can they read a book from six different genres: a comic, an information book, a funny book, a sci-fi book, a classic and an instruction manual?
-  **Reading buddies** – reading to a younger sibling can boost your child's self-confidence and communication skills.
-  **Audiobooks** – audiobooks allow children to experience a book above their own reading level. It also allows you to share a book together or make the most of those car journeys. Listening to a story over and over again can improve vocabulary and encourage comprehension.
-  **Stage and screen** – use your child's favourite films or games as a springboard into reading. Knowing the characters and storyline can be a helpful bridge into reading a longer story.

Source: <https://home.oxfordowl.co.uk/reading/reading-for-pleasure/>

Writing at Wensum Junior

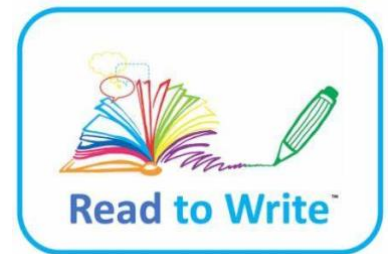
Intent:

Our English curriculum is devised to provide pupils with a structured approach to learning to write. We aim to promote a real enjoyment of writing, alongside high standards of competence and self-confidence. At Wensum we teach children how to write effectively for different purposes and audiences. Children write in response to the 'vehicle texts' we share and use these as a rich model for the use of language within their own writing.

Children develop their knowledge of the structure, grammar and vocabulary featured in different types of text, before applying these in their own writing. They learn to articulate their ideas with clarity before presenting them in writing. Our curriculum also provides planned opportunities for children to apply and showcase their writing skills across the curriculum, revisiting prior knowledge acquired during English Lessons and applying this to writing in different contexts.

Implementation:

Teachers use the *Read to Write* programme to plan and deliver a daily English lesson to the whole class. Learning sequences follow a common structure: Immerse, Analyse, Plan and Write. This approach acknowledges the strong interrelationship between speaking and listening, reading and writing.



The 'Vehicle Texts' we use are language-rich picture books, which are read aloud, enjoyed and discussed. They are challenging and beautifully written and provide important opportunities for children to encounter and develop new vocabulary.



Alongside the Vehicle Texts sits an Example Text, also known as a WAGOLL (what a good one looks like). This provides an example of what the writing outcome looks like at greater depth. This allows discussion about the choices the author has made and the effect these have on the reader.










Children engage actively in reviewing their own writing and that of their peers, learning how to be an effective response partner. In this way, we encourage children to share their learning outcomes and take ownership of their progress.



The program provides stimulating texts, access to high-level vocabulary and rich contexts for writing. A clear progression of grammatical knowledge and writing skills is planned across each academic year. Progression in knowledge and skills is mapped across year groups, to ensure lessons meet the full requirements of the National Curriculum and that pupils are challenged to meet, or exceed, national expectations. Lessons are pacy and purposeful. Classroom environments feature working walls which provide children with a 'toolkit' to draw on at the point of writing.

Teachers received training on the delivery of the program in September 2022 and an ongoing program of coaching, monitoring and INSET ensures that lessons are delivered with fidelity and that high-quality teaching results in excellent outcomes for pupils.

English lessons feature:

-  Daily work on sentence accuracy
-  Daily work on using and applying vocabulary in context
-  Analysing the features of a model text
-  Opportunities to rehearse writing skills linked to a model text
-  Opportunities to work collaboratively and independently
-  Opportunities to orally rehearse vocabulary and express ideas coherently
-  A learning sequence which builds towards extended piece of writing
-  Incidental writes, to rehearse focused aspects of writing
-  Opportunities to write for different audiences and purposes and in different genres.

Impact

Our English curriculum is planned to ensure progression of knowledge. Learning to write is a process of acquiring cumulative knowledge about how writing works alongside planned and strategic opportunities to revisit, embed and apply. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum by reflecting on pupil outcomes and competencies. Alongside this, we also ensure that we monitor and support the development of professional competencies and outcomes for our teaching staff.

Key Performance Indicators for Writing:

Pupils will ...

- ✎ Evaluate, edit and improve their own writing.
- ✎ Apply taught skills in grammar and punctuation to their independent writing.
- ✎ Develop competence in spelling and handwriting, communicating clearly.
- ✎ Demonstrate competence, confidence and creativity in composition skills.
- ✎ Speak knowledgeably about their own progress and their 'next steps' in learning.
- ✎ Respond to and act on feedback, taking increasing ownership of their progress.
- ✎ Make good or better progress from identified starting points.
- ✎ Achieve well, against national expectations.

Teachers will:

- ✎ Reflect on standards achieved against the planned outcomes.
- ✎ Have a clear understanding of national expectations for the children they teach.
- ✎ Adapt teaching sequences and individual lessons to meet children's needs.
- ✎ Regularly assess pupils' attainment against age-related expectations, using the Wensum Assessment Pathway and monitor progress.
- ✎ Ensure pupils are given every opportunity to succeed by scaffolding tasks where appropriate and promoting independent outcomes for all within each learning sequence.
- ✎ Provide children with verbal or written feedback designed to move the learner on.
- ✎ Ensure the learning environment enables learners to access the resources they need to be successful, *e.g. vocabulary on the working walls, sentence accuracy checkers, models of writing, spelling banks, RWI Sound mats.*
- ✎ Celebrate and share children's written outcomes through dynamic displays.
- ✎ Provide opportunities to share written outcomes with parents, carers and peers.
- ✎ Take responsibility for their own professional development in teaching English and writing, with the strategic direction and support of senior leaders.

Assessment of Writing

Teachers assess children's progress and attainment using our Wensum Assessment Pathway, identifying 'next step' targets and sharing these with children. Each half-term, teachers complete an end of unit review of teaching and learning, using this to help inform their next planning cycle. Children receive regular verbal and written feedback on their writing, in line with the school's marking and feedback code and policy.

Pupils needing additional support or challenge in writing are identified through teacher assessment. Teaching is then adapted to ensure their needs are met. Teachers meet termly to moderate writing judgements across and between cohorts. They participate in standardisation events with colleagues from other schools as part of their ongoing professional development.

Spelling



At Wensum Junior we teach spelling using the RWI Spelling program which builds spelling knowledge in a fun and engaging way. Each unit is introduced through a short video and children engage in a range of spelling activities across each week, recording their responses in their Spelling Books. The program teaches spelling cumulatively and systematically with deliberate, focused practice. It builds upon the teaching strategies and spelling activities from Read Write Inc. Phonics and is fully aligned to the National Curriculum.

RWI Spelling is delivered through 15 minute sessions, four times a week. A further 15 minute session is used to rehearse spellings using Spelling Shed.

Children are taught strategies for approaching and checking their spellings, common spelling rules and they rehearse the correct spelling of words prescribed in the National Curriculum.

Red Words

These are words which are not phonetically regular and therefore must be committed to memory, for example: *one, you, why, was, said*. These are also known as 'common exception words'.

Orange Words

Words from the National Curriculum word lists, that children are expected to learn and commit to memory.



Children across the school are assigned spellings to practise each week using the interactive online program Spelling Shed. Children rehearse the words assigned using different games and activities. The words set reinforce the Red Words and Orange Words taught through the RWI Spelling programme and link to the spelling lists in the National Curriculum.

At the end of each half-term, teachers assess children's spellings to determine whether they need to remain on a particular spelling stage or move up to the next level.

A link to the words in our spelling assessment can be found [here](#).

Wensum Spellings Stage 1

LIST 1.1	LIST 1.2	LIST 1.3	LIST 1.4	LIST 1.5	LIST 1.6	LIST 1.7	LIST 1.8	LIST 1.9	LIST 1.10
1. the	6. he	11. was	16. all	21. then	26. so	31. come	36. when	41. here	46. I'm
2. to	7. she	12. my	17. are	22. with	27. do	32. some	37. out	42. where	47. by
3. I	8. we	13. you	18. will	23. of	28. have	33. were	38. house	43. could	48. your
4. go	9. me	14. they	19. that	24. for	29. like	34. there	39. push	44. called	49. very
5. no	10. be	15. her	20. this	25. one	30. said	35. little	40. love	45. don't	50. put

Wensum Spellings Stage 2

LIST 2.1	LIST 2.2	LIST 2.3	LIST 2.4	LIST 2.5	LIST 2.6	LIST 2.7	LIST 2.8	LIST 2.9	LIST 2.10
1. cry	6. pull	11. whole	16. pencil	21. vision	26. who	31. huge	36. warm	41. always	46. once
2. cries	7. people	12. bread	17. city	22. monkey	27. which	32. change	37. usual	42. water	47. bottle
3. baby	8. because	13. metal	18. school	23. pretty	28. witch	33. giant	38. should	43. want	48. eight
4. babies	9. children	14. our	19. live	24. their	29. watch	34. magic	39. other	44. badge	49. friend
5. phone	10. know	15. hour	20. station	25. what	30. bridge	35. yawn	40. full	45. tunnel	50. half

National Curriculum Word List – Years 3 and 4

Stage 4.1	Stage 4.2	Stage 4.3	Stage 4.4	Stage 4.5	Stage 4.6	Stage 4.7	Stage 4.8	Stage 4.9	Stage 4.10
accident(ally)	calendar	describe	experiment	guide	knowledge	notice	possess(ion)	regular	surprise
actual(ly)	caught	different	extreme	heard	learn	occasion(ally)	possible	reign	therefore
address	centre	difficult	famous	heart	length	often	potatoes	remember	though
answer	century	disappear	favourite	height	library	opposite	pressure	sentence	although
appear	certain	early	February	history	material	ordinary	probably	separate	thought
arrive	circle	earth	forward(s)	imagine	medicine	particular	promise	special	through
believe	complete	eight/eighth	fruit	increase	mention	peculiar	purpose	straight	various
bicycle	consider	enough	grammar	important	minute	perhaps	quarter	strange	weight
breath	continue	exercise	group	interest	natural	popular	question	strength	woman
breathe	decide	experience	guard	island	naughty	position	recent	suppose	women

National Curriculum Word List – Years 5 and 6

Stage 6.1	Stage 6.2	Stage 6.3	Stage 6.4	Stage 6.5	Stage 6.6	Stage 6.7	Stage 6.8	Stage 6.9	Stage 6.10
accommodate	available	competition	determined	existence	identity	muscle	prejudice	rhyme	suggest
accompany	average	conscience	develop	explanation	immediately	necessary	privilege	rhythm	symbol
according	awkward	conscious	dictionary	familiar	individual	neighbour	profession	sacrifice	system
achieve	bargain	controversy	disastrous	foreign	interfere	nuisance	programme	secretary	temperature
aggressive	bruise	convenience	embarrass	forty	interrupt	occupy	pronunciation	shoulder	thorough
amateur	category	correspond	environment	frequently	language	occur	queue	signature	twelfth
ancient	cemetery	criticise	equipment	government	leisure	opportunity	recognise	sincerely	variety
apparent	committee	curiosity	especially	guarantee	lightning	parliament	recommend	soldier	vegetable
appreciate	communicate	definite	exaggerate	harass	marvellous	persuade	relevant	Stomach	vehicle
attached	community	desperate	excellent	hindrance	mischievous	physical	restaurant	sufficient	yacht

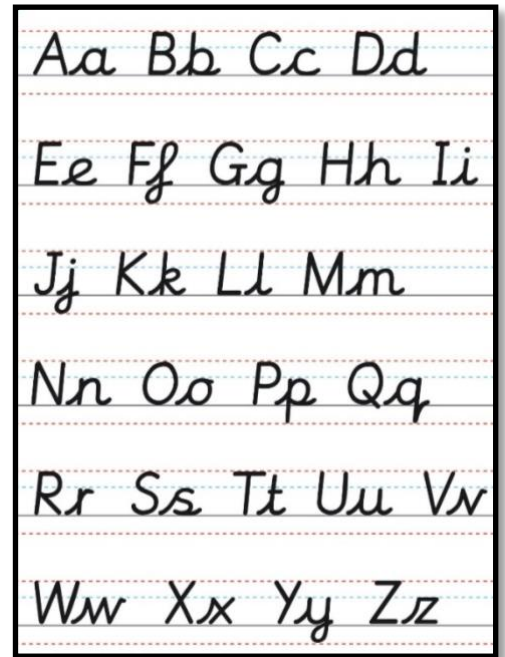
Handwriting and Presentation

We encourage all children to take care and pride in their work and make our expectations clear through the use of *Presentation Pledges*.

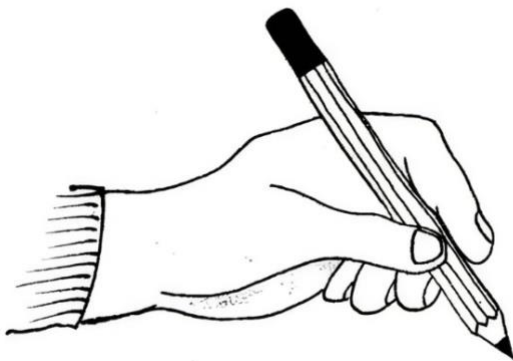
Children are taught how to form the correct joins between letters from the beginning of Year 3. They are also reminded of how to use a secure tripod grip, which means they are holding the pen or pencil securely.

By the end of Year 4, all handwriting should be joined, fluent and legible. In Year 5 and 6, children routinely write in handwriting pen.

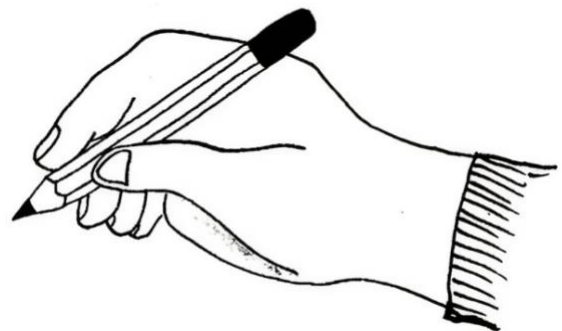
By ensuring that pupils can write neatly and fluently at speed, we help pupils free-up their 'working memory' to focus on the other elements of writing.



***Visual of Pencil Grip
Left-Handed***



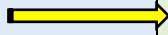
***Visual of Pencil Grip
Right-Handed***



Specialist Support with Handwriting

Children who experience persistent difficulty with their letter formation and presentation are referred for further assessment by the SENDCo. Some children benefit from adaptations, such as ergonomic pencils or pens. The school also provides specialist provision to identified pupils using the 'Speed Up' handwriting and co-ordination programme.

Overview of English at Wensum Junior School

Early Reading Provision 		Steps to Read	English Lesson	Read-aloud
RWI Phonics	RWI Fresh Start	Whole class	Whole class	Whole class
Focus on recognising graphemes, decoding, recognising 'Red Words', building fluency, encoding for spelling, hold a sentence.		Developing fluency, vocabulary, comprehension. Building awareness of the author's intent.	Read to Write 'vehicle texts' shared with the class, vocabulary building, reading like a writer.	The teacher reads story to the class choosing a text from the Wensum Reading Spine.
45 minutes daily		30 minutes daily	1 hour daily	15 minutes daily
Phonics Boost Intervention		RWI Spelling	Wider Curriculum	
During the afternoons, teaching assistants support early readers through 1:1 or paired phonics boost sessions, helping early readers keep up with their phonics group.		Spelling skills taught and applied	Pupils apply their reading and writing skills during lessons across the curriculum. <i>E.g. shared reading forms an entry point to a history lesson; children read individually whilst researching in science.</i>	
Individual reading from home-school book.		15 minutes daily	Curriculum Write	
1:1 reading to teacher, teaching assistant, or reading volunteer		Spelling Shed: Independent reinforcement of spelling at school and home.	Pupils apply writing skills developed previously in English to a writing task in another curriculum area: reactivating and applying prior knowledge.	

CREATE LINK TO ENGLISH CURRICULUM OVERVIEW FOR YEAR 3/4, YEAR 5 AND YEAR 6