



## **The Teaching of Reading at Fowey**

### **Early Reading & Phonics**

**In EYFS & KS1**, RWInc lessons take place daily following the RWInc program with fidelity from day 1 of Reception. Pupils are grouped by the stage of phonic development they are at following regular and ongoing assessments every two weeks during the autumn term of reception and every half term for all learners from the Spring of Reception onwards as well as at the point of need as identified by the teacher. Texts that are sent home are matched to the sounds pupils have learnt and are practiced in class before sending them home. Once pupils complete the RWI phonic program, they progress on to the RWI Comprehension program which helps to develop fluency and early comprehension skills to prepare them for KS2 whole class reading lessons.

**In KS2**, pupils who are still at the early stages of reading continue with their phonic learning. In Year 3 and 4, pupils continue with the RWInc program as in KS1 (where required) and may receive additional intervention for phonological awareness or fluency where required. In Years 5 and 6 pupils who require it take part in the Freshstart program to continue their early reading development as well as SPAG skills and reading comprehension at a stage-appropriate level or receive additional tutoring in their phonics skills.

Phonological awareness interventions are used across the school where required.

### **Developing Fluency:**

Fluency is delivered through the RWInc program and a focus on explicitly teaching fluency teaching strategies in Years 2 and 3 (and beyond). Where pupils struggle to become fluent readers, fluency interventions are provided into Years 4, 5 and 6 to continue developing this skill. Fluency skills are developed further in KS2 through the whole class reading approach which has an explicit automaticity and fluency development focus during week one of each unit.

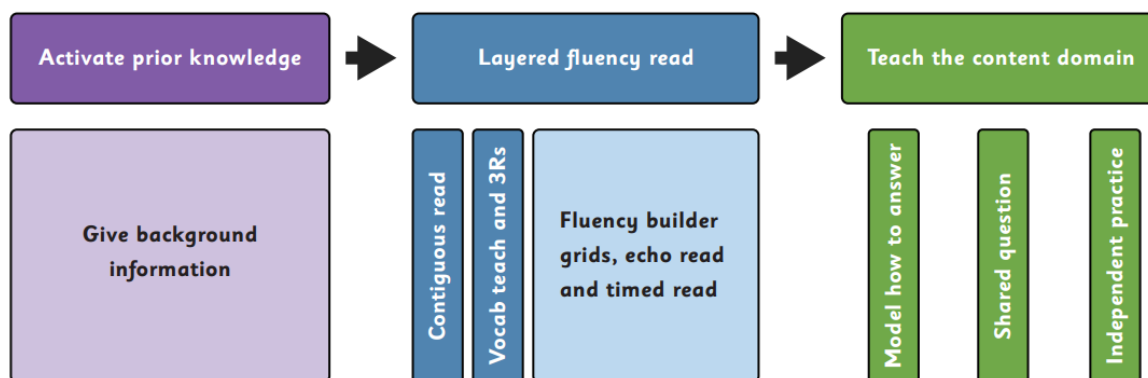
### **Explicitly Teaching Comprehension:**

**In EYFS and KS1**, texts are shared and discussed daily which explore the core reading skills of inference, prediction, summarising, clarifying and questioning through teacher led discussions at an age-appropriate level.

**In KS2** whole class reading lessons take place daily for pupils who are fluent decoders.

In KS2, reading lesson structures across the year are based on research informed practice based on the work of Chris Such in Primary Reading Simplified; Mary Myatt and Sussex Universities 'Just Read' research and approach, and the work of Tim Rasinski through the HFL Fluency Project. These are all research-informed practices which yield great results.

Pupils learn reading through a novel-based approach in two half term's using the Just Read approach (from Sussex University) and through the Comprehension Crusher's scheme (informed by Chris Such and Tim Rasinski's work) for the remaining four half-terms. Just Read is usually placed at the start and end of the academic year as a transitional tool and provides lots of opportunities for comprehension and fluency skill development through oracy opportunities and ambitious texts (beyond year-group expectations) read by the teacher as expert reader. Further information about the Just Read Structures is available to staff through the '[Just Read Planning Support Document](#)'. Comprehension crushers follow the structure below, replicating the fluency practices of RWI and Just Read and developing written comprehension answers through metacognitive I do, We do, You do approaches using a range of text types. Further information on Comprehension Crushers can be found in the [Comprehension Crusher's Reading Scheme Guidance](#).



## **Story time:**

Reading for Pleasure has been carefully mapped to ensure that reading is enjoyable for pupils and covers a range of text types. Our *Reading Overviews* map the texts that pupils read during storytime but also the texts that we use to teach them to be confident readers.

## **Teachers as readers:**

To inspire learners to view themselves and everyone as a reader, we share our reading pleasures through our 'Fowey Loves Reading' Posters which are across the school and model our staff's favourite books and reasons for choosing them. We also discuss ours and learners preferences in reading during weekly book talk sessions, using our UKLA book talk questions and discussion starters. Learners are encouraged to record recommendations in the library.

## **Library access and author visits:**

Every year authors visit our school, and we take part in the St Austell Literature Festival. We regularly update the library with new and updated texts covering a wide range of topics, authors and themes.