



Winwick CE Primary School

Myddleton Lane, Winwick
Warrington, WA2 8LQ
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Reading at Winwick CE Primary School

Dear Parents/Carers,

At Winwick CE Primary School, we believe that reading is a vital tool and life skill and it is our duty to ensure that we support our children on their journey to becoming life-long readers, who have a love of reading.

As a school, we provide children with access to a range of different texts and have developed our class and school libraries to include a wide range of narrative, non-fiction and poetry books to engage children with reading and offer them a wide reading 'diet'.

All children will have books that they access for reading in school and at home. For children who are still focusing on their Phonics, they will have access to a phonetically decodable book which will link to our Little Wandle Phonics Scheme and the sounds they are learning in school; they will also have access to phonetically decodable books through the online Collins Big Cat eBook Library. In addition to this, children will also have a reading book which is linked to their reading level and ability which is used to support the teaching of reading in school. Children will also have access to different reading material which they can select to focus on developing their love of reading. Children will bring books home with them and are encouraged to read at least 4 times per week to develop their reading fluency. *[Reading fluency can be defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).]*

The Teaching and Assessment of Reading and 'Cosy Reads' How do we TEACH reading?

On entering school, we begin the teaching of reading with our daily Phonics sessions through the Little Wandle Letters and Sounds Revised Scheme. Daily Phonics continues across Reception and Key Stage 1 and all children have the opportunity access an individual reading book which is linked to the phonemes (sounds) they are learning in class. Children will have 2-3 weekly reading sessions which focus on decoding, prosody (reading with meaning, stress and intonation) and comprehension (understanding the text).

All children will usually experience weekly guided reading sessions with their class teacher – either in a group or through whole class guided reading - which is where the teaching of reading and development of reading strategies takes place. In addition to this, children are also given many more reading opportunities across the curriculum, including comprehension skills within English lessons too. Where appropriate, children will also have the opportunity to read individually with an adult.

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1 Corinthians 16:14 'Do everything in love.'





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Teacher's regularly assess children's reading ability through Guided Reading sessions; formal termly reading assessment tasks; individual 1:1 reading, along with completing individual running records with the children to identify the progress they are making with their reading and next steps for them.

For a child to be classed as an 'independent reader' within a particular reading level, they need to achieve a score of 95% accuracy or above on their running record (e.g. 5 out of 100 words with an error). Below this is frustration level for independent reading. It is also important that children are showing a good level of comprehension in addition to how fluently they are reading.

At the end of Key Stage 2, the children need to be able to read a significant amount of challenging text within a set amount of time and so it is really important that we support them to develop their reading fluency, whilst also being confident with their comprehension, if they are to be successful.

With this in mind, following advice from our English Consultant, the decision was made to make the fluency a focus for individual home readers, meaning that the books children bring home to read should be well within their capabilities for reading, thus giving them the opportunity to develop their reading speed and expression, instead of struggling to read the words. We call this a '**cosy read**'. In addition, this also gives children the chance to discuss the content of the stories they have been reading, developing their comprehension skills and enjoyment of the stories, instead of them struggling over the pronunciation of words and losing the meaning. Please be assured that children are being offered opportunities to read more challenging texts and are 'taught' reading through their weekly Guided Reading sessions, where there is the greater focus on teaching the skills and strategies for reading, along with a focus on comprehension.

Our individual home readers offer children a wider range of text types and book choices within each reading level and children will read through a wider range of texts, after which running record assessments will be used to see if they are ready to move onto the next level in the book band system. Children will only be moved to a higher book band for their home readers once it has been identified that they are able to read that band at an independent level confidently.

Reading Diaries

Children across the school have their own Reading Diary where the reading that children do each day is recorded. This book also acts as a link between home and school and we encourage parents/carers to interact and offer feedback on how the children are getting on with their reading at home. As a minimum, we ask that parents/carers record the date and the number of pages that have been read that night – a minimum of 4 times per week. It is important that reading books/diaries are sent into school EVERYDAY. We will check children's Reading Diaries daily and will stamp when they have been checked, as well as stamping when your child has read with an adult in school; this may be individually, as a group and/or as a class.

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As well as the individual readers from our book banded schemes, we also encourage the children to select books for themselves that they would like to read. In school, children are given opportunities to read books from the class/school library that they have chosen for themselves, and we encourage children to read a range of other materials at home too – this includes magazines and other text-types. If your child has been enjoying reading their own book at home, please remember to log this in their reading record too!

Sometimes, your child might select a book from the library that they would have difficulty reading themselves, but have chosen the book as they really would like to hear the story – for example, they may select a picture book that they want to read but the text is too challenging. If this happens, we ask that you find some time that week to share the book with your child and read it to/with them to develop their enjoyment of reading. Our staff will monitor children's reading books to ensure this does not happen weekly, but there may be times across the year where this happens. If you do not have time that week, please keep this book at home a little longer until you have had time to enjoy it with your child before sending it back into school.

Whole School Reading

As a school, reading remains a key focus for us. This year, we had our new whole school library installed which is now a focal point for reading. All children are given the opportunity to access our library and to have a story/text read to them in the library at least once a week. Our PTFA were instrumental in supporting us with this and continue to support us with ongoing fundraising, something which we are extremely thankful for.

Over a number of years, we have put a significant amount of funding into replenishing the reading material available for the children to access for school/home reading and also buy into the Cheshire Library Service which enables us to loan book collections throughout the year. By doing this, we are able to regularly refresh our school and class libraries with different books for the children to access; this is particularly beneficial for non-fiction texts as our staff co-ordinate the loaning of book collections to mirror current units of work being covered (e.g. texts for the current History, Geography, Science, RE units, etc).

How do we promote reading?

To promote reading across the school we have a number of reading award. We have our Reading Award certificates, which are presented to one child in each class per week who has done particularly well with their reading that week; for example, this could be that they've achieved a reading target, they've really engaged in a reading session, they've improved their frequency of reading.

In addition to this, we also have our whole class Reading Award where the class with the highest percentage of home readers each week receives the trophy award during Friday Celebration Worship. Each day, staff will check Reading Diaries and record the frequency of reading at home. This information is then collated and the winning class receive the award to celebrate their reading success and get a mention on our weekly newsletter.

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In addition to this, we try to hold different reading themed days/events to foster a love of reading with our children. This includes teachers and other adults reading class books and other texts to the children regularly for the sheer pleasure of sharing a good story together. We also look to bring in external opportunities to promote reading too, for example a 'story-teller' to share stories with the children.

Over the course of the academic year, we try to hold at least one event/workshop for parents/carers linked to reading, to ensure you have relevant, up-to-date information about reading.

If you would like further information on, or if you have concerns about your child's reading, please see your child's class teacher in the first instance. Appointments can be made by contacting the school office and teachers will be happy to speak with you about your child's reading.

Thank you for your continued support,

L. Duckett

Mrs Laura Duckett
Headteacher & English Lead

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