Reading

at the River Wye Federation

Local Context

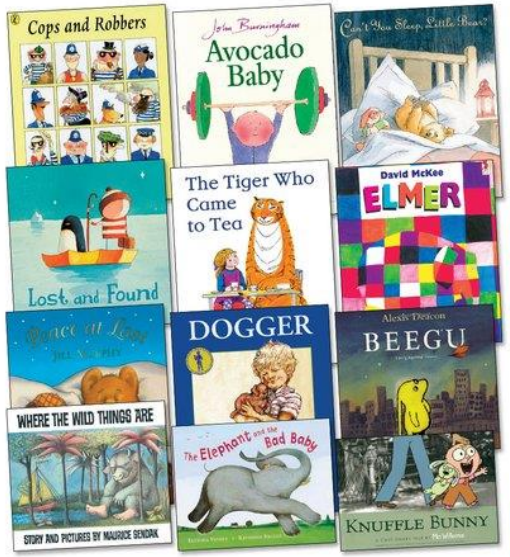
- We live in an Area of Outstanding Natural Beauty which has inspired creativity for centuries.
- Authors who have lived or written in this area include JK Rowling who has said that she was inspired to write after time spent ‘wandering unsupervised in the fields along the River Wye’; JRR Tolkein, whose invention of ‘Middle Earth’ is said to have been inspired by the dense and mystical woodlands of the Forest of Dean; and Samuel Taylor Coleridge and William Wordsworth were inspired by the beauty of this area to write their finest poetry.

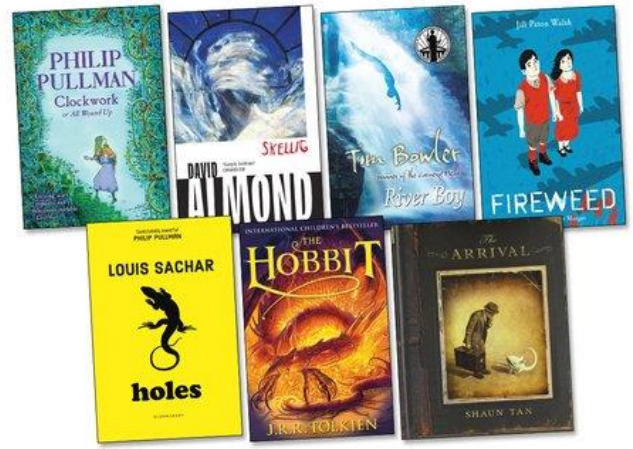
An example of reading progression at RWF

Reading Progression

Year 2	Year 3	Year 4	Year 5
*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing

Supporting Literature





We use Pie Corbett's reading spine across the year groups to ensure access to quality texts

Supporting and deepening

- We closely track children's progress from EYFS onwards as they learn to read. Gaps are addressed quickly with quality interventions. Alongside the technical skills of reading at this early age, a love of reading is fostered through the availability of books to share and enjoy at home, and through daily class stories which are cherished and valued by staff and pupils alike. Children share books one to one regularly with adults throughout school as this is the best intervention for supporting all children.
- Books are chosen by the children as a hook for our Learning Journey from a selection which provides challenge and interest to all children.
- Talk for Reading comprehension lessons ensure that the skills of reading are taught explicitly. Vocabulary is broadened in these lessons but is also part of our cross-curricular teaching.
- We use a buddy system of reading between older and younger children to share the joy of reading, and Reading Clubs are held where possible.

Cultural Capital

We take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for their future lives in a diverse society. We promote cultural capital via reading by providing and exposing our children to a range of high quality texts, from different genres, that have been written by authors from a wide range of backgrounds. All classes across the federation have access to the Pie Corbett Reading Spine.

Staff also select high-quality, challenging texts to ensure all children have access to books they may not come across ordinarily, as part of their Learning Journey planning. There is coverage of a variety of genres including non-fiction and poetry within English and Comprehension lessons. Texts are specifically chosen because they have rich vocabulary, are written by famous authors, teach diversity or are expose the children to cultures and ideas they might not encounter in our context.

All of these aspects of our federation's reading culture are designed to build the children's engagement with, and understanding of, wider society both locally, nationally and globally.

Rights Respecting School

Some of the articles of the UNCRC which relate to reading are:

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

Article 12 (respect for the viewsof the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and leisure activities.

Eco Schools and Learning in the Environment

- The skill and enjoyment of reading helps us in all areas of the curriculum. Reading comprehension skills are not just limited to comprehension lessons, but those skills also apply in children understanding the world around them. Finding out about their locality and interpreting its issues and features are directly enhanced by children's comprehension skills.

International School

- Our international school links help us to understand the wide variety of forms and levels of written communication.
- We send and receive letters from our partner schools regularly. This reinforces the power of reading. Children are also exposed to examples of foreign languages and this adds to their interest in the written word.