

# Reading at Westgarth



Reading is fun because you learn new words.

Gracie Year 3

## Intent

At Westgarth we are passionate about reading. Being able to read well matters. It can significantly impact on success in school and beyond. It takes them into imagined worlds far beyond their own experience, and make possible endless opportunities to explore new areas of learning, thinking and ideas. The power of reading is immense, and we want children to be able to take full advantage of the benefits, pleasure and enjoyment that it has to offer. We aim to develop positive attitudes towards reading so every child thinks of themselves as a reader and has fostered a love of the written word in all its various forms. We wish to create a community of readers that share, enjoy and promote reading as a skill and desirable past time.

*I do believe something magical can happen when you read a book.*

J.K Rowling

I love reading at school because all the books are interesting and super enjoyable.

Isobel Year 5

## Characteristics of a Reader

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts
- Curious to know more
- Stamina to read at length.
- The inquisitiveness to read different genres and length

## Implementation

We teach reading in a variety of ways at Westgarth; this includes but is not limited to, group teaching, whole class, close text analysis, discrete phonics teaching (Read,Write,inc), shared peer and 1:1 reading. Furthermore all classes have a variety of quality texts read to them throughout the year. This helps to promote reading as a desirable past time and something that should be valued and treasured.

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks:

- To understand texts (comprehension)
- To read words accurately (skills and strategies)

These key concepts underpin learning in each phase. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

## Impact

The impact of our reading curriculum can be clearly seen across the school through children talking about their love of reading, the quality of texts the children are reading, the quality of teaching across the school and the commitment to reading within the wider community. Phonics data is above national average and county results. For 2023-32024, Key Stage 1 results show that data is above national and county averages in reading. KS2 reading results are above national average.

We assess through a range of formative and summative strategies. End of EYFS/ KS1 and KS2 national data is collated. We complete phonics tracking every half term, including pupils that are still in need of phonic intervention. Continuous teacher assessment including continuous questioning and probing, gives the teachers an accurate view on where each child is being successful, and their next steps are.