



## Reading Beyond Phonics



Reading is key to unlocking the whole curriculum and is at the heart of our curriculum. If you struggle with reading it is much harder to access most of the other subjects we teach in school, so we have taken time here at Westbury to make sure our reading curriculum is strong so that children can learn to become proficient readers and, most importantly, love reading.

Once pupils have mastered their phonics they are taught Guided Reading in small groups, which, for most pupils, happens at the beginning of Year 2. We follow the **Literacy Tree's Literary Leaf** programme. This is a book based comprehension programme that promotes discussion, helps children learn new vocabulary and answer a broad range of questions about the book. We have chosen this approach for the broad range of inspirational texts and comprehensive planning <https://literacytree.com/literary-leaves/>

From Y2- Y6 pupils have Guided Reading sessions in their individual year group once or twice a week, with follow up questions and independent reading.

We have invested in **Oxford Reading Tree's levelled** books for pupils to read independently/with a teacher/at home once they have completed the Little Wandle reading scheme. As you can see from the chart below, some of the levels are different in Year 2 to Year 3 and above and colour coded accordingly. The chart shows how this matches with their year group.

Pupils read levelled books right up to Year 6. This ensures that they are reading high quality age appropriate reading books. Do follow the link to read more about this. <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/oxford-reading-tree-levels/>

This approach is advised by reading experts to ensure children read a broad range of books independently and do not get stuck reading the same type of book or narrow their reading. It also helps match content to a child's age so that younger pupils do not access books too old for them once they have finished the phonics programme and can read more fluently.

We also encourage pupils to choose reading books they enjoy- from home, from the library in school (which is in development), from the class reading corner or from a public library. We hold regular Free choice reading times throughout the day.

When we listen to pupils read 1:1, we ask them to read their Oxford Reading Tree Levelled book. Teachers ensure that these books are changed regularly and children who struggle with reading are supported with 1:1 reading interventions (Precision teaching/ targeted phonics support/ fluency practice).


Every day, in every class, time is set aside for the teacher to read aloud to the class to develop their love of language and story.

### **Assessing pupils' progress through the levels**

Pupils who are working at an expected level in their reading will progress steadily through these levels in line with their year group- see chart.

Teachers always assess a pupil before they move onto the next number level with a short 1:1 assessment of their reading fluency, vocabulary and reading comprehension using a text within the level they are currently reading. If pupils read words accurately with **fewer than 5 mistakes** (*self-correction does not count as a mistake*) and are able to answer comprehension questions (see inside book cover) and explain the meaning of technical or unfamiliar vocabulary confidently, they can progress to the next level.

We support a **Mastery Approach to Reading**, so do not accelerate or hold pupils back unnecessarily. However, pupils with SEND or pupils working at Greater Depth will need to be assessed to ensure their reading level matches their skill level.

<b>Oxford Reading Level</b> 	<b>Year 2</b>	<b>Key Stage 2</b>	<b>Year group</b>
8	8	8	<b>Year 3</b>
9	9	9	
10	10	10	
11	11	11	
12	12	12	<b>Year 4</b>
13		13	
14		14	
15		15	<b>Year 5</b>
16		16	
17		17	<b>Year 6</b>
18		18	
19		19	
20		20	