

## West Felton CofE Primary School

### Reading Rationale

*"Leaders set high expectations, particularly in reading. As a result, pupils become fluent readers."*

*Ofsted, July 2022*

Reading is something we are all exceptionally passionate about at West Felton. We strive to ensure that our children can read fluently **and** develop a lifelong love for reading.

#### **From tiny Acorns, mighty Oaks grow...**

Miss. Miller, our EYFS lead and Assistant Headteacher, has produced our bespoke phonics scheme. It starts as soon as the children join us in Nursery and runs right through until each child is a competent, confident, fluent reader.

It is a synthetic phonic approach. This is the most widely used approach associated with the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word.

*Definition from The National Literacy Trust, 2017*

A detailed overview of the scheme can be found on our website:

[West Felton Reading Scheme](#)

It was highly commended by Ofsted in July, 2022:

*"The school's own phonics scheme enables pupils to learn to read fluently. This starts right from when pupils join in Nursery and Reception. Leaders have ensured that books are well matched to the letters and sounds that readers know. Staff are trained well to support pupils, including those who initially struggle to read. This helps pupils to read with increasing confidence. Leaders promote a love of reading throughout the school. Pupils enjoy reading for work and pleasure."*

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As our children progress through the school, we ensure that fluency and a genuine love of reading blossoms. Our Reading scheme is designed to continue for those who are not yet fluent, providing targeted intervention where necessary.

Teachers, Teaching Assistants, and trained volunteers regularly hear each child individually, ensuring that they are on track, moving forward, reading and comprehending appropriate texts.

Our texts include Barrington Stokes books which are dyslexia-friendly and 'High-Lo' publications which are age-appropriate in content and appearance but phonetically coded for those who have not yet reached their age-appropriate milestones, thus maintaining dignity.

Guided Reading is a well-established practice at West Felton, it is crafted and carefully reviewed and continues to provide an enriching reading experience for the children and a valuable assessment window for our teachers.

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As well as ensuring that we meet the requirements of the National Curriculum, we employ a plethora of enrichment opportunities to ensure that our pupils truly develop a lifelong love of reading.

These include:

- Regular author engagement, through letters, emails, and web chats as well as in-person visits.
  - A popular reading incentive system which is rewarded with high-quality texts.
  - Regular class novels.
  - A trip to Oswestry library.
  - Beat the Summer Slide Reading picnics.
  - Participation in Shropshire Bookfest.
  - Book shop opportunities with our local independent book shop, Booka.
  - Participation in World Book Day and World Poetry Day.
  - Volunteer listeners.
  - Mrs. Hughes's bookcase!
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In July 2023, The Department for Education released a document: [The Reading Framework](#), which encapsulated the importance of reading:

***“I realised in a whiplash burst that those children, all mine for one year, might never reach their full potential as human beings if they never learned to read.”***

*Maryanne Wolf, psychologist and reading advocate.*

*Maryanne Wolf’s sudden awareness, as a new teacher, of her responsibilities towards her young class highlights why reading matters. To the individual, it matters emotionally, culturally, and educationally; because of the economic impacts within society, it matters to everyone.*

As a team, we have been working through this document to audit current practice and identify areas for improvement. This ensures a proactive, strategic approach to improvement which feeds into our annual School Development Plan.

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Whilst a love of reading is difficult to quantify...our children could eloquently explain...our results do confirm the impact of our Reading Rationale here at West Felton, in 2023:

- 83% of our Y1 pupils passed the phonic screening compared to 81% nationally.
- 80% of our Y2 pupils met or exceeded the national standard for Reading, compared to 68% nationally.
- 95% of our Y6 pupils left us meeting or exceeding the expected standard, compared to 73% nationally.



*Aspiration*

*Community*

*Dignity*

*Kindness*