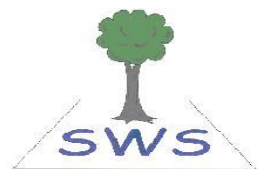


Sheringham Woodfields School



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READING POLICY

Approved by SMT: 16 th June 2025	Approved by Staff: 23 rd June 2025	Approved by Governors: 10 th July 2025
Next Review date: Summer 2026	Person(s) responsible for review: Head of Core Subjects / Assistant Head Teacher (Quality of Education)	

"The more that you read, the more things you will know. The more that you learn, the more places you'll go!"
- Dr Seuss

This policy is for both the pupils and staff of Sheringham Woodfields School. This policy is to outline how SWS approaches teaching pupils to read across the school. The school has a separate Reading for Pleasure Policy.

Intent

Reading is the key to learning. It is a fundamental skill in our society, which will open the door to communication, new opportunities, jobs, enrichment and learning.

It is vital that all staff at Woodfields working directly with pupils have a sound subject knowledge of how to teach pupils to read. Staff will know how to use phonics to teach early reading, and also how to support comprehension. Training is provided to all new class based staff and is available for staff to refresh on at any time.

Where new staff members join the school, or current teachers require further support, more training is available. The Head of Core Subjects will direct staff to online phonics training via the induction training package shared with all new starters from the office team.

Implementation

Phonics

At Sheringham Woodfields School, we use 'Twinkl Phonics', a DfE approved systematic synthetic phonics (SSP) programme.

We do not stipulate which level (phase) should be taught in which key stage as our pupils have varying levels of phonics knowledge and learning is not always linear for our pupils.

Most classes will use this programme in their curriculum offering. The school recognises the importance for continuity in a whole school cohesive approach to teaching phonics. Fidelity to the scheme is important. Class Teachers will use their professional judgement and adapt the resources and planning to better suit the needs of the pupils in their class. The level being accessed is recorded in each pupil's Curriculum Passport

(please see the 'Pupil on a Page' document). Class Teachers should ensure that they hand over progress notes and work to new Class Teachers.

The gold standard of teaching phonics would include a 10-15 minute lesson taught every day. Most classes should strive for this. There are some classes where this is simply not possible, due to the number of therapies and other areas of pupil's personalised curriculums, which are of equal importance to academic subjects. In this situation, Class Teachers will work with a member of the SLT and the Head of Core Subjects to discuss what a realistic, appropriate amount of phonics input may look like for their class.

Pupils who are not ready to engage in Subject Specific Study - working below pre-Key Stage 1 (including the Twinkl Phonics Program) should be engaging in daily multi-sensory listening and attention activities. This should only be after a professional dialog with a member of SLT and the Head of Core Subjects. Where a minority of pupils in a class who are able to access Twinkl Phonics, these pupils will attend the appropriate lessons in a class as Internal Inclusion, unless a 1:1 intervention is more suitable.

At the start of each academic year, we agree the coverage of phonics for each class based on the needs and abilities of each pupil in the class.

We are a very well-resourced school and therefore promote the use of sensory, physical and manipulative resources to support all learning where possible. We aim to avoid worksheets and provide physically active phonics lessons. The Head of Core Subjects will ensure that these resources are kept up to date and in good working order. Classes should do their best to look after these resources when using them, and let the Head of Core Subjects know if anything needs replacing or repairing.

Reading Scheme

SWS recognises the importance of appropriately correlating a whole school phonics programme to a whole school reading scheme. We therefore decided to use Rhino Readers (Twinkl) from September 2022.

The school has invested in enough Rhino Reader books in order to ensure there is an ample supply for classes to access whenever needed. The subscription also allows for an e-book subscription for each class teacher so that they may use the books in various ways such as; whole class reading, guided reading, and sharing the e-books with families to use on iPads / tablets at home. Some pupils are more motivated by technology and this therefore may be more interesting to them. Using the e-books at home may also reduce parent anxiety around taking care of or returning the physical books, promoting more home reading.

We use wordless books which are not correlated to any other SSP to support our pre-readers. Rhino Readers does not yet have any wordless books in print (these are expected to be released in 2025).

The school expects classes to read 1:1 with their pupils **at least** once per week. Some classes may be able to do this more often. Classes should record this session using Evidence for Learning, to monitor progress. This will also allow parents and carers to observe how their child is being taught to read in the hope of supporting them with home reading.

Class groups are very small and pupil needs are extremely nuanced, therefore Guided Reading is not common practice at SWS. For classes which may benefit from Guided Reading, support and training is available from the Head of Core Subjects.

Reading at Home

The school encourages home reading and can offer resources, which are accessible to all of our pupils. We have an ample supply of storybooks, non-fiction books, board books, story sacks, sensory stories, and now wordless books, Rhino Readers books & e-books.

With the launch of EFL, we hope that parents will want to share videos, images or comments around reading with their children at home. Classes will provide at least one Rhino Reader book at week for pupils to access at home to practice their reading skills. This can be in the form of a physical book or an e-book.

Pupils also visit the library once per week and may check out a book from here to take home and enjoy with their families.

The Reading Curriculum at SWS

The school uses Twinkl phonics to teach word reading skills across the school. In addition to this, pupils visit the school library each week and can experience story sacks, audio books and choose from a wide range of reading books. Reading opportunities are given in all subjects where pupils are encouraged to use their phonics and decoding skills to read words around them in their environment, instructions for their work, or within daily routines and timetables etc. Sheringham Woodfields has our own assessment framework which assesses reading comprehension skills such as prediction, inference, deduction and retrieval of information. These skills are taught through 1:1 reading, during library sessions and within English lessons.

Reading for Meaning / Comprehension

It is a common observation within modern society that some children have 'rote' learnt how to read before they start school, due to the use of websites such as YouTube and other educational video platforms. It is imperative that the school recognise this and ensure that we are also teaching reading for meaning and comprehension regularly and comprehensively.

Impact

Each class has their own pink Phonics Assessment Folder, Class Teachers are expected to complete these assessments three times a year, these usually fall in each of the academic terms. These are monitored by the Head of Core Subjects, who will provide feedback and support as appropriate. This monitoring is then shared with SLT. The Head of Core Subjects will ensure that the pupils are making progress, being challenged and that the Class Teachers are using the assessments to appropriately inform their planning and potential interventions. Alongside this the impact of reading is evidenced and monitored through entries on EFL (Evidence for Learning) and EHCP annual reviews.

Quality Assurance

Planning and Assessment Monitoring:

Head of Quality of Education or Head of Core Subjects monitors Phonics / Reading Planning and Assessment termly. Written feedback is given to the class lead in a prompt manner, identifying any strengths and any areas for development. Assessment is kept on the Evidence for Learning, an app which follows the pupils throughout their journey with us.

Moderation

Moderation sessions are arranged with class leads during Teaching and Learning Meetings regularly. This gives class leads opportunities to see where their pupils' have come from, and where they might be going next. It also ensures that judgements are consistent throughout the school. These samples are also taken to external moderation to ensure that our judgements are in line with other schools in the county.

Lesson Observations

Lesson observations or learning walks are scheduled regularly in order to see the whole school in action. Written feedback is given against the Teacher's Standards, areas of strength are identified and areas for development are highlighted.

Learning walks are also common practice at the school. A summary of observations (no classes / staff members are named in these) is then sent out to staff members, with the option of 1:1 feedback at their request.