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Subject on a page:

# Reading

At Hurst Green Primary School, we believe that reading is a key life skill. Our aim is to provide children with reading experiences that will lead to rich language development including a breadth of vocabulary and exposure to a wide variety of different texts and genres.



Intent—We aim to...

To develop enthusiastic readers who read with confidence.

To read accurately, fluently and with understanding and confidence.

To use phonics to decode unfamiliar words.

To be able to read in order to develop learning across the curriculum.

To develop good linguistic knowledge of vocabulary and grammar.



Implementation—How do we achieve our aims?

\* Consistent teaching of early phonics through the use of Little Wandle. \*Ensuring that reading books are accurately matched to children’s phonic knowledge. \*Working closely with parents to ensure that support at home is in line with the school’s approach. \*Promoting a positive culture of reading in school and reading for pleasure. \*Promoting reading passports to ensure promotion of quality and range of texts in each year group. \*Reading Practice sessions in EYFS and KS1 \*Whole class guided reading in Key Stage 2. \*Identification of children not at the expected level and appropriate interventions put in place. \*Accurate assessment via book bands, phonics assessments, reading age tests and running records.



## Reading for Practice

## Learning to read

### A systematic approach

In EYFS and KS1 we use a synthetic phonics programme called Little Wandle which is supported by Big Cats Letters and Sounds reading books. Children take part in daily phonics sessions. Staff receive Little Wandle training before delivering sessions. PM books are used for the first few weeks of reception to establish print direction, 1:1 pointing and key concepts such as ‘word’ ‘letter’ ‘sentence’ ‘writing’

### Regular reading practice

Children take part in ‘Reading Practice’ sessions three times per week in EYFS and KS1. Children also read daily as part of their daily phonics sessions. KS2 children take part in whole class guided reading sessions. KS2 children who are not reading fluently, receive additional 1:1 reading sessions to support them in catching up. Children are encouraged to read at home.

### Support to catch up

Staff complete phonic assessments, reading age tests and running records to check that children are on the correct book level. EYFS and KS1 children are regularly assessed in phonics and teachers use ‘Keep Up’ planning where children are falling behind. School led tuition and ‘reading fairy’ tuition gives children the opportunity to receive catch-up teaching in 1:1 or small groups.

### Access to appropriate books

IN EYFS and KS1, book titles are closely matched to children’s current phonics level. The same is true for KS2 children who need to continue with a phonics approach beyond KS1. When children can confidently read phonics phase 5 books, they transfer to a book band system which goes up to Year 6. Running records are used to check that children are on the correct book band.

### Home reading tracked

Children in EYFS and KS1 use an online reading platform which enables teachers to track the books they have read. In KS2 children record their book in their planners.



# Implementation (continued)



## Reading for Meaning

### Reading to learn

#### Regular comprehension

In KS2, key texts are used during whole class guided reading lessons. This gives children the chance to develop fluency with increasingly demanding texts, whilst also being able to engage in group discussion to develop comprehension skills such as retrieval, prediction, inference and explaining.

#### Clearly structured lessons

EYFS and KS1 phonic lessons are clearly structured and consistent across all classes. Whole class guided reading lessons in KS2 are carefully structured to allow all children to develop as readers. Opportunities are given to answer both open and closed questions, with higher ability readers challenged by adjusting the level of questioning.



## Reading for Pleasure

### Reading to enjoy

#### Access to quality books

Children are offered access to high quality literature that reflect the diversity within our world. All classes have copies of the reading passport books available to take home.

## Impact: How will we know we achieved our aims?

Children are confident and enthusiastic readers.

Children can read at an age appropriate level.

Children can access other areas of the curriculum through reading.

Children develop a strong knowledge of phonics that supports reading.

A high number of children reach the expected standard.

Children's vocabulary is increased as a result of reading.

#### Encouraging Reading

Story telling is used to drive the start of a topic and we find that this encourages children to want to read and write stories. On World Book Day we choose a book to focus on across the whole school—this year we chose Coming to England by Floella Benjamin. During parents' evenings, we usually host a book fair and we reward children for completing their reading passports.

#### Strong Vocabulary development

High quality texts which are appropriate to the year group are chosen for use in English lessons. Vocabulary is explored and developed and teachers are aware of the importance of vocabulary in all areas of learning. Classrooms pick out 'Wow Words' which are words of the week that have been found and discussed during English or topic work.

#### Reading across the curriculum

Books used in guided reading are often linked to History or Geography topics so as to allow the thematic teaching and to support the development of cross-curricular links. The books being studied will often form the basis of writing activities.

#### Allocated time for reading

Children are given dedicated time to read their own books independently, providing children with time to read books that they have selected themselves. Each year group has a reading passport which details specific books that we would like all children to read each year.

#### Essential story time

Children are read to by an adult on a regular basis, fostering a love of reading through exposing children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.