



Hartwell Primary
School

Seven Aspects of Reading

How do we prioritise reading?

- Each of our KS1 classrooms has a reading corner where pupils can sit comfortably during the day to read a book. Books are rotated regularly by staff to match the class topic and pupils' interests. KS2 have topic books available for children to peruse.
- Our library is stocked comfortable furniture that the children can recline on to read books during their break times.
- Library Guardians run weekly book clubs so that both KS1 and KS2 children can spend time in the library enjoying books.
- Our Library is stocked full of high quality and up to date texts that are aimed to satisfy a range of interests and to celebrate diversity in areas such as BAME, neurologically diverse, physical disability, medical conditions, learning difficulties, real life heroes and medical conditions.
- Library Guardians canvass the children to take requests for new books to add to this collection.
- All classes visit the library each week and take a mixture of Fiction and Non Fiction books home.
- We endeavour to use books and high quality texts to enrich the learning and provide access to a range of genre this is carefully planned into the Long-term Literacy maps of each year group.
- To encourage reading at home, we reward pupils who read every day with a '7day reader sticker'. Children's word counts are also celebrated and displayed in each class in KS2 and children who read at least 4 reads a week are awarded credits when doing so.
- Reading is celebrated in our school celebration assembly each week, with pupils being awarded 7-day reader stickers for reading every day. We also hold reading events throughout the year such as World Book Day.
- Guided reading sessions take place in each class every week to ensure that every pupil is in a group reading session at least once a fortnight. These sessions are 20-30 minutes long. Pupils also complete reading activities such as reading comprehension when other pupils are completing their guided reading. In EYFS and KS1 pupils are heard individually to read at least once a week. KS2 pupils who are not reading frequently at home or who find reading difficult are also heard individually to read at school.
- Read Write Inc (RWI) is followed at EYFS and KS1. Yr 2 pupils who have progressed onto phase 6 phonics continue to learn to read and spell words through the Year 2 spelling curriculum. Phonics is taught in four 30 minute sessions per week with spellings on a Friday.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills they are then moved on to texts that match their phonic ability and are fully decodable.
- Pupils who are learning phonics in EYFS and KS1 take home books: a RWI reading book as a decodable book and a library book as a book to be read to for pleasure. Once

children reach the end of the grey books (they are expected to reach this by Autumn Year 2) they will move to two books a banded book and a library book.

- Pupils on the reading scheme and those who have progressed to AR reading continue to be given support in what books to choose as their individual reading book.

How do we promote a love of reading?

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers help the children to choose books and try new authors who they may not totherwise have tried.
- Teachers read class stories to promote a love and enjoyment of stories, immersing them in the world of imagination.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- Guided reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- Pupils are encouraged to access the library and change books on a regular basis. This is in addition to their reading book.
- We encourage pupils in each class to share their love of reading e.g. by inviting them to recommend great reads to their peers during class 'Book Show and Tell'; attend termly book swaps.
- For World Book Day we celebrate books as a whole school.

How do we make sure pupils make progress?

- Phonics is taught following the RWI progression of sounds to ensure a systematic approach. Phonics sessions follow the same sequence of teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half-termly to identify gaps in learning to inform future planning and intervention.
- Children who show weakness in their oral language skills at school entry receive support via the Nuffield Early Language Development, which aims to develop their vocabulary, narrative skills and early listening.
- Guided Reading takes place from Year 2 to Year 6. The sessions are carefully planned and provide opportunity for pupils to read independently, as part of a group which is adult led and to develop comprehension skills.
- The school supports pupils to be expert readers by developing the key skills of of being a good reader: asking 'I wonder?' questions; Use our background knowledge; visualise; think like a detective; notice meaning breakdown; watch out for VIP words; create a gist.
- There is a clear progression of reading skills from Reception to Year 6 against which pupils' progress is measured and gaps are noted and acted on.
- Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted one to one interventions using 'Switch On'. Children who find reading comprehension difficult receive Inference Training as an intervention in small groups.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school. Class teachers ensure volunteers, who come into school to hear readers, are trained to support reading appropriately.
- Staff have pupil progress meetings and the Reading Lead monitors reading performance closely on a half termly basis.
- We assist parents with supporting reading by providing parents meetings, information on the website and letters home.

How do we match the pupils' reading books to their phonic ability?

- Pupils are assessed daily in phonics as well as half-termly using the RWI assessments. Assessment then informs which books match to the pupil's phonic ability.
- Staff in EYFS and KS1 are responsible for changing and or checking the pupil's reading books. Pupils who are learning phonics in EYFS and KS1 take home two books: a RWI reading book as a decodable book and share with an adult; and a library book as a book to be read to for pleasure. Once children reach the end of RWI grey books they will move to two books a banded book and a library book.
- Children all read books that are matched to the sound that they are currently working on. We monitor progress in reading and phonics then match their ability to the correct books. This is done through notes from guided reading, from teachers hearing pupils read individually and their work in phonics sessions. Staff monitor and check that these books are changed regularly. Staff will move them onto the next stage when they are confident they have mastered the skills of the stage. When pupils are confident readers in KS2 they become Library readers who use the Accelerated Reader system.
- Pupils in EYFS and KS1 have their books changed when they have demonstrated reading for fluency. (Books should be read at least three times.)
- Children who are free readers carry out a STAR test every half term, which gives them a ZPD from which they can read their books. After each book, the children sit a short quiz which gives the teacher valuable feedback on their level of understanding.
- The AR STAR tests tell the teachers the children's reading age and key points which will enable them to progress further in their reading.
- Guided reading books are also selected carefully to challenge the reading of different groups of pupils in school and to satisfy a range of genre types.

How do we teach phonics from the start?

Phonics teaching begins with our youngest pupils from the time they join us in Class R is promoted and embedded within the curriculum, exposing pupils to sound rich activities which provide the foundations for reading and writing. We complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.

Pupils begin learning letter sounds on entry to Reception. Following the RWI system pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

First, pupils will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters digraphs: sh th ch qu ng nk ck
- Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash.

Second, we will learn to read:

- Set 2 Speed Sounds: ay ee igh ow oo ar or air ir ou oy
- Words containing these sounds.

Third, we will learn to read:

- Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure as well as the sounds ue, au, wh, ph, oe, ie
- Words containing these sounds.

From set 2 pupils will learn 2 or 3 new sounds per week.

To support the learning in school, pupils take home phonics sheets that match the sounds they have learnt each week. They also take home their phonically decodable reading book to reinforce the sounds taught and the red words (common exception words).

- Phonics is discussed with parents in the Lets Read meeting and parents are given resources to support phonics at home.

How do we support pupils to catch up?

- Summative data is submitted once a term and pupil progress analysis is taken from this. Pupils identified by class teachers and in pupil progress meetings as not making progress have interventions planned for them and teaching staff are aware of who is a priority for intervention/support.
- Formative data informs day-to-day planning and teachers adapt and change this according to the pupil needs.
- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven.
- Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.
- Children who find fluency difficult receive 'Switch On' reading support.
- Children who find comprehending a text difficult receive 'Inference Training' as a small group intervention.

How do we train staff to be reading experts?

- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- The Headteacher and subject lead monitor guided reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- Subject lead has led in-house training for the teachers and support staff on: :
 - One to one reading interviews,
 - delivering guided reading sessions effectively
 - delivering Inference Training sessions
 - Teaching whole class reading sessions
- The reading lead monitors reading and offers guidance to staff with follow up actions.