



Hockliffe Lower School

Reading Curriculum Statement

Intent

At Hockliffe Lower School one of our aims is to learn skills for life. We value reading as a life skill, and the key to accessing the curriculum. We are determined that every pupil will learn to read during their time at the school. Therefore reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception. We want all pupils make sufficient progress to meet, or exceed age-related expectations. The ongoing assessment of pupils' phonics progress is frequent and detailed to identify any pupil who is falling behind. If they do fall behind, targeted support is given immediately.

Children are exposed to a wide range of stories, poems, rhymes and non-fiction to become familiar with and enjoy listening in order to develop their vocabulary, language comprehension and a love of reading. We are dedicated to enabling our pupils to become lifelong readers.

Implementation

EYFS and Key Stage 1 - Synthetic Systematic Phonics

Beginning in reception our pupils follow a detailed and systematic programme for teaching phonics using the DfE accredited Twinkl Phonics programme, which incorporates a spelling programme based on the 2014 national curriculum. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2. The programme is made up of six phases:

1. Before introducing letters children learn to identify sounds around them including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration and voice sounds.
2. 19 letters of the alphabet are gradually introduced with one sound for each. Children are taught to blend sounds together to make words and how to segment words into their separate sounds enabling them to begin to read and write simple captions.
3. The remaining 7 letters of the alphabet and graphemes such as ch, sh, th, ai, ee, igh, oa, oo are taught.
4. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
5. Children learn more graphemes for the phonemes which they already know for example -, -y as in cry, -ie as in pie, -I as in find and i-e as in ice; these are referred to as long vowel families. In addition they learn different sounds that can be made by the graphemes they already know e.g. ear as in bear and ear as in fear
6. Children work on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Children are taught phonics daily in small differentiated groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. From June 2022, pupils in EYFS and Key stage 1 will engage in the Rhino Readers reading scheme which ensures that their reading books are matched appropriately to their phonological ability

The Big Cat Phonics programme is used as an additional reading opportunity for applying phonic skills in whole book group reading sessions in EYFS.

Children's progress in phonic understanding and ability is assessed regularly and where necessary small group and individual additional phonic lessons are given.

Reading Comprehension

Children need to develop many skills to be effective confident readers including sight vocabulary, using picture clues, contextual clues comprehension and reading with expression.

These skills are taught to children through the structured Oxford Reading Tree Biff, Chip and Kipper stories. These are delightful stories in familiar settings which children and adults can easily relate to. The books are banded into colour bands from Pink through to Dark Blue and continue into Key Stage 2.

The children will read a number of core books from the Oxford Reading Tree within each Reading Band then a selection of books from other publishers reading schemes will be introduced as required to extend the breadth of their reading experiences and build confidence.

The children can be given word lists of key vocabulary for each reading band up to yellow; this is intended to help develop their sight vocabulary of the words they will encounter in the books on each colour reading band.

A rich variety of text are used during English and Cross curricular learning lessons which extend and develop vocabulary and encourages comprehension of text at a greater depth.

Children work in small groups sharing non-fiction and fiction texts on cards and in books to develop their comprehension of text and how it is structured; this is led by a teacher or TA.

Regular class story time sessions inspire children's enjoyment of reading, modelling how to read with expression and for an audience.

Key Stage 2

Reading is integral to our literacy lessons, and therefore work is produced around a 'class text/texts'. This enables deeper understanding of the literature and allows children to use their knowledge of the books in a range of genres. However, reading is pertinent to all areas of the curriculum so our class texts are also linked to history/geography/science topics as well as other areas of the curriculum through additional texts.

Independent reading

Children continue to read graded books on the school coloured reading bands. There are a wide range of genres from various schemes in each band. Children read individually to adults in school and at home.

Children also read a book of their free choice in regular silent reading sessions; they have a book in which they keep a record of their reading learning journey.

Children use their reading skills to support their work in other curriculum areas, researching information in books and online.

Guided reading and comprehension:

RIC Reading

Children in Years 3 and 4 are introduced to whole class guided reading starter activities known as 'RIC Reading'. These starters are short tasks at the beginning of a whole-class reading session which help

children practise the most important reading skills. RIC stands for Retrieve, Interpret and Choice. These activities require children to read, watch, observe or listen to a stimulus, often a piece of media, and then answer some questions. This takes between ten and twenty minutes to complete in lessons however sometimes, when there is a lot to draw from a stimulus, these will be longer stand-alone RIC sessions.

Guided Reading

In addition to whole class guided reading activities, children also work in small adult led groups developing higher order reading skills, comprehension, dictionary skills and vocabulary extension. Text excerpts, comprehension cards and specifically chosen books are used in these guided reading sessions. These sessions provide opportunities for assessment of reading progress, misconceptions and next steps in learning. Rising Stars Reading Assessments are available to use

Shared reading

There are opportunities for whole class shared reading and discussion of text in English lessons using set texts e.g. The Iron Man and Beowulf. Regular class story time sessions inspire children's enjoyment of reading, modelling how to read with expression and for an audience

Reading Interventions

If children experience difficulties in learning to read assessments are made to diagnose the specific area of difficulty and small group or individual interventions are introduced immediately to help them overcome the barrier they have to learning. Intervention programmes such as Early and Additional Literacy, Hornets, Toe by Toe, Project Code X and Quest are used according to the particular needs of the child.

Using the Library

All children visit the school library weekly to select a free choice book to take home to share with their family.

In EYFS children record the book they read with a picture and writing, initially with parents writing for them. Children take it in turns to talk about their books to the class.

In KS1 and KS2 children have library sharing sessions where they share their books with others. Children also use the library to find books to help them in independent research projects

Children are encouraged to visit their local town library and participate in the Summer Reading Challenge

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

- Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.
- Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.
- We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

- Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards
- Class teachers & subject lead have an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutiny and documentary review
- The subject lead evaluates all aspects of the subject to define next steps for improvement for their action plan.
 - Regular training is in place to ensure sufficient expertise in the teaching of phonics and reading.

We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles. This statement will be reviewed yearly.