

English: Reading

Intent

At Harvills Hawthorn, our mission is for all of our pupils to be the very best they can be. Through high-quality teaching, it is our intention to nurture well-read, enthusiastic, insightful and knowledgeable readers. We understand the importance of focusing teaching on both word reading and comprehension to enable pupils to fully access the wider curriculum. It is our belief that early reading skills are fundamental and, through the delivery of Bug Club Phonics, pupils at the end of Key Stage One are equipped with the phonics knowledge they need to become confident, fluent and lifelong readers. We teach our pupils to develop the habit of reading for pleasure and information, whilst developing their fluency and expression.

Implementation

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge CPD and quality first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what outstanding teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe outstanding teaching, learning and assessment must include the following:

1. Challenge for all
2. Collaborative learning
3. Assessment for learning
4. Questioning
5. Progression within lessons and books
6. Learning behaviours

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script

At Harvills Hawthorn Primary School, we have designed a reading curriculum, with reference to the National Curriculum Programme of Study, that meets the needs of our pupils. Word reading and comprehension are the key focuses; it is essential that teaching develops pupils' competence in these two areas. We believe that good comprehension draws on linguistic knowledge (in particular of

vocabulary and grammar) and on the reader's knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction texts. It is for this reason that we deliver whole class reading.

All pupils in Early Years and Key Stage One will receive 1 hour of daily reading practice, focusing on the teaching of systematic synthetic phonics. This involves a taught phonics session and follow-up activities to consolidate learning. Nursery pupils will receive whole class phonics, focusing on phase 1 until they are ready for synthetic phonics. Phonics will be planned and taught by teachers using Bug Club Phonics.

It is our ambition that Bug Club Phonics will be taught whole class; however, to meet the current need of our pupils, we have decided that Reception and Year 1 Bug Club Phonics will be taught whole class but Year 2 pupils will be grouped according to the phase they are working at.

In Key Stage Two, thirty minutes each day is set aside to focus on teaching and reinforcing reading skills: retrieval, inference, understanding vocabulary, prediction, summarising, comparison and authorial intent. Teachers use both the class reader and extracts from quality texts as the main focus for these sessions. Each pupil has a reading journal where they record their responses; this evidence is used to support the assessment of reading.

For any children in Key Stage Two who still require Phonics teaching, a Bug Club Phonics is delivered. These children will have 4 hour-long sessions a week, delivered by a teacher.

The delivery of early reading at Harvills Hawthorn

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. At Harvills Hawthorn Primary School, to teach our children systematic synthetic phonics, we use Bug Club Phonics.

Each phonic phase is split up into units, which represent a group of phonemes. Each phoneme is introduced through a 'phoneme session' and each unit is concluded with a 'language session' (see session structure). Language sessions combine teaching of irregular words with using words in the context of captions and sentences. These sessions also serve to consolidate the teaching of reading and spelling in phoneme sessions and promote early comprehension skills.

Bug Club Phonics follows this structure:

Phoneme Session

Revision

- Letters and sounds- Quick fire practice of previously taught grapheme-phoneme correspondence.
- Reading- Children practise reading words composed of previously taught grapheme-phoneme correspondence.

- **Writing and spelling-** Children practise spelling and letter formation using previously taught graphemes and words.

Lesson

- **Sounds-** Children are introduced to a new grapheme with a corresponding phoneme. They highlight the letters' positions in words from the asset bank
- **Reading-** Children blend phonemes for reading words.
- **Spelling-** Children segment words for spelling.
- **Writing-** Children form letters to cement grapheme-phoneme correspondence.
- **Follow-up-** Children are introduced to guided independent work, consolidating any teaching from the lesson.
- **Plenary-** Learning outcomes are discussed.
- **Alphabet song-** The Alphabet Song is sung.

Language Session (Not fully decodable words/irregular words)

- **Reading-** Children read irregular words.
- **Spelling-** Children spell irregular words.
- **Writing-** Children write captions and sentences.
- **Follow-up-** Basic comprehension and introduction of guided independent work.
- **Plenary-** Learning outcomes are discussed.
- **Alphabet song-** The Alphabet Song is sung.

Key Vocabulary

All staff and children are expected to model and use the following vocabulary related to phonics:

- **Phoneme-** the sound a letter or a group of letters make
- **Grapheme-** a phoneme written down
- **Digraph-** two letters that make one phoneme
- **Trigraph-** three letters that make one phoneme
- **Split digraph-** a digraph which is split by another phoneme
- **Sounding-** saying each phoneme in a word
- **Blending-** joining the phonemes together to read the word
- **Segmenting-** separate phonemes in a word to spell for writing
- **Decodable words-** High frequency words which can be decoded
- **Tricky words-** words with irregular spellings and pronunciations. Some of these words become fully decodable later on as phonics teaching progresses
- **Sound buttons-** marks placed under graphemes to show how a word is made up (dot for single sound, line for digraphs/trigraphs, curved line for split digraph)
- **Syllable-** a single, unbroken sound of a spoken (or written) word

Each year group will follow the guidelines below to ensure the pupils are secure in their age-related phonics phase by the end of the year. However, teachers may include phonemes/skills from previous phases in their teaching in order to close gaps in learning.

This is flexible as teachers should use their professional judgment and knowledge of their pupils to decide when it is appropriate to consolidate learning and introduce new phonemes.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1	Phase 1	Phase 1	Phase 1/2	Phase 2	Phase 2
Reception	Phase 1/2	Phase 2	Phase 3	Phase 3	Phase 3	Phase 4
Year 1	Phase 3/4	Phase 4	Phase 5	Phase 5	Phase 5	Phase 5

Year 2 **	Phase 5	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6
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** For this year only, Year 2 are grouping pupils from phases 2-6 to ensure their needs are being met and the gaps are being filled.

Any pupils who are at risk of falling behind will receive a targeted phonics intervention to close gaps in learning. For those pupils who do not pass the phonics screening in Year 1 or the re-sit in Year 2, further systematic synthetic phonics teaching is provided through intervention in Key Stage 2.

In Early Years and Key Stage One, pupils' reading comprehension is developed through whole class reading and the sharing of a range of fiction texts, non-fiction texts and poetry. Teachers develop the pupils' inference, retrieval and prediction skills.

The delivery of reading at Harvills Hawthorn

For those pupils who are confident decoders, the main focus for reading in Key Stage Two is comprehension. Pupils are taught the following reading skills:

- words in a context
- retrieval
- summary
- inference
- prediction
- authorial intent
- comparison

There is a two-week cycle to whole class reading and they are explained below.

The lessons during week one include the following elements:

- Pupils are introduced to the word of the week (WOW).
- The teacher models reading with expression and fluency.
- Choral and echo-reading, allowing pupils to practise reading aloud with fluency, expression and intonation.
- The teacher explores unfamiliar vocabulary with the pupils, modelling strategies used to do this: reading words in context, defining root words, discussing etymology, etc.
- The reading skill is shared with the pupils.
- The teacher models the reading skill to the pupils before they answer questions independently, using the skill taught.

The sessions during week two include the following elements:

- During this week, the class teacher listens to every pupil read their Bug Club book, recording this in their class file as well as the pupil's home reading record.
- Pupils are introduced to the word of the week (WOW).
- Pupils read for pleasure.
- Pupils analyse/explore poetry, learning a poem (one per term) off-by-heart.

Teachers use both the class reader and extracts from quality texts. Each pupil has a reading journal where they record their responses: this evidence is used to support the assessment of reading.

Class readers

For each termly theme, a quality, age-appropriate text has been assigned to each year group. The purpose of this text is to ensure that pupils are reading widely and that their vocabulary increases because they encounter words they would rarely hear or use in everyday speech. The class readers are carefully selected so that they feed pupils' imagination as well as building their vocabulary. The class reader can be the stimulus for writing and as the quality text for whole class reading.

As we aim to encourage our pupils to read for pleasure, the first half an hour minutes after lunch each school day is dedicated to Shelf Share, where an adult reads a text of their choice to the children. They model the reading skills taught at school, including fluency, expression and intonation. The purpose of this text is simply for children to enjoy a story; there is no expectation that pupils record any written responses to questions asked.

Home reading books

At Harvills Hawthorn Primary School, Bug Club is our chosen reading scheme. All children are provided with a reading book to take home and have access to Bug Club online. Books are banded according to difficulty. Class teachers ensure that pupils are reading books from the book band that is most appropriate to their reading ability. We encourage our pupils to read at home at least three times a week and ask parents to write in their child's reading diary. These diaries are a method of communication between home and school. The minimum expectation is that an adult listens to pupils read their Bug Club book once a week. Once pupils have finished their book, staff will check their understanding.

The school library

As reading for pleasure is so important to us at Harvills Hawthorn, we have recently invested in our school library. New titles, which appeal to all ages, have been purchased so that we can grow our pupils' love for reading. Each class visits the library regular so that the pupils can change their books once they have read them. In addition, pupils use the library as a quiet place to concentrate on the books they are reading. During lunchtimes, our Year 6 librarians run a book club. This provides further opportunities for our pupils to spend time reading for pleasure.

Impact

The impact of our reading curriculum is clear: progress, sustained learning and transferrable skills. Pupils will make at least good progress from their individual starting points. Through the teaching of systematic synthetic phonics, our aim is for children to be able to decode rapidly 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. Summative assessment takes place at the end of each term. Children will be given the opportunity to showcase their learning by sitting a reading test that is relevant to their reading stage. In addition, reading ages will be gathered termly.

The whole class approach to teaching reading will support pupils to become more confident readers. By the time they leave Harvills Hawthorn at the end of Key Stage Two, our pupils will be able to read for a range of purposes and understand how writers make vocabulary and organisational choices based on their audience. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence and in any subject. We hope that we fulfil our school's vision: to prepare our children for the next stage of their lives to enable them to contribute positively to their community.