



Reading at Harvills Hawthorn

Intention

At Harvills Hawthorn, our mission is for all of our pupils to be the very best they can be. It is our intention to provide them with a high-quality English education, through the teaching of reading.

Through high-quality teaching and exposure to a wide range of quality texts, 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 language 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, research-based CPD in addition to 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 great 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 great teaching, learning and assessment must include the following:

- Understanding the Content
- Creating a Supportive Environment
- Maximising Opportunities to Learn
- Activating Hard Thinking (building ratio)

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 language 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. Bug Club Phonics is taught whole class and, through the careful use of AfL, those at risk of falling behind receive immediate intervention.

In Key Stage Two, thirty minutes each day is set aside to focus on the teaching and reinforcement of 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.

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, we teach our children systematic synthetic phonics using Bug Club Phonics.

Each phonic phase is split up into units, which represent a group of phonemes. Phonemes are introduced alongside the actions outlined in Bug Club Phonics.

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

- Alphabet song- The Alphabet Song is sung.
- Letters and sounds- Quick fire practice of previously taught grapheme-phoneme correspondence.
- Reading- Pupils practise reading words composed of previously taught grapheme-phoneme correspondence.
- Writing and spelling- Pupils practise spelling and letter formation using previously taught graphemes and words.

Lesson

- Sounds- Pupils are introduced to a new grapheme with a corresponding phoneme. They highlight the letters' positions in words from the asset bank.
- Reading- Pupils blend phonemes for reading words.
- Spelling- Pupils segment words for spelling.
- Writing- Pupils form letters to cement grapheme-phoneme correspondence.
- Follow-up- Pupils 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)

- Alphabet song- The Alphabet Song is sung.
- Reading- Pupils read irregular words.
- Spelling- Pupils spell irregular words.
- Writing- Pupil 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, zig-zag line for tricky words)
- 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 2	Phase 1	Phase 1	Phase 1	Phase 2
Reception	Phase 1/2	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4
Year 1	Phase ¾	Phase 4	Phase 5	Phase 5	Phase 5	Phase 5
Year 2	Phase 5	Phase 6				



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 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 during Shelf Share. 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

The lessons follow the structure below:

- Pupils are introduced to the word of the week (WOW).
- Using an age-appropriate class reader or extract, 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.

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 as well as the quality text for whole class reading.



Shelf Share

As we understand the importance of pupils hearing good reading being modelled, the first twenty minutes after lunch is Shelf Share. During this time, an adult reads a text of their choice to the pupils. They model the reading skills taught at school, including fluency, expression and intonation. The purpose of this text is simply for pupils to enjoy; 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, fully-decodeable reading scheme. All pupils 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 listen to pupils read their Bug Club book once a week. Once pupils have finished their book, staff will check their understanding. Research suggests that multiple reading of a text helps to develop a pupil's reading fluency and comprehension skills. For this reason, pupils may be given the same text to read at a later date.

Word of the Week (WOW)

Vocabulary plays a fundamental role in the reading process and is critical to reading comprehension. Children learn the meanings of most words indirectly, through every day experiences with oral and written language. Other words are learned through carefully designed instruction. At Harvills Hawthorn Primary School, the development of vocabulary is a priority. Each week, pupils are taught a tier 2 word that is designed to expand their vocabulary. The word taught in context with multiple exposures throughout the week.

The class library

Class libraries at Harvills Hawthorn Primary School are intended to grow pupils' love for learning. Books in the class library offer challenge to the children as well as 'hi-lo' books that children can read for enjoyment.

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 reading ambassadors run a book club. This provides further opportunities for our pupils to spend time reading for pleasure and listening to stories being read.



Impact

By the end of Year 1, our pupils will be able to decode unfamiliar words. The use of Bug Club Phonics to teach synthetic systematic phonics will ensure that pupils have the necessary skills to blend phonemes.

The whole class approach to teaching reading will support pupils to become more confident readers by the time they leave Harvills Hawthorn Primary School at the end of Key Stage 2. 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. Above all, our pupils will enjoy reading.

Ultimately, we aim to fulfill our school's vision: to prepare our children for the next stage of their lives to enable them to contribute positively to their community.