

English: Reading

Intent

At Harvills Hawthorn, our mission is for all of our pupils to be the very best they can be. It is our intention to nurture well-read, insightful, knowledgeable, inquisitive and thoughtful readers. We aim to provide our pupils with a high-quality education that will teach them to become enthusiastic readers who can read fluently. We aim to develop the habit of reading widely, and often, for both pleasure and information.

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

The delivery of reading at Harvills Hawthorn

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.

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 should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. At Harvills Hawthorn Primary School, we use the Letters and Sounds programme to support the delivery of phonics. Phonics is taught daily in the EYFS and in KS1. Children who do not pass the statutory phonics screening in Year 1, receive further intervention before they are re-tested in Year 2.

Home reading books

At Harvills Hawthorn Primary School, Bug Club is our chosen, fully-decodeable 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 regularly 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 pupil read their Bug Club book once a fortnight. Once pupils have finished their book, staff will check that they have a good understanding of what they have read, before allowing them to change it for another.

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 is often the stimulus for writing and is used as the quality text for whole class reading.

As we aim for to encourage our pupils to read for pleasure, the final ten minutes of each school day is reading time, 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.

Whole class reading

At Harvills Hawthorn, we believe that good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on 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. It is for this reason that we deliver whole class reading. Thirty minutes each day is set aside to focus on teaching and reinforcing reading skills: retrieval, inference, understanding vocabulary, prediction, summarising and authorial intent. 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.

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

The sessions during week one are structured as follows:

- the reading skill and key question(s) are shared with the pupils
- the teacher begins by reading to the class, modelling expression and fluency
- the teacher takes the opportunity to explore unfamiliar vocabulary with the pupils, modelling strategies used to do this: reading words in context, defining root words, discussing etymology, etc.
- the teacher selects pupils to continue reading, insisting that they read aloud with fluency and expression
- the teacher models the reading skill to the pupils before the answer questions independently, using the skill taught

The sessions during week two are structured as follows:

- Each day, the pupils are given a different task that allows them to reinforce the skills taught during whole class reading. These activities may include drama, role on the wall, writing in role, etc.
- There is also a lesson set aside for reading for pleasure. This is where children read a book of their own choice, recording their reading in the front of their reading journal.
- During this week, an adult must listen to every pupil read their Bug Club book, recording this in their class file as well as the pupil's home reading record.

The school library

As reading for pleasure is so important to us at Harvills Hawthorn, we have recently invested a lot into 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 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.

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 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. 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.