

Reading Statement

Intent

Reading is an essential life skill. Our aim for reading at Hillesley is to ensure that high standards of language and literacy are fostered so that all children develop a strong command of the spoken and written word, and develop a life-long love of reading!

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Reading is initially introduced through systematic synthetic phonics. With synthetic phonics children are taught to read letters or group of letters by saying the sound(s) they represent. We use **Unlocking Letters and Sounds** which was validated by the DfE in December 2021. We begin teaching phonics in term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

We encourage parents to engage in daily at home in order to secure letter recognition and word blending skills, and to practise reading. Our early books are fully decodable and are matched to the sounds that they have learnt in school. At the end of Year 1, the children complete the national phonics screening check and results are included children's end of year reports.

Actions, Images and Handwriting – Phase 2

In Year 1, through Phase 5a, b and c, children learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

Unlocking Letters and Sounds Summary of Progression

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

Reading Scheme

At Hillesley Primary School we promote a 'phonics first' approach and in both our guided reading sessions at school and, in the books children take home, texts are very closely matched to a child's current phonics knowledge so that they can experience real success in their reading. Children also take home a further 'sharing book' for simply enjoying with an adult, which is indicated by a red heart.

In these crucial early stages of reading we primarily use decodable reading books which ensure complete fidelity to the Unlocking Letters and Sounds progression we follow. Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

Our reading scheme consists a blend of books from different publishers. These are banded by phonic phase and progress in difficulty and phonics used as the children progress. As children move through the scheme, they will also encounter tricky words that will be needed to be learnt by sight. Children progress through this scheme at their own pace, but class teachers ensure that they do not tackle books containing aspects of phonics that they have not yet mastered.

Free Readers

Once the children complete the banded reading scheme, they move onto becoming a 'Free Reader' which mean that children are free to choose their own reading material. We have a well-stocked library that is regularly updated. The books in the library are organised by colour-band in order of difficulty.

KS2 children also read 'class texts' in their English lessons; we are currently building a bank of class texts so that children can have their own copies of these. We also have quiet reading sessions and whole class reading. These sessions enable children to improve their reading and comprehension skills mainly through the use of 'VIPERS' which provides useful question stems to aid development of specific skills. In addition to whole class reading sessions, we have trained volunteers from the 'Read With Me' scheme who listen to readers that we are targeting for more support/challenge.

We also want children to be exposed to a range of books and we want to develop a real love for reading. Our library has recently been developed and is continually being updated. It contains a large range of engaging fiction and non-fiction books. The children enjoy using the library area and the children work hard to keep the library organised. Other actions which promote a love of reading at Hillesley include:

- Text selection carefully thought out to expose children to high-quality engaging texts. Texts are evaluated by teachers for the children's engagement and reaction. Sequel books are purchased where available to allow children to continue a series independently
- Class texts for the year are displayed prominently in the library so children can re-read texts independently
- Children will write book reviews and share books from home on special occasions such as world book day

- Reading related school trips and visitors are arranged (e.g. local library, bookshop, illustrator, author)
- Books donated from parents are offered for free to other parents so children can access a wider range of books at home
- The school promotes the Summer Reading Challenge
- Children often put together book orders using funds from competitions and sponsored events.

Impact

At Hillesley, we support all children to learn to read through consistent teaching and learning approaches and regular monitoring and assessment, along with a joint commitment between school and home. Teachers draw upon careful observations and continuous assessment to ensure children are challenged and to identify children who may need additional support.

An immediate catch-up phonic intervention is planned for any children working below expected levels so that children do not fall behind. At the end of Year 1, the children complete the national phonics screening check and results are included children's end of year reports. KS1 pupils who are below age-related expectations will read daily with a teacher or teaching assistant to enable them to make rapid progress and this continues in KS2 for disadvantaged children or those who continue to need extra support.

Formal Reading tests are completed 3 times per year and the results are carefully tracked to monitor progress of all pupils. As we are a small school, teachers know children extremely well and this allows them to target children during lessons so that they receive early support to catch up.

Reading results at Hillesley are excellent and we are very proud our children's achievements!