



Reading

At Hamstel Infant School and Nursery we believe reading is an essential life skill and all children have the entitlement to learn to read, enjoy and develop knowledge from a wealth of books.

INTENT— *We aim...*

For every child to become a **confident** and **fluent reader** as well as instilling a love of reading in our children.

To promote a life-long love of Reading through providing all children with a **rich reading culture** through our themes, environments and encouraging **Reading for Pleasure** in school and at home.

For all children in EYFS to develop a clear **understanding of language** alongside the beginnings of word and sentence reading.

To teach the systematic phonic programme, **RWinc** with **fidelity** ensuring that every child learns to read. Targeted teaching and interventions are used to ensure that no child is left behind.

That by the end of KS1, all our pupils will have the skills to access and read books appropriate for their age with **independence and confidence**.

That all children will be able to **enjoy reading** a range of books for pleasure and to deepen their comprehension and vocabulary skills.


IMPLEMENTATION— *How do we achieve our aims?*

At Hamstel Infant School and Nursery we promote the love of reading and the application of skills for reading in a clear and sustainable way to ensure all children make progress. Our **Hamstel Headlines** help drive our commitment to all our children receiving quality first teaching in reading. We ensure that reading takes place inside and outside the classroom and the children have opportunities to read for a range of purposes:

Word Reading

Reading for Meaning

Reading for Pleasure



WORD READING


Learning to read


A systematic approach: Phonics

Read Write Inc. is taught with confidence across our school. All children have a **daily phonics lesson** until they reach the end of the programme. **Children are assessed every six weeks** and grouped accordingly to ensure that teaching and learning matches their next steps. As soon as children are able to segment and blend sounds to read words they read **RWI fully decodable books** that are matched to the group they are working in. Read Write Inc allows all children to develop their **fluency and speed** for reading by providing daily practice with books tailored to their stage of reading.

Whole Class Reading

In Year 2, once children have finished the RWInc programme they continue to develop their reading skills through clearly structured whole class reading lessons. Lessons provide explicit objectives linked to the **four identified areas of fluency: expression and volume, phrasing, smoothness and pace**. Children are provided time to **reflect, read in pairs, listen to modelled reading and re-read for fluency**. Deliberate vocabulary is also taught. Within the lessons, carefully planned comprehension skills are embedded to learn, practice and revisit **retrieval, inference, vocabulary, sequence, explanation and prediction knowledge and skills** in a variety of ways at the age expectations. The VIPER symbols are used to support the children's awareness of the skills they are using in lessons.







Reading Interventions

RWInc assessments inform one-to-one tutoring sessions and are used effectively to support children making the slowest progress to **ensure gaps are filled and accelerated progress** is made. This intervention **targets the lowest 20%** of each cohort from Reception to Year 2. Reception and Year 1 children not making progress with their phonics will have additional reads with an adult. In addition, Year 2 children who are making slow progress with their fluency will have two extra reads a week with an adult.

Reading at Home

RWInc Book Bag books are sent home to support children's reading at home. All children are encouraged to read their book several times to **support the development of fluency, understanding and enjoyment**. Alongside the Book Bag book the children take home the RWInc storybook they have been reading in lessons so they have the opportunity to read it fluently at home. Once children have moved through the phonic programme, the children take home books closely linked to their stage of reading, moving through the stages of these books until they have developed the skills to become a 'free reader'.





READING FOR MEANING

Reading to learn



Book Rich Curriculum

Our Curriculum is **book rich and has high quality** and carefully planned texts weaved in to engage and excite our children in their learning. In Nursery and Reception, the year is broken into six key themes, each of which has a carefully chosen weekly book used to hook and engage our children in their learning. Indoor and outdoor continuous provision opportunities are planned around the weekly text, providing a **language rich environment** as well as opportunities for role-play, storytelling and looking at and reading books. Whole class adult-led literacy sessions are carefully planned to develop understanding of new texts, language acquisition, as well as modelling of extended vocabulary and sentences. In KS1 key Literacy texts are selected as a stimulus for teaching and learning within the lessons. Other texts are also carefully chosen so that they fit in with the **half termly themes** to ensure the children are exposed to a range of fiction and non-fiction books that can be explored with their peers as well listened to during a shared time.

Comprehension Skills

Comprehension skills start with **book talk** and are embedded all the way through our curriculum. We begin to develop comprehension skills with all children in EYFS with the use of book talk and simple questions about the book they are reading or sharing. Alongside the opportunities that RWI and Whole Class Reading provide for the development of comprehension in KS1, additional opportunities are planned for in Literacy lessons but also connections are made with other subjects. The growth of the children's comprehension skills are clearly connected with the children's oracy and writing, and where needed scaffolding may be provided with the use of **STEM sentences** and modelled examples of answers.

Oracy and Vocabulary Development

Through well-planned comprehension and Literacy **Book Talk** opportunities all children learn new and rich vocabulary. The use of vocabulary is **modelled** and put it to context for children. They are encouraged to further develop their understanding of this new vocabulary and use it **through talk in full sentences** and written work. Staff plan in deliberate vocabulary from the taught texts to ensure we are up-leveilling all children's **vocabulary knowledge and understanding** as well as closing gaps for others.

Assessment

In EYFS the **Literacy Progress Model checkpoints** are used to inform comprehension and word reading assessments each term. **Observations and RWinc assessments** are key methods within the process of making end of year informed judgments against the Early Learning Goals for Word Reading and Comprehension. The **teacher assessment framework** is used at the **end of KS1** to assess progress in reading, this provides us with a **consistent benchmark** for assessing our children. The teacher's knowledge of the children as readers is gathered through verbal and written comprehension development in Whole Class Reading lessons in Year 2 and through the children's responses in Literacy lessons or other opportunities across the curriculum. Across the whole school teacher's and other adults listen to individual readers regularly to support reading skills and comprehension, these opportunities inform the assessment process.

READING FOR PLEASURE

Reading for enjoyment



Book Rich Environments

Our **WE CARE** values **flow through** all classrooms **book rich environments** where children can access a well-thought out Reading area. Display's have a wealth of quality texts to enhance the themes and learning. The children have **daily access** to read and explore these linked books. **The Library** provides part of our vehicle for driving **Reading for Pleasure** and all children have an opportunity to visit and carry out some independent reading, share and borrow books for enjoyment.

Story Times

Story times take place **daily** across the school at the end of the day, usually in the comfort of the classroom, sometimes by the adult sharing a chosen book or other times the children may vote for a book. The children enjoy building up a **repertoire of favourite and common books** as well having opportunities to hear new and exciting books. **Our whole school Story Time Library** provides alternative books for story times and opportunities to journal recommendations.

Independent Reading

In KS1 **independent reading time** is timetabled daily for groups and whole class sessions. This occurs regularly within all classes and helps **build a rich reading community**, allowing the children to practice their reading, use book talk and have a choice of books they like to read.



Enrichment and Parental Involvement

We provide a **wide range of enrichment opportunities** and have strong community links to **enhance our reading curriculum**. All of our children from Nursery to Year 2 have an opportunity to visit our **local library** every year. We encourage **parental involvement** through our Reading Rock Days, Share a Book Open Doors and provide informative phonic workshops. **Our Year 2 Library Ambassadors** have been voted in to uphold the responsibility, to help look after our library and to represent reading for pleasure across the school.

IMPACT—How will we know we have achieved our aims?

Our Reading curriculum will ensure that all children have the **fundamental skills and understanding** needed for **current and future learning**.

High quality phonics teaching right from the start will ensure that all children learn to **read with confidence and accuracy**.

The children will have an excellent start of learning to read and the **expectation** that all children will be able to **read books at appropriate level for the age**, by the time they leave KS1.

A high number of children will **achieve the expected standard or above in Reading**.

A curriculum with **high quality books influences learning** opportunities whilst developing a **love of reading** that will continue in our children throughout their lives.

A **love of reading and listening to stories** will ensure that all our children are **exposed to a wide variety of vocabulary** which will **improve language acquisition and understanding**.

