



Reading Vision

School Vision

*As a church school we place a strong emphasis on a Christian ethos and our skills-based curriculum is underpinned by our four distinctively Christian values of: compassion, hope, reverence and wisdom ensuring all pupils are equipped to 'live life in all its fullness.'
(John 10:10)*

Subject Vision

To deliver an engaging literacy curriculum, that promotes children's love for reading and enhances their written and oral communication.

Reading Overview

As a learning community, we see reading as central to all learning and that it is a fundamental life skill beyond Hunton. Children are taught to read, hone their reading skills and develop their love for reading. Using quality texts as a tool to share relevant examples for situations enhancing pupils' compassion, empathy and knowledge of other cultures and historical periods forges acceptance and understanding.

Teaching and Learning of Reading

The teaching and learning of reading are skills based, following the year group objectives. Furthermore, decoding and understanding small chunks of language is taught and secured alongside phonics in reception and year 1 before introducing the idea of formal comprehension in year 2. In Key Stage 2, pupils are immersed in quality texts as stimuli for teaching specific reading skills: prediction, summary, inference, deduction, responding to text, opinion and justification as well as formal comprehension. In Key Stage 1 during English a key text is studied and children are asked comprehension style questions throughout lesson times and also more formally in the form of question stickers in their English books.

Selection of texts

Teachers have selected books historically from the CLPE Power of Reading list, however the school has used these resources for some time, so teachers are skilfully able to select high quality texts and use teaching strategies to immerse pupils into different worlds. Recent book selections have been: Bear Grylls autobiography, Mud, Sweat and Tears; Stone Age Boy; Wild, Firework Maker's Daughter, Owl Babies, Biscuit Bear and Viking Blood.

What you should see in books

In Key Stage 2, you should see pupils' responses to text with a focus on skills i.e. prediction, summary of texts, inferences, deduction, justifying an opinion using evidence from the texts. Throughout 'a unit' of work you should see a progression of deeper understanding of the events of the book as well as progression in articulation in responses to text.

Identification of pupils not on track and given support

Pupils are heard read regularly which allows for early identification of pupil mispronunciation of different phonemes and digraphs and due to our small cohorts, and frequency of reading, intervention can take place almost immediately. Where pupils need more support, bespoke intervention is provided. If pupils are assessed as not on track and interventions are not having an effect, pupils may be assessed for additional learning needs so as to determine which will inform any future support.

Engagement of reading

Pupils are encouraged to read for pleasure. Teaching teams model the reading of quality texts which show the teachers as readers. Each class has a book corner which offers an inviting place for pupils to read which encourages reading for pleasure. We celebrate world book day each year and during parents consultations we have a book fair where books can be purchased and the sales of the books over a certain sum are matched so the school can buy reading book for use in school.

Engaging parents and volunteers

Our SENCO has planned and delivered CPD to volunteers who come in to hear pupils read. This CPD provides a consistency of approach for all volunteers to the teaching of reading. Parents Consultation allows for regular dialogue between teachers and parents regarding progress of pupil's reading however these conversations are not confined to these meetings. In reception and key stage 1 teaching teams encourage parents to share stories with their children

Reading records

Year R, 1 & 2 have reading logs, these allow for communication between parents and the teaching team regarding pupils 1:1 reading – they will detail frequency of reading, quantity of reading and a short comment about the quality of reading e.g. mispronounced word, good expression etc. In Years 1/2 children are also read to as a class as soon as they get into school for 15 minutes every morning. This is usually a chapter book. - They are also read to as a class around 2 - 3 times separately to this each day with easier picture books (after break, before lunch and in the afternoon before home time). In Years 3, 4, 5 & 6 classes have folders with individual sections for each child. Each record sheet details frequency of reading and a short comment about the quality of reading as in KS1/EYFS. At the front of the folder there should be a sheet showing the frequency of reading and possibly a timetable when readers are heard.

Training

Staff are given yearly training on teaching reading and learning, usually during September which explains the vision of teaching reading, together with the practicalities of reading and the expectations around the subject.

Phonics overview

Phonics is primarily taught in reception and key stage 1, with the 6 phases being covered during this time.

Teaching and Learning of Phonics

The teaching experience in reception is strong, as a result, teachers are able to skilfully cherry pick the best provision from 2 phonics programmes i.e. 'Jolly Phonics' and 'Letters and Sounds'. In reception, a maximum of 2 or 3 phonemes/digraphs a week are taught and the phonics programmes are followed. There is an emphasis on reading words, particularly exception words in context and a range of modelling and interactive visuals are used. Pupils also read books from the Dandelion scheme of work which matches phonics and sounds which are taught in tandem with phonics lessons.

In reception class through phonics session we look at the stand alone sound, we spot it and hear it in words, we look at reading words/ sentences including the sound and we look at practicing the letter shape via writing.

At the start of the year this is very much through play based activities- write dance sessions, jolly phonics songs, actions, games, ribbons, chalk, finding the sound in the water, making the shape in the sand, finding the magnetic letter.

We take some photos but note the children's learning and progression in our plans and our ongoing cycle of assessment and planning which we do throughout the year.

As we move into term 2 we look at more concrete ways of recording the letter shape- using stickers, painting the letter shape, using stones to create the shape and photographing the children's efforts. We use whiteboards/ cardboard and big paper to make the shapes and work towards a more formalised handwriting practice in books and on paper for those that are ready.

Y1

- Term 1 was spent consolidating phase 3 sounds learnt in Devas (approx. 1 sound a day).
- Remaining terms we study phase 5 sounds in readiness for phonics screen in June (1 sound a week).
- We begin the lesson going through a PP of previously learnt sounds (phase 3 and new phase 5 sounds). Ch'n say these out loud together every day until we arrive at the sound we are looking at that week.
- Each lesson, ch'n will learn how to spell two words including the weekly sound. They practise writing these on whiteboards using best cursive handwriting.
- They will then practise applying these two words into a silly sentence. After having a go on their whiteboards, I will write the silly sentence on the board with errors and the ch'n will help me to spot where the errors are and correct them with a green board pen.
- Ch'n receive the same words learnt in class for their spelling HW on Mondays. They then have a formal spelling test on Fridays to check learning.

Y2

- Ch'n learn suffixes during the first 2 to 3 terms on our 'suffix work out' activity sheets that I created to go into their english books. This helps them to identify the root word and to apply the words into sentences (2



Compassion, Hope, Reverence, Wisdom

words a day, 1 suffix a week).

- These words go home to parents as spelling HW on Mondays. Formal spelling test on Fridays.
- Remaining terms, ch'n will practise high frequency words and then unique spelling rules on year 2 NC spelling list.

What you should see in books

The majority of phonics learning is through speaking and listening, as a result the evidence of phonics learning is largely through notes from continual cycle of observation, assessment and planning. In reception class a selection of evidence is kept e.g. photos and written learning which is kept in individual files. From term 3, phonics practice books are used to record pupil's learning.

Identification of pupils not on track and given support

Reading everyday benefits, the ongoing assessment of phonics as pupils read books from the Dandelion scheme this gives the teaching teams an overall overview of phonics progress and as a result intervention can be implemented immediately, should these 'on the spot' interventions not be effective, these can take the form of targeted small group, 1:1 to liaising with SENCO.

Engagement parents and volunteers

As part of the reception induction, parents are invited to a meeting which includes a presentation about the teaching of phonics, this is followed up by subsequent meetings between teaching staff and parents, including parents' consultations.