

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.

What Reading Looks Like in Hillesley School

The teaching of reading the EYFS

- In reception children follow Unlocking Letters and Sounds validated SSP, which is taught daily with regular review sessions
- Phonics starts in week 2 of Reception to ensure children make a strong start
- Phonic sessions follow a rigorous lesson format which is duplicated across KS1
- Children falling behind the progression are identified and receive a daily intervention.
- By the end of reception children will have been taught up to the end of Phase 4
- Reception lessons start at 10 minutes with daily additional oral blending building up over the year.
- Children in reception apply their phonic knowledge by using a matched fully decodable reader in individual reading practice sessions. Each book is read 3 times for decoding, fluency and then comprehension, this approach continues on into Y1. When appropriate children will begin regular guided reading sessions.
- The children take the same decodable book home to ensure success is shared with the family alongside a further 'sharing' book (indicated by a red heart sticker) to enjoy with adult support.

- Children have access to a wide selection of books within the classroom and regular access to the library area in KS2 for story time.
- Paired reading between key stages ensures reading is seen in a positive way by younger children where fluency is something to aspire to.
- Children are expected to read at home several times per week and good reading behaviour is monitored, encouraged and rewarded in school through communication with parents in reading records.

The teaching of reading in KS1

- Y1 phonics continues through the phonics progression and lessons are 20 minutes long
- By the end of Year 1 children will have been taught up to the end of phase 5
- Children in Year 1 continue to apply their phonics knowledge by using a fully matched decodable reader for individual reading practice session with a teacher
- The children then take the same decodable book home to ensure success is shared with the family alongside a 'sharing' reading book (indicated by a red heart sticker) to enjoy with adult support
- Children have regular access to the library area and a specific story time and access to a wide range of age appropriate books in the KS1 classroom
- Paired reading with older children encourages children to see reading positively and have high expectations of themselves
- Y2 phonics continues throughout the phonics progression and lessons are 20 minutes long
- By the end of autumn term of Year 2, children will have finished the recap and consolidation of Phase 5
- Children will move on from decodable phonic readers to the school's banded book scheme when assessed as ready by a teacher
- Children are expected to read at home several times per week and good reading behaviour is monitored, encourage and rewarded in school through communication with parents in reading records.
- Teachers read high-quality texts to children on a daily basis.

The teaching of reading in KS2

- On entry to KS2 teachers liaise with KS1 staff to identify those who continue to need extra phonics and support
- Teachers check children's fluency at the start of each year and during the year according to assessments, assigning a book band as appropriate
- KS2 staff may use the 'Unlocking Fluency' programme/approach to support prosody and to ultimately aid comprehension for those children who need extra help
- Teachers and teaching assistants continue to monitor children's reading progress through a combination of individual, group and shared reading
- Children progress through a very wide selection of reading books within each colour band and may also take home another library book for sharing with an adult.
- Children are expected to read at home several times per week and good reading behaviour is monitored, encouraged and rewarded in school through communication with parents in reading records.
- KS2 children have a weekly paired reading session with younger children where they are expected to encourage, mentor and model good reading
- To ensure shared access to high level texts and discussion, whole class reading takes place on average twice per week though this may be more at the start of a unit of English during the text immersion phase.

- Opportunities for independent reading are provided to encourage children to develop reading stamina and reading for pleasure.
- Children and adults share their text choices and recommend books to others.

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:

- Teachers read high-quality texts to children on a daily basis.
- 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.

Reading Assessment	
Formative	Summative
<ul style="list-style-type: none"> • In EYFS children are assessed in their early literacy development against the Early Learning Goals • Starting EYFS year, teachers read decodable phonic readers with 	<ul style="list-style-type: none"> • In EYFS and Year 1 the children's phonic knowledge is assessed every term • All children in Year 1 sit the statutory Phonics Screening Check in the summer term. Children who

<p>groups of children and individually to monitor progress</p> <ul style="list-style-type: none"> • In EYFS and Year 1 phonic assessments are made in line with our SSP and short frequent interventions are carried daily to monitor progress • In Year 2-6 teachers have opportunities for formative assessments through whole class reading/individual reading 	<p>do not pass the Phonics Screening Check in Y1 will re-sit in Y2</p> <ul style="list-style-type: none"> • In KS2 phonic knowledge is monitored using the same tools as KS1 and interventions continue daily until all sounds are known • In Year 3-5 fluency is assessed at the start of the autumn term to determine book band reading levels • In year 3-5 Reading is assessed via comprehension tests 3 x per year. The final test is a 'Testbase' standardised reading test at the level of the particular year group • Reading ages are measured 2 x per year (autumn and summer) • In Year 3-5 the YARC assessment of comprehension is used once per year • In Year 6, comprehension is tested via standardised tests twice with the statutory Reading SAT taking place in May
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Reading results at Hillesley are excellent and we are very proud our children's achievements!