



Hambleton Primary School

Reading Intention, Implementation and Impact.

INTENTION

At Hambleton Primary school, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows the children to see beyond what they know, share in cultural experiences, have a mirror to the world and develop the vocabulary they need to effectively express themselves. Our reading strives to foster a lifelong love of reading. We cultivate the behaviours that they need to be discerning readers as they read frequently and widely using different strategies and discussion what they have read. Our reading curriculum is delivered through our Twinkl phonics scheme, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. We know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Therefore, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build on a home- school partnership which enables parents/ carers to have the confidence to support their children with reading at home.

Reading is at the heart of our curriculum. We are committed to promote a love of reading and give children the opportunities to read in English lessons, but also across the wider curriculum.

Learning to read is one of the most fundamental things a child will ever learn. It underpins everything else, so we put as much energy as we possibly can into making sure that every single children learns to read as quickly as possible. We also want the children to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure the children develop a love of books as well as to simply learning to read.

IMPLEMENTATION

We start in year R and throughout ks1, with the teaching and application of phonics. At Hambleton Primary school, we follow the Twinkl scheme which is carefully adapted to meet the needs of all pupils. Our teacher assessment informs the rate at which the children are able to progress and adapt the pace, support or challenge accordingly. (see phonics 3Is document)

Guided reading key stage1

There is an expectation that there is a guided session for each child at least 3 times a week with daily opportunities to discuss a text through whole class activities. The children use the same text each week. This may be differentiated for each group.

Session 1: book introduction and first exposure.

Key teaching points- identify the front/ back cover, blurb, vocabulary that children will encounter, reading strategies that will be used. This is an opportunity for the adult to model the craft of reading.

Session 2: prosody and second exposure

Key teaching point- fluency, expression, intonation, taking account of punctuation.

The children re read the text using expression, intonation and read like a reader for an audience.

Session 3: oral comprehension

Key teaching point- comprehension linked to a specific domain.

Adult to introduce and model the reading domain skills that are in focus. They model how we would answer those types of questions. The children are then guided through the comprehension tasks orally.

Session 4: written comprehension

Key teaching point- written comprehension

Children will answer comprehension questions independently. The adult will reinforce the reading skill and 'live mark' written answers so as to conference children through any misconceptions or areas of development.

Guided reading key stage 2

Key stage 2 are expected to complete guided reading sessions at least 4 times a week. This will mostly consist of a whole class text/ extract that is age appropriate.

Session 1: decoding

This session is about the children seeing the craft of reading being modelled by an adult. Through a range of narrative, poems, non-fiction and visual media, the children will explore expression, tone and volume. They will experiment with using their voice and body language to create atmosphere. The children may be asked oral questions that are relevant to the domain being covered.

Session 2: word meaning

The children will re read the text either independently or in pairs and check for sense. They discuss understanding and explain the meaning of words in context.

Session 3: retrieval and inference

This session focusses on high quality modelling of reading skills, breaking down the question and then answering in an appropriate way. Children respond in their reading journals and teachers provide live feedback. Key questions are directed at different children to maintain challenge/ support.

Session 4: comprehension

The children will answer a range of question types based on focused skills and domains. This can be based upon the text of the week or of an unseen extract/ chapter etc especially for upper key stage 2.

Reading for pleasure and home reading

EYFS and key stage 1 have daily story time whilst key stage 2 are expected to share a class text at least 3 times (outside of the English lesson). The aim of this is to further expose children to a range of texts, promote the love of reading and to build the vocabulary that the children are exposed to.

Our school and class libraries allow children to immerse themselves into the wonderful world of books. They are stocked with a range of fiction and non-fiction to support every ability and reading choice.

	<p>To promote parental engagement in home reading, we provide parent workshops which are designed to facilitate engagement between parents, school and their children's reading. They begin with a message about the importance of reading for pleasure followed by an opportunity for the parents to support their child in class during a reading activity. We celebrate reading together throughout the year by taking part in school based, local and national reading initiatives such as World book day, author visits and whole school book activities. We are also promote the Recommended 50 reads for each year group through reading challenges.</p> <p>In EYFS and KS1, as well as their phonetically decodable 'Learn to read' book (part of their phonics sceheme), children have a colour band book which is their 'Love to Read' book. This is still matched to their phonics/ reading ability but is shared with parents in order to develop their comprehension of a text.</p> <p>From year 3 onwards, if a child is able to fluently read white band books, they become free readers and are able to make conscious choices of texts they wish to read for pleasure.</p> <p>In order to promote home reading, all children are encouraged to read at least 3 times a week (5 times a week for ks1 and EYFS). We make use of reading diaries to ensure reading is being completed at home.</p>
<p style="text-align: center;">IMPACT</p>	
<p style="text-align: center;">PUPIL OUTCOMES</p>	
<p style="text-align: center;">QUALITY OF IMPLEMENTATION</p>	
<p style="text-align: center;">NEXT STEPS</p>	