

## Vision

Together, we are committed to creating a supportive environment, built on care and respect, in which all children are encouraged to believe in themselves and aspire to be the best they can be. We ensure that the teaching of phonics and reading is accessible to all learners, regardless of background.

## Aims

At Hollingbourne Primary School, we want our children to:

- Read confidently and fluently and seek to acquire knowledge independently.
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Develop the reading skills they need to access all areas of the curriculum.
- Understand the meaning of what they read and what is read to them.
- Read critically to ascertain what the truth is in a statement so that they may gain a balanced understanding of local, national and international issues.
- Make responses to what they read justifying those responses
- Become immersed in other worlds...both real and imagined!

## Phonics and early reading

### Intent

#### Phonics (reading and spelling)

At Hollingbourne Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Hollingbourne Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

#### Comprehension

At Hollingbourne Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Lead who drives the early reading programme in our school. This person is highly skilled at

teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

## Implementation

### Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has regular Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable regular phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons take place at least three times a week.

### Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week are:
  - taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children’s secure phonic knowledge
  - work within a reading skills group on a regular basis.
- Each reading skills practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading skills practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.

- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

## Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure books are also encouraged for parents to share and read to children.
  - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

## Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

## Impact

### Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is used:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- [Summative assessment](#) is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of

children and so that any additional support for teachers can be put into place.

### Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

### Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments where needed.

## Further reading progression

As children move through the school and are no longer receiving phonics support to help with reading, there is just as much emphasis placed on continuing and ensuring children's love of reading and books continues to flourish and develop.

### Ensuring reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- In every class, children are read to every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Hollingbourne Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and when an adult at home listens to them read, they initial to confirm this.
- The school library is available for children to use in addition to a wide range of books in their own classrooms.

## Intent

Using the EYFS curriculum and the National Curriculum, we have built a curriculum which is right for Hollingbourne Primary School. There are some key drivers which we feel are important for our school.

These are:

- Our place in the global world – learning all about our local area as well as life, religion and diversity outside of Hollingbourne both now and in the past.
- Developing skills and experiences for life – enhancing cultural, creative and sporting experiences for all, as well as learning about how our pupils might use their skills in the future in the world of work.
- Developing the whole child – helping everyone gain an understanding of the importance of respecting and caring for all individuals both within Hollingbourne School and outside in the wider community.

At Hollingbourne Primary School, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- By regular story time sessions, enabling the teacher to read an engaging text
- By planning engaging whole class reading opportunities.
- By planning class/school participation in school and where possible, national literacy events which promote reading, for example, World Book Day, visits from authors and storytellers.

## Implementation

### ***How is Reading taught at Hollingbourne Primary School?***

Hollingbourne Primary School Reading Policy is not simply the decoding of the words on the page but involves the ability to read and understand, a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print.

Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should develop the following skills:

- To read aloud fluently and with expression.
- To read for meaning.
- To read a wide range of fiction, poetry and non-fiction material.
- To use a range of strategies for reading including.
  - o Phonics (identifying letters and their sounds, and blending them together).
  - o Visual (whole word recognition and analogy with known words).
  - o Contextual (use of picture and background knowledge).
  - o Grammatical (which words make sense).
- To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing.
- To read a text critically and know how to improve it.

## **Whole Class Reading Skills Sessions**

This is a whole class activity which is used in Year Two and Key Stage Two. During whole class reading skills sessions, the children can access a text which may be challenging to them individually as they are supported as the teacher reads the text aloud. This allows the teacher to model reading skills, strategies and recognition of words. Discussion of the text should help the children reach a deeper understanding of the text. Whole class reading should have a specific focus and all abilities should be included in discussions.

Questions about the text being read help develop children's understanding and promote thinking at three levels:

1. Literal questions ask children to recall information that is directly stated in the text;
2. Deductive or inferential questions ask children to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given.
3. Evaluative or response questions ask children to go beyond the text. For example, thinking whether the text achieves its purpose or making connections with other texts.

Children are asked various questions about the text and are given follow up comprehension work. The follow acronym provides details of the types of question content the children may be given:

### **VIPERS**

**V – Vocabulary**

**I – Infer**

**P – Predict**

**E – Explain**

**R – Retrieve**

**S – Summarise (KS2)/Sequence (KS1)**

## **Independent Reading**

Children are given the opportunity and encouragement to read independently outside of whole class reading sessions and/or small class reading skills sessions. This allows them to build confidence, stamina and fluency as well as developing their experience of a range of books and authors.

## **The Reading Environment**

Classrooms provide provide a rich environment to promote the importance of reading. EYFS and KS1 and UKS2 classes offer welcoming book corners and LKS2 have access to a small book area in class and the library as a further space designed to nurture the love of books and reading.

Reading areas provide children with a range of books at their level of reading as well as topic-themed non-fiction books.

## **Reading in the curriculum**

Our curriculum is rich in opportunities which help develop reading skills and our book store is being constantly reviewed to encompass our curriculum. Teachers take every opportunity to develop reading skills in the wider curriculum and plans reflect this. Furthermore, the curriculum itself gives the children contextual knowledge which then allows them to access books with challenging vocabulary (see attached National Curriculum Year Group expectations).

## **Reading for writing**

Writing is taught using texts as a device for both inspiration and discussion. Key texts are chosen and read by the teacher, the texts are then further discussed to help children gain a deeper understanding. Individual texts are chosen for a number of reasons (see Appendix 1) thus allowing a variety of learning intentions to result.

## **The Reading Curriculum**

Reading is taught daily throughout the school. We do recognise that reading is a highly interconnected subject so teachers, therefore, consider links between areas of reading in their planning across the curriculum. Our Reading curriculum follows the National Curriculum 2014. Early reading is taught via a systematic synthetic phonics programme. At Hollingbourne we use *Little Wandle Letters and Sounds Revised* to deliver a coherent and consistent approach across school in conjunction with other time set aside for reading throughout the school day.

## **Support**

Individual class teachers may devise specific interventions based on the needs of individual pupils. In addition to whole class reading, children in any class throughout the school may be assigned one to one time or work in small groups based on specific needs and requirements.

## **Impact**

We monitor the impact of our Reading approach through:

- End of EYFS, KS1 and KS2 statutory assessments and the Year 1 phonics check.
- Assessment tracking information being shared and discussed with SLT three times per year within pupil progress meetings identifying key children requiring support or challenge.
- Learning walks and observations.
- Pupil enjoyment and confidence in reading.
- Whole staff moderation sessions focussed on progression of one area of reading across the school.
- Local authority moderation sessions.

## **Meeting the needs of all children**

As well as children being assessed regularly in class to ensure they are making progress, they are also tested regularly (Year 2 – 6) to ensure that they are working at an appropriate level, are able to do so independently and are making continued and expected progress.

## **Inclusion**

We are committed to providing effective learning opportunities for all pupils and suitable learning challenges will be set for all with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs and disability, as well as different culture, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. Our reading collections should include books which reflect our diverse, multi-cultural society.

## **Sequential Reading Curriculum**

At Hollingbourne teachers carefully choose and map out texts to ensure children are accessing a wide range of engaging texts that continue to challenge and progress their reading skills to enable them to move through their year group curriculum expectations.

As previously mentioned, texts are carefully chosen and used in:

- whole class reading skills sessions
- smaller group reading skills sessions
- as a key driver for English writing lessons
- as well as daily class reading books which are read to the children by the teacher.



## **Reading – Year 1**

### **Reading – Word Reading**

#### **Statutory requirements**

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

### **Reading - Comprehension**

#### **Statutory requirements**

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:

## Reading - Comprehension

### Statutory requirements

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

## **Reading – Year 2**

### **Reading – Word Reading**

#### **Statutory requirements**

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

### **Reading - Comprehension**

#### **Statutory requirements**

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary

## Reading - Comprehension

### Statutory requirements

- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## **Reading – Year 3 & 4**

### **Reading – Word Reading**

#### **Statutory requirements**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### **Reading - Comprehension**

#### **Statutory requirements**

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

## Reading - Comprehension

### Statutory requirements

- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## **Reading – Year 5 & 6**

### **Reading – Word Reading**

#### **Statutory requirements**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

### **Reading - Comprehension**

#### **Statutory requirements**

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

## Reading - Comprehension

### Statutory requirements

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.