

HOBBS HILL WOOD PRIMARY SCHOOL

Reading Policy

Committee	School Improvement
Author	Hobbs Hill Wood Primary School
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Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

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Reading Policy

Formation of Policy

This policy was written in 2022 to outline what provision is made for reading at Hobbs Hill Wood Primary School.

Intent

At Hobbs Hill Wood Primary School, we recognise the importance reading has to all aspects of education. For pupils to be successful during their primary education, proficiency in reading is vital. It is not only an important life skill, but being able to read fluently and with confidence, pupils are then ready for the next stage in their education. Pupils need to gain knowledge and skills throughout our reading curriculum in order to be successful readers.

Aims

At Hobbs Hill Wood, we want our pupils to:

- read easily, fluently and with good understanding
- be able to read for information
- understand the meaning of what they read and what is read to them
- read widely and often for pleasure, demonstrating a love for reading
- Use decoding as the primary strategy for learning to read
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions from their reading
- make responses to what they read justifying those responses
- appreciate a range of different texts
- read as writers, with an explicit awareness of the fundamental link between these activities
- develop the reading skills they need to access all areas of the curriculum.

It is our intent that pupils will achieve the above, acquiring the knowledge and skills they need to read well as they progress through the school and developing a love of reading.

Implementation

As defined in the National Curriculum, we focus on the two interrelated dimensions of reading: the importance of word reading and comprehension. We have considered in detail how our reading curriculum is taught, organised and implemented in order to support pupils to build their knowledge and to apply that knowledge as skills. Our implementation strategies are outlined below.

Early Reading – Bug Club Phonics

To support pupils with their early reading in EYFS and KS1, we use systematic, synthetic phonics as the primary method of teaching pupils to read. The systematic, synthetic phonics programme we use for our pupils is Bug Club Phonics, to which we are committed and provide fidelity to its teaching framework from Nursery to the end of Year 1.

Pupils receive a daily phonics lesson, following the Bug Club lesson format as they move through the teaching sequence:

- Introduce learning intention
- Revisit and review previous learning
- Teach new grapheme-phoneme correspondences (GPCs) with blending and writing activities
- Practise new and revised sounds through games and written activities (including decoding, segmenting and handwriting)
- Apply phonic skills to reading captions and sentences within decodable readers dedicated to each phonics set (guided reading twice per week)

- Assess learning

Pupils' reading books will be matched according to the phonics that they are learning, whilst revisiting previously taught GPCs matched closely to the Bug Club phonics programme. The books pupils read independently must be fully decodable in line with their progress in early reading. Pupils from Nursery to Year 1 will have twice weekly guided reading sessions based on their phonic development. Pupils in Year 2 will have at least weekly guided reading sessions.

Pupils who need further practice to develop their phonic understanding will have extra intervention sessions with a focus on blending initially and then segmenting following the pupils' individual needs and using the Bug Club sequence of phonics learning. These pupils will have extra guided reading sessions and reading books sent home will be entirely decodable.

We recognise that sharing books and reading aloud at home is vital to pupils' reading development. All pupils will have reading books sent home so that parents can support children with their reading. Pupils are encouraged to read at home daily from Nursery to Year 2 and three times a week once pupils enter KS2. When pupils are in KS1, we run parental workshops for Phonics and reading throughout the year to enable parents to further support their children. We offer further support in the form of a reading prompt bookmark in KS1 to help parents to support pupils further.

Support

We recognise that some pupils may need further support with acquiring the skills to learn to read and comprehend successfully. We have a range of support strategies in place for those pupils.

Targeted adult support is key. SEN pupils who are more than 2 years behind are supported by 1:1 SEN TAs. Pupils who are behind Age Related Expectations (ARE) by up to 2 years are supported through 1:1 and small group reading interventions closely planned by class teachers and delivered by class teaching assistants. Pupils who do not reach ARE and are up to one year behind are supported by class teachers. To ensure the choice of appropriate texts, pupils may only read books from the school libraries at school so that teachers can ensure texts chosen match the pupils' needs whilst supporting them to make progress.

For those in the lowest 20% of readers in Year 1-6, dependent on the needs of each year group cohort, the Bug Club scheme is used. This uses age-appropriate texts for those who need further support to read at an appropriate level and uses the systematic synthetic phonics as the key method for pupils learning to read. We use this alongside a range of strategies like reading interventions, reading recovery etc to meet pupils' individual needs.

Reading Scheme Structure

Our reading scheme bands are as follows:

Lilac	
Pink	
Red	
Yellow	
Blue	
Green	
Orange	
Turquoise	Year 1 ARE
Purple	
Gold	
White	Year 2 ARE
Lime	
Brown	Year 3 ARE

Early Reading is developed using a wide range of books matched to the Bug Club Phonics scheme. Reception children need to be accessing Unit 12 on the Bug Club Phonics to be considered to meet Age Related Expectations.

KS1 reading (the end of Year 1 and Year 2) is developed across Turquoise - White bands of the reading scheme.

KS2 reading is developed across White - Bronze bands of the reading scheme.

Once pupils are reading confidently at the Brown band level (usually a typical ARE Year 3 child), they are able to embed their reading skills by choosing their reading books from the KS2 school library. This is banded into 3 zones as follows:

Bronze fiction	Consolidating reading (a mixture of ARE Year 4 books and short novels)
Silver fiction	Enjoying books
Gold fiction	Challenge books (UKS2 Greater Depth level)

On starting their library reading journey on Bronze fiction, pupils are guided towards the appropriate section for their ability by their class teacher. This is to ensure they are selecting books that are at an appropriate level to be both accessible and of a suitable level of challenge. Once they are ready, they can enjoy choosing from the Silver fiction zone. This area of the library will offer a range of fiction books, containing most of the popular titles pupils enjoy reading. Books in the Gold fiction section are aimed at the greater depth readers of Year 5 and 6. This section will offer modern classics, longer novels and recommended texts to prepare our pupils for a smooth transition to secondary school. A range of new books have been introduced to the library which will excite the children and further develop their love of reading. Pupils are motivated to gain access to the Gold zone through the exciting, varied and challenging texts which are available to them in that section. Book choices are recorded in the Home School record book page at the back by the pupil and also stored on the Reading Cloud library management system.

Reading Opportunities

Reading opportunities take place in a range of activities across the curriculum. The opportunity to read individual reading books is as follows:

- EYFS/KS1 – regularly as part of the curriculum, twice weekly in guided reading sessions
- KS2 – Drop Everything and Read individual reading time (DEAR) twice a week

The school has an extensive library, divided into three main sections:

1. FS/KS1 library – This contains a range of fiction and non-fiction books that are suitable for FS/KS1. There is room for a class of children to sit with a member of staff and enjoy a book together.
2. KS2 library – This contains a range of fiction books for children to begin reading 'real novels'. The books are organised into three sections according to the complexity of the text. The library also has a range of non-fiction books based on the subjects and topics taught as well as books on a range of interests. The library also contains a number of computer terminals for pupils to carry out research
3. Reading library – This is the school reading scheme and contains fiction and non-fiction books for children from Nursery to Year 3/4.

Use of the libraries will be as follows:

- FS/KS1 – a regular 30 minute library session each week, with choice of a book to take home and enjoy in addition to their reading scheme book
- KS2 – choice of fiction or non-fiction book from the library as required. Pupils will be able to have two books (one fiction and one non-fiction) checked out of the library at the same time. Books can be changed between 1.15 – 2.00pm when the librarian is present. Books can also be changed at other times at the discretion of class teachers, once pupils are able to scan their own books in and out of the library on the Reading Cloud system. Pupils to have their individual barcodes in their Home School record books.

A range of subject-specific textbooks are used in KS2 to further develop pupils' reading in a range of foundation subjects (eg. History, Geography, RE). These are age-appropriate in order for pupils to gain the knowledge they need in a specific subject, whilst being accessible to read independently to complete activities set by teachers. This also provides an important opportunity for pupils to practise their fluency and expression by reading aloud in order to aid their understanding of key concepts, transferring what they read to long-term memory and applying across a range of different subjects.

Power of Reading

We use The Power of Reading scheme for English from Nursery to Year 6 to enable us to put quality pupils' literature at the heart of literacy learning. Through high quality texts and teaching sequences, we put great emphasis on engagement with core texts and attainment in language, vocabulary, reading and writing whilst continuing to meet all the requirements of the National Curriculum for writing, as well as for reading. Through utilising the Power of Reading's approach, we build on prior learning in previous year groups and then increase the level of challenge through choice of text and age-appropriate planning. Reading core texts enables pupils both to acquire knowledge and to build on what they already know. This is fulfilled by the carefully selected texts that increase in scope and challenge up to Year 6.

English lessons heavily focus on using reading to inform writing. The books chosen by teachers link to other topics across the curriculum where links can be made eg. Street Child is read by Year 6 who study the Victorians in History. This maximises learning opportunities in different subjects. Books chosen for each year group have been selected carefully to enable pupils to read texts which challenge their vocabulary knowledge and have rich plot lines to follow. Pupils are excited to read the next part of each book, which shows how our chosen texts foster a love of reading across the school. Pupils enjoy listening to and reading a wide range of stories, poems, rhymes and non-fiction. They talk avidly about their favourite Power of Reading texts and are able to articulate why they have their preferences. Classrooms further support pupils' love of books with displays highlighting suggested reads and recommended texts which are linked to their current Power of Reading book.

Guided Reading

In FS and KS1, Guided Reading is timetabled at least twice per week from Nursery to Year 1 and at least once per week in Year 2. This approach is implemented so that the texts are matched to pupils' phonic development, ensuring pupils are reading books where they have the phonic knowledge to decode and understand them. The teaching focuses on decoding using phonics, giving children more practice so that they become increasingly proficient at reading fluently as well as developing their understanding of what they have read. It is vital that for our younger pupils we use an approach that allows teachers to continue to monitor both children's ability to decode the text and their understanding of it and our current Guided Reading fulfils this.

In KS2, as well as the regular reading opportunities as part of our Power of Reading lessons, reading skills are also taught once per week as an additional timetabled session to the whole class. This whole class approach is used in order to expand pupils' vocabulary and deepen their understanding of the text they are reading, being led by the expertise of the teacher. For our older pupils, this approach allows us to expose all children in the class to age-related texts that are also ambitious in their nature in respect to level of challenge and vocabulary development. In the lessons, teachers are able to model the skills needed to answer questions, with a key focus being on pupils understanding the vocabulary in questions in order to be able to answer appropriately. This approach enables pupils to be successful in answering comprehension questions to demonstrate their reading ability and understanding.

Impact

Pupils will see themselves as readers and will love books! They will select books which are varied and of an appropriate level of challenge. They will have the necessary skills to tackle the wider curriculum in further education and beyond.

Pupils will have made good progress from their starting points to meet or exceed age-related expectations in reading, with an increase in those pupils achieving the expected standard or above in Reading from the previous academic year. Scores in half-termly reading assessments from Year 1 to Year 6 will evidence pupils' improvement in their ability to answer comprehension questions.

Pupils will read with precision and clarity and will have acquired a broader understanding of the world through what they have read. They will have a wider vocabulary and the passion to seek further word understanding and learning through books, in readiness for the challenges of the academic years ahead of them.