**Harthill Primary School Reading Policy**

At Harthill Primary School we are committed to enabling all pupils develop into fluent, confident readers in order to be ready for the next stage in learning. We strongly believe that reading is key to all learning and fundamental to success in the future and wish for all our children to develop positive reading behaviours which will support them throughout their lives. Our aim is for all children to leave our school able to read and enjoy reading.

**INTENT**

We intend to foster a positive reading culture by:

* creating an environment where reading is promoted across all classes.
* ensuring pupils make progress in their reading skills including decoding, accuracy,
* teaching specific skills needed for fluency, understanding, skimming and scanning and responding to texts.
* ensuring we have a rigorous approach to phonics teaching so no child is left behind.
* ensuring children are aware of their own progress and development as a reader
* ensuring children are able to read/ use a variety of different texts e.g. fiction, non-fiction, poetry and understand their purpose
* exposing children to good quality reading spine of texts which expand their vocabulary as well as their imagination
* encouraging children to enjoy reading, to want to read for pleasure on a regular basis and to discuss their reading habit and preferences.
* encouraging reading outside the classroom through forging strong links with home.
* teaching children to apply the skills they learn in reading across the curriculum.
* implementing an assessment system which enables us to identify strengths and provide swift intervention where needed.

**IMPLEMENTATION**

We recognise the need to balance the teaching of the mechanics of reading, developing comprehension skills and fostering a love for reading from its early stages. We use a range of strategies across school in order to teach reading. These are organised and managed by the staff.

Scarborough’s Reading Rope is useful as a visual tool to assist staff in understanding the essential elements required when developing pupils as skilled readers at all key stages.



**HOW WE TEACH READING AT HARTHILL**

**Early reading**

Early reading is taught through fidelity to a Systematic Sythethetic Phonics Programmes (SSP). It is consistent, structured and pacy. All children will be taught skills and knowledge using the DfE validated programme Active Learn and teaching is consistent, structured and pacy. Assessment is tracked rigorously and those with identified gaps are supported to catch up with their peers with the use of key interventions.

Active Learn have an established structure for the order of taught sounds and tricky words. As a school, we have broken this down further into a progression map, which states when the different sounds will be taught.

Children are taught within class groups and those children identified as needing further support receive intervention in accordance with the phonic gaps identified. For those children who have not completed all six phases of Letters and Sounds by the end of Key Stage 1, they will continue to receive phonics teaching into Key Stage 2.

Children learning to read will be sent home decodable books matched to their phase, flashcards and/or ‘Book on a page’ sheets to support reading practice at home. Children do not take home reading materials they cannot fully decode, for the purpose of practicing their phonics.

Across Foundation Stage 2 and Key Stage 1 we ensure:

* Book handling to emphasise pre- word reading behaviours are taught
* Phonics lessons and teaching sequences are delivered consistently
* All staff use scripts/ consistent reading cues e.g ‘ I say, you say’
* All staff use the same actions and visual representations to support learning (e.g. for sound buttons and split diagraphs).
* 3 Phonic interventions across school to reduce the cognitive load (GPC, win it, oral blending)
* Early identification of gaps for ‘keep up’ intervention
* Decodable texts matched to phase (books, decodable comics and/or book on a page)
* Decodable, accessible and phase matched resources allocated to children to take home where required to supplement learning (flashcards, roll and read, roll and race, snakes and ladders, sound button flashcards specific to phases)
* Online books and games matched to current phonics teaching/ intervention

In addition to above in FS2 and Key Stage 1 the teaching of reading is implemented by our Reading Practice sessions where children read the same text 3 times over a week to focus on:

* Decoding
* Fluency
* Comprehension

These sessions are adult led and children are given books which are matched to the phase they are learning so they can apply new sounds. These groups are allocated texts based on the children’s phonics understanding.

**Reading in school from Key Stage 1 into Key Stage 2**

Children in Key Stage 2 who are identified with gaps in early reading will receive further support through regular intervention. This may involve 1:1, small group or class support as needed and will always ensure the continuation of phonics teaching for those children yet to “crack the code”.

As children become fluent readers in Y2 we move to a Whole Class Read approach to teaching reading and this continues throughout Key Stage 2. Our Whole Class Reading is based on a year group appropriate extract and follows the following structure:

* Background knowledge, initial fluency and prosody
* Vocabulary
* Composition (retrieval and inference)
* Response to assessment across the week and opportunity to apply

To further support this, children are given the extract to take home to practice their prosody and fluency across the week. There is then opportunity for reading aloud and further modelling of prosody in every Whole Class Reading session.

Children with SEND and those not yet able to decode their year group text also access the Whole Class Reading teaching to benefit from the modelled prosody, the text content (which is sometimes linked to learning in other areas of the curriculum), the vocabulary discussion and the teaching of the composition skills. These children then also access their phonics matched teaching through intervention.

**Reading for pleasure**

As well as teaching the mechanics of reading, we are a school committed to developing a love of reading in our children. Staff encourage, recommend and celebrate readers, book talk and texts. This is done through the following ways:

* Twice weekly dedicated reading for pleasure time
* Opportunities for book talk to explore texts, genres and authors
* Regular recommendations from adults and between children
* A range of texts accessible texts to engage and interest pupils of all different tastes
* Exposure to new texts and authors
* Daily class reading where children enjoy texts together
* Access to the school library, engaging reading areas in class and books displayed around school
* Reading for pleasure is high profile with all staff
* Celebration of reading (reader of the term, weekly raffle tickets, weekly reading stars)
* Reading at home promoted on newsletters, open classrooms, themed weeks, parents evening, reading logs etc
* Planned author visits
* Reading

**Celebrating reading**

Reading is rewarded in weekly assemblies when reading superstars are mentioned as part of the celebration of learning focussing on

* attitude towards reading
* effort and/or progress in reading at home and in school
* willingness to engage in book ‘talk’ and recommendations in class
* reader of the term who are recognised with a book prize

**Reading Spine**

We use a carefully selected, progressive reading spine which is regularly adapted and updated to stay abreast of current trends, new authors, diverse and classical literature which the children may not otherwise be exposed to.

Each year group has a reading spine which is used to teach English and provides a range of text types across a year and can be supplemented/ adapted to be cohort and need specific. These texts are available in the classrooms and recommended ‘must reads’ displayed for the children to enjoy. All texts are chosen to have appropriate content and vocabulary which provides the correct level of challenge for the intended year group. These are also differentiated if needed.

**Role of parents**

We encourage parents to listen to their child read, discuss the book and write a comment each time this happens. Practice at home is vital for children to make progress in reading, especially in the early stages and we expect this a minimum of 4 times a week. We hold workshops and deliver sessions and support to support parents with how to help their child read at home. We expect children to practise reading their phase matched books, BOAP and/or their whole class reading text.

As well as practicing their skills, we encourage families to share reading at home. All children take home a reading for pleasure book that they have chosen, often with support.

**Monitoring and staff development**

Reading in school is monitored by the English lead and Senior Leadership Team and feedback is given quickly to staff. Monitoring feeds into regular staff meetings and INSET to develop staff practice and support the teaching of reading in school.

Reading is discussed as part of the appraisal process and targets set in both teacher and LSA appraisal and pupil progress meetings. Regular professional development to ensure all staff are upskilled will be planned into the school calendar and staff will support each other to develop practice across school.

Home/ school learning logs can also be used as a regular monitoring tool and, as above, a liaison with parents.

**IMPACT**

Children see reading as a key to learning; they talk about books and authors and there is a buzz about reading in school- Harthill is seen by the community as a place which loves and encourages reading. They read for pleasure; they talk about what they are reading with confidence and enjoyment. They access age appropriate texts and also challenging texts through the books they have access to from a whole school reading spine, in their class reading areas, the choices they make in the school library and those they continue to make at home.

Children learn to read fluently and with strong comprehension skills. Where children have gaps in their learning as a result of SEN, home engagement, SEMH barriers and/or attendance, these are identified quickly and appropriate and consistent intervention is put into place to ensure pupils make good progress from their starting points and that the attainment difference compared to their peers is narrowed.

Impact on pupil reading attainment, progress and behaviour is evidenced through:

* Pupil voice
* Formative assessment (responses in phonics lessons, reading practice and whole class reading)
* Pupil progress through phonics phases and matched books
* Phonics trackers
* KS1 and KS2 SATs
* Phonics screening (Y1) and EYFS Profile
* Data analysis and tracking
* Analysis of attainment and progress of all groups, including bottom 20% readers