

Intent, Implementation and Impact of Reading at Hatch Ride

Reading lies at the heart of the curriculum at Hatch Ride. All our pupils will have the opportunity to become fluent, confident readers who are able to successfully comprehend and respond to a wide range of high-quality literature in both English lessons and the wider curriculum. We are dedicated to enabling our pupils to fall in love with books and become lifelong readers as this is the key for academic success. It is also integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop vocabulary they need to effectively express themselves.

INTENT

Our pupils will:

- Be given the foundations to become confident readers and effective communicators.
- Immerse themselves into a world of high-quality texts, to help instil a love of reading, the ability to access the wider curriculum and the confidence to explore their imagination and creativity.
- Have an awareness of the world to widen their horizons and develop their cultural capital.
- Develop a good linguistic knowledge of **vocabulary** and appreciate their rich, varied language heritage.
- Develop enquiring minds that delve deeper into texts as they explore and draw **inferences** from what they read.
- Make **predictions** based on their knowledge and understanding of text and the world around them.
- Participate confidently in discussions and debate in order to **explain** their understanding of a wide range of texts, providing reasoned justifications for their thoughts, opinions and ideas
- Find and **retrieve** evidence to support discussions around fiction and present information from non-fiction.
- **Sequence** and **summarise** the main events and ideas drawn from the books that they read.

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IMPLEMENTATION

Early Reading

- Stories, books and poems are at the centre of all areas of our Early Years curriculum, including learning poems by heart using the Poetry Basket.
- Our curriculum is always based around a text and children are fully immersed in their reading experiences. You will often find children from our Reception class hunting for a missing gingerbread man or solving clues left by an evil pea!
- Reading is promoted in the Early Years environment and all areas of provision. For example, when learning about life cycles, books about butterflies were available next to the children's caterpillars. Books about artists can be found by the art activities and books about building in the construction area.
- As this marks the beginning of the child's school journey, the Reception team prioritises building positive and supportive relationships with parents. We aim to help parents recognize the importance of reading and equip them with the confidence to support their child's reading development at home. To facilitate this, parents are invited to attend an Early Reading and Phonics meeting during the children's first term, where we will share strategies and insights to support their child's literacy progress

Phonics

- The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1 at Hatch Ride Primary School.
- We use the 'Twinkle Phonics' scheme to teach phonics and graphic knowledge (common exception words and tricky words) as it offers precise structure and a 'whole class mastery' opportunity.
- Using this programme, we are confident that:
 - grapheme/phoneme (letter/sound) correspondences are taught in a clearly defined, incremental sequence;
 - we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words;
 - children are taught the highly important skill of blending phonemes, in order, all through a word to read it;
 - children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes.
 - Multi-sensory activities used are interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal.

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- All children in Reception and Key Stage 1 participate in a daily phonics lesson, of at least 20 minutes, where they participate in speaking, listening, spelling and reading activities.
- On entry, the children will complete activities that reinforce level 1 phonics. They will be introduced to level 2 phonics according to the needs of the cohort.
- Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support.
- Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.
- Phonics interventions, linked to our scheme, continue in Key Stage 2 where the need has been identified.

Guided Reading

- We recognise that systematic, high quality phonics teaching is essential, but also that explicit teaching of reading comprehension is needed for children to achieve the goal of being a well-rounded reader.
- We teach whole class guided reading 4 times each week in Key Stage 1 and 2.
- In whole class guided reading sessions, children develop their key reading skills of decoding, Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (VIPERS).
- Children are exposed to high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curriculum.
- Key stage 2 show evidence of this in their VIPERS notebooks and Key stage 1 use a working wall.

Individual Reading

- In Early Years and Key Stage 1, all children read at least once a week with teachers, teaching assistants and reading volunteers; In Key Stage 2, children are given the opportunity to read aloud in guided reading.
- Priority readers are identified in each year group and we aim to read with these children daily. The focus being on the lower attaining 20% along with Pupil Premium children, SEND, GRT, EAL and those who do not read often at home.
- We use Lexia to provide targeted, personalized reading interventions for the lowest-attaining 20% of readers.
- Reading at home is encouraged and promoted through class incentives.
- Children work through our school reading scheme, these are levelled books which match the child's current reading ability from Reception to Year 6.
- Reading books in EYFS and Key Stage 1 are:

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- matched to phonic knowledge and do not require use of alternative strategies e.g. whole-word recognition and/or cues from context, grammar, or pictures
- are closely matched to the programme used;
- are fully decodable at child's current level and do not simply practise phoneme(s) most recently taught
- are not mixed with non-decodable books for independent reading practice
- include a controlled, small number of 'tricky words' the decoding of which has been specifically taught
- are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes

Reading Culture

- Our text-based approach to learning, that links closely to our writing curriculum, ensures that we create opportunities for children to read at every available opportunity.
- The Reading Environment has been developed to include interactive displays for the children to learn and enjoy.
- Every class has a reading area with a range of books to choose from and these are regularly refreshed.
- Each year group sets aside a daily time to share and read books that have been carefully chosen to encourage and foster a love for reading in our pupils.
- All classes have a selection of 'must read' texts that have been chosen to expose children to a wide range of authors and literature and to promote cultural capital.
- We have a wonderful, well-stocked library that the children visit weekly.
- Authors visit our schools regularly.
- Our curriculum is enhanced through opportunities to celebrate reading, such as our annual World Book Day activities and reading competitions.
- From Year 1 upwards, children take part in a weekly Book Club, where both students and staff have the opportunity to recommend and share books. This initiative offers an extra way to nurture a love for reading, encouraging students to explore new genres, engage in thoughtful discussions, and build a deeper connection with literature.

Assessment and Monitoring

- Reading is assessed in the following ways:

Statutory Assessment

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Year 1: Children take part in the phonics screening check.

Year 6: Children are formally assessed in reading as part of the end of Key Stage 2 SATs.

In School Assessments

- *Development Matters in the EYFS* is used to track and assess pupils in our Reception class.
- In Key Stage 1 and 2, children undertake termly assessments using PIXL reading interviews or tests.
- The schedule of such diagnostic tests are used by teachers and leaders to identify pupils who may be at risk of falling behind and so may require more focused intervention.
- The information from both tests and teacher assessment is used to inform pupil progress discussion and to quality assure accurate judgements are made.
- Question Level Analysis (QLAs) are completed to further analyse the question stems and content in the individual papers. Using this diagnostic information, planning is adapted and Personal Learning Checklists (PLCs) are set up for the use of 'therapies' for 'Key Marginals.'
- Phonics Tracker is used regularly to assess children's phonic knowledge and application in Early Years and Key Stage 1. We are hoping to roll this out Key Stage 2, where children are still receiving phonics intervention.

Informal Assessments

- Assessment at Hatch Ride includes ongoing evaluation of learning by teachers on a day-to-day basis which allows them to tailor their teaching accordingly.
- At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.

Pupil voice, learning walks and lesson observations are used to monitor the quality of teaching and learning in reading.

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IMPACT

The impact of our reading curriculum goes beyond statutory assessments. By the time children leave Hatch Ride, they will:

- Have experienced a rich, broad, and inspiring reading curriculum.
- Speak enthusiastically about reading, developing a positive attitude and a desire to read both for enjoyment and to enhance their knowledge across the curriculum.
- Have the experience, vocabulary, story knowledge and confidence to write creatively.
- Be confident readers who will have acquired the skills necessary to read fluently and participate in discussions across a wide range of texts, providing evidence and reasoned justifications for their thoughts, opinions and ideas
- Make a smooth transition to secondary school, equipped with the skills they need to be successful as reader across the curriculum.
- The % of pupils working at age related expectations (ARE) within each year group will be at least, or close to, the national average (when this is available).
- The % of pupils working at greater depth (GD) within each year group will be at least, or close to, the national average.
- Data from our statutory assessments is consistently good and in line with or above national outcomes