

Raleigh Hub Reading and Phonics Statement

INTENT

We believe that reading is an integral part of the school curriculum and a fundamental life skill that impacts all learning.

Our intentions are:

- Every child will learn to read as quickly as possible through a thorough and robust phonics programme.
- All children will have the opportunity to develop a love of reading and to be self-motivated to learn to read for themselves.
- Children will develop an early passion for reading, demonstrating confidence and fluency alongside the ability to articulate an understanding of what they have read.
- All children will have the opportunity and aspiration to learn to read regardless of their background, unlocking a world of opportunity and delights. This will enable them to access all elements of their educational journey and greatly enhance their future prospects.
- For children to have access to a wide range of high-quality texts, for pleasure and information, across the curriculum, inter-woven with targeted vocabulary teaching to equip our readers.

IMPLEMENTATION

In the Raleigh Hub we have a progressive and carefully planned reading curriculum which exposes children to high quality texts across the curriculum including fiction, non-fiction and poetry. Children have the opportunity to engage in a wide range of reading activities, alongside learning to read, including: DEAR days, whole class guided reading, news discussion groups, world book days, author visits, competitions, reviews, accelerated reader targets and challenges and story time with the librarians.

All children will:

- Follow a progression in their reading through early decodable books, book bands, independent choice and access to Accelerated Reader.
- Be read to every day either from a whole class text or from a book recommended by a child.
- Take home a book to practice every day that aligns with their phonic knowledge, which they have read at school first alongside an adult.
- Engage in regular whole class reading sessions whereby the children are re-exposed to high quality texts through which they can further develop their comprehension skills and vocabulary alongside their teacher using the re-think reading and VIPERS questioning.
- Be monitored regularly to enable children who are falling behind the expected level to be identified early and supported in their reading through a variety of robust interventions.
- Have access to an environment that supports and develops reading and vocabulary, including enticing book areas that are refreshed half termly

In Reception and Key Stage One

It starts with synthetic phonics as a cornerstone of every child's reading journey. Children have decodable reading books that are connected closely to the phonics stage they are being taught. This carefully structured reading progression enables children to apply their phonetic skills confidently with books that allow them to succeed. As children become secure in their phonic knowledge they are moved onto books that are banded for ability and then on to Accelerated Reader to enhance and support their continued reading journey.

Guided reading is taught through a whole class approach using the re think reading text models alongside vipers questioning.

Phonics is delivered daily in reception and year one using a revisit, teach, apply and practice approach, linked to the six stages of Letters and Sounds. Sessions are pacy, robust and progressive giving children the opportunity to apply the skills they have learnt in reading and writing. Through these sessions and regular, at least half-termly, assessments, gaps in children's phonic knowledge are identified early and addressed with effective, frequent interventions. We feel it is hugely important for our children to receive home reading books in line with their phonics knowledge so that they can become increasingly confident and fluent readers. We have an un-relenting desire to develop effective blending and segmenting skills to ensure all children can open the door to the delights of reading. To facilitate this reception and year 1 children will read their book guided by a teacher or TA at school, before taking it home to practice. Books are changed when the child is considered secure with the words and phonics presented to them in the book they are reading.

As their phonic knowledge becomes internalised and confidence develops, they will move on to more challenging texts that are book banded for progression. Children progress to using the Accelerated Reader platform when ready, alongside the books bands, to enhance fluency and comprehension.

EARLY YEARS

In Early Years reading is given a high priority from the start, with targeted phonics teaching, daily individual reading, frequent story times, enticing book areas and plenty of reading focused activities in the continuous curriculum. Role Play is given a high profile to develop an understanding of storytelling and children are read to as a priority to establish a passion and love of stories.

Parents are invited to attend a reading and writing session prior to their children starting school that explains the school's outlook and expectations. The links with home are vital in securing the children's journey in reading.

Children are assessed regularly on their phonics and targeted individual and small group interventions are set up to help prevent gaps in early reading developing.

In Key Stage Two

Children continue their reading journey seamlessly from KS1 into KS2 with access to a wide range of texts. They use the Accelerated Reader Platform to develop their fluency, comprehension, vocabulary, independent choice and preference. Children will take a star assessment at the end of each half term and at the year start to track progress. Targets are set with the children through 1:1 conferencing and reviewed at the end of each marking period. Parallel to this, targeted children continue to be supported with book banded books as required, alongside reading interventions using decodable books, book banded books, reading schemes such as Project X and appropriate phonics interventions such as precision teaching and four word mix.

Guided reading in KS2 is also based on a whole class approach using re think reading texts alongside the vipers model to facilitate comprehension and fluency.

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise.

Teaching these key skills enables our children to gain a better understanding of each text during their English sessions, while delving deeper into the English Curriculum. They can also be applied across the curriculum to support children in their understanding of texts and vocabulary.

Interventions

Children are identified early in reception if they are not making expected progress and a thorough range of interventions are put in place. These interventions are reviewed at least half termly. These include: Extra phonics input daily in small groups or 1:1, precision teaching, flashcards, word blending and segmenting skills and four-word mix activities.

IMPACT

As a result, we are developing a community of enthusiastic and motivated readers, that impacts the whole curriculum and results in articulate, lively discussion and inventive, original writing. Children develop a rich and varied vocabulary, which they are confident to explore and use. They show assurance when taking risks in their work and revel in new challenges. They develop a passion for reading, which in turn unlocks a world of potential and understanding for our children both now and on into their adult lives.

