

Reading at HHJS 2023-24

At HHJS we are committed to providing pupils with a high-quality education in reading, so that all our children are able to read fluently and with confidence. Our reading curriculum has been carefully planned and sequenced following National Curriculum aims and objectives. We have built on and enhanced our curriculum further, in order to engage and effectively meet the needs of all our children.

We feel passionately that every child is given the best opportunities possible to develop their reading knowledge and skills. This is done in a language rich environment and through guided reading sessions in class. Reading is made engaging and enjoyable so that our children develop a love of reading and actively choose to read for pleasure. This can benefit not only a child's academic attainment but their social, cognitive development, wellbeing and mental health.

We endeavour to promote our love for reading to our students through our well-resourced library, ERIC (Everybody Read in Class) sessions, Read Theory, class book, author visits, World Book Day, Barnes Literature Festival, the school's reading challenge, Reading Adventure Days, Reading Week, book swaps, external book fairs, whole-school displays, class displays, book recommendations, the SPARK annual book awards and visits to the Alligator's Mouth bookshop.

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.' National Curriculum 2014

Guided Reading:

Our guided reading approach is informed by extensive research into whole-class Guided Reading. The benefits that we have found are: children being exposed to high quality texts, children are exposed to a wide range of stimulating and diverse texts, as well as children getting experience in reading aloud (individually, in pairs or chorally) and listening to their teacher read aloud (modelling).

The aims of the sessions are to engage with carefully chosen texts, respond to and develop a deeper understanding (comprehension) of texts and practise fluency and prosody skills. Across the week, the students will have two Guided Reading sessions. We also use Read Theory as a programme that allows our students to further practise their comprehension skills (both in school and from home).

Our Guided Reading resources are texts with linked themes, so for example, the children might read about Mount Vesuvius during the first session and look at the song lyrics Pompeii by Bastille during the second session.

During the whole-class guided reading sessions, we focus on the following:

- Developing key comprehension strategies through careful modelling and supported practice
- Critical and evaluative thinking through use of open prompts and effective questioning
- Developing retrieval and inference skills making references to the text
- Developing personal responses, using evidence from the text to support their opinions

- Understanding of a wide range of vocabulary in context
- Using prior background knowledge to make predictions, clarify meaning and summarise main points
- Fluency and developing prosody (the rhythm we follow when reading aloud)

Our progression of reading skills across each year group can be found here:

<https://www.hamptonhill.richmond.sch.uk/site/data/files/hhjs-key-information/E0B14800B3DFE4B6E0F18150F88C393D.pdf>

Fluency:

For children to be able to understand what they read it is essential that they are able to read fluently. Providing children with opportunities to develop and improve their fluency is a priority at HHJS. Children are explicitly taught how to be fluent readers and are provided with opportunities to apply what they have learnt throughout the school day. Adults read aloud to children on a regular basis, ensuring that they model high quality reading with fluency and prosody. Children are assessed every term and observed during guided reading and ERIC sessions to identify gaps and are then given concise intervention to ensure these gaps are closed and their reading becomes fluent.

Early Reading / Non-fluent readers:

Our vision at HHJS is for all children to succeed and achieve their full potential. For those children who find reading difficult and still require quality first phonics teaching in KS2, we provide systematic and robust teaching. From September 2023 we will be using the Little Wandle phonics scheme in line with Carlisle Infant school.

Teachers and LSAs (Learning Support Assistants) have received training in early reading. It is a school expectation that staff continue to gain and refresh their knowledge in early reading.

- Children are taught in small intervention groups with support from a teacher or LSA, which is overseen and tracked by the SENCo.
- Children are placed in these intervention groups depending on ability. Continual formative assessment and termly summative assessments are used to ensure that the children are making progress and are in a group suited to their ability. Little Wandle resources are used to support in these sessions.
- Every child who we have identified to be an early reader / non-fluent is recognised as a 'priority reader'. These 'priority readers' are listened to during ERIC sessions by teachers, LSAs or by volunteers (e.g. secondary school children, parents) frequently.
- Tight tracking by the reading lead and SENCo is in place to ensure that progress is being made.
- Identified children will have a **Nessy** account, that they access for a minimum of 30 minutes across the week (at school, though they can access from home too). Nessy Reading and Spelling is a resource that covers five school years of literacy development from Year 1 to Year 6. The programme begins with systematic synthetic phonics, and as their literacy skills develop, pupils advance to instruction in spelling, morphology, vocabulary and comprehension.

Non-fluent readers will be provided with the following:

- Decodable book. This fully decodable book will have the relevant phonemes covered in their intervention sessions. The children will take this book home and read with their parent/carer over the week, before receiving the next one. This process is tightly monitored by the SENCO, reading lead and intervention team.
- Colour-banded book - this is an additional book which the child can choose, depending on the colour band their class teacher has placed them on. The placement of children (and their movement through the colour bands) is closely monitored by class teachers and is recorded on our data-tracking system.
- Library book - this book is not necessarily intended for the children to read on their own. The purpose of this book is for an adult to read and share with the child at home. This provides the children with an engaging, age appropriate story line and further develops their reading, fluency and language skills.
- A Nesy account (see above)

Promoting reading:

Reading for pleasure strategies are applied throughout our curriculum and school day. Some of the strategies we use are: students accessing our well-resourced library, ERIC, Read Theory, class book, author visits, World Book Day, Barnes Literature Festival, reading challenge, Reading Adventure Days, Reading Week, book swaps, external book fairs, whole-school displays, class displays, book recommendations, the SPARK annual book awards and visits to the Alligator's Mouth bookshop.

Class book:

The class book is an opportunity for the teacher to read aloud to the children in their class, with no expectation of particular outcomes, this is purely for pleasure. A range of age appropriate texts and poetry are read aloud to enhance children's prosody and enjoyment in reading. The reading lead has provided a 'recommended reads' list for each year group, which ensures a wide range of diverse books for the teachers to choose from.