



## **Our Reading Offer**

Reading is an integral part of everyday life at Hindley Junior and Infant School, and all staff place reading at the heart of the curriculum. We are determined that every pupil, regardless of their background and starting point, will learn to read with fluency and understanding. Reading is prioritised and pupils begin to learn to read right from the start of their school journey. Fluency and understanding in reading, allows pupils to have maximum access to the wider curriculum, and the world around them.

### **Discrete teaching of Reading**

Quality teaching of reading is fundamental to the schools improvement, and therefore a significant amount of time is specifically allotted to the discrete teaching of reading on a daily basis.

### **Phonics**

There is a rigorous and sequential approach to the teaching of phonics and reading throughout the school which develops pupils' fluency, confidence and enjoyment of reading. It is vital that early reading skills are developed and embedded as this is the foundations for future learning. As a school, we have chosen to use the Read Write Inc Phonics Programme which is used from week two of the Reception year. This daily structured approach supports our pupils to gain phonic knowledge and develop the language comprehension necessary to read; the skills to communicate and gives them the foundations for future learning. Read Write Inc Reading Teachers support pupils in learning letters and words so pupils experience success. Ongoing assessment identifies children in danger of falling behind, and they are given extra daily practice through one-to-one tuition, delivered by our trained and skilled Reading Teachers. Weekly phonic workshops are led by our 'Early Reading Leader' to ensure all Early Reading Teachers teach with a consistent approach and continually develop their practice. All Early Reading Teachers are fully trained (2 day professional course), and any new staff who will be teaching Early Reading (phonics) are trained as soon as possible. Additionally, a RWI consultant visits the school regularly to monitor standards and provide support and training for teachers.

### **RIC Reading**

Once pupils complete the phonics programme, the daily teaching of reading continues with another rigorous and sequential approach. This unique and bespoke programme does not follow a nationally produced scheme of work, but is a set procedure that has been designed by our English Lead and teachers in conjunction with external reading experts to consolidate and progress the teaching of reading at Hindley J and I. During these lessons, children are taught the on-going reading

strands from the National Curriculum following a five-day sequence focusing on vocabulary, decoding, reading fluency and comprehension skills:

- *Retrieve and record information/ identify key details from fiction and non-fiction*
- *Summarise main ideas from more than one paragraph*
- *Give/explain the meaning of words in context and identify/ explain how meaning is enhanced through choice of words and phrases*
- *Predict what might happen from details stated and implied*
- *Make inferences from the text/explain and justify inferences with evidence from the text*
- *Identify/ explain how information/narrative content is related and contributes to meaning as a whole*
- *Make comparison within and across texts*

A variety of texts, including fiction, non-fiction and poetry, are used as the basis of the lessons, and these texts become incrementally more challenging as the children progress. Pupils are given the opportunity to develop an increased knowledge and understanding of both tier two and tier three vocabulary words. This vocabulary is pre-taught before pupils encounter the words within the shared text. Teachers use a variety of skills to share extracts with pupils such as perfect reader, jump-in and partner read. Throughout this process pupils are developing increased fluency and comprehension. A variety of question stems and question types are shared and modelled by staff until pupils are confident in answering comprehension style questions independently.

### **Assessment**

Regular formative and summative assessment supports staff in knowing which areas individual pupils need further development in. This assessment informs the teachers planning and the foci for their quality first teaching, and intervention timetables.

When children who are falling behind and/or struggling with reading at an age-appropriate expectation are identified, extra support and intervention is put in place to help accelerate their learning. Progress is closely monitored for all pupils, including SEND pupils, to ensure they make good progress in reading.

When a new pupil arrives from another school they are quickly assessed (informally) to ensure that they are placed in the correct 'reading group' and that the reading books that are sent home are appropriate to the individual child's level of understanding.

Children are assessed in a more formal manner three times per year. Data from these tests are analysed by class teachers and subject leaders; findings are used to inform future teaching, medium term plans and interventions.

## **Promoting a love of Reading**

Promoting a love of reading is a priority! Studies have also found that reading for pleasure enhances a child's empathy, confidence and concentration. Worryingly, children with reading difficulties are at greater risk of developing mental health problems later in life, including anxiety, depression and behavioural problems.

## **Regular Shared Reading**

To encourage a love of reading, staff read to pupils regularly on top of the discrete reading lessons. The books that are chosen are age-appropriate and are read for entertainment. However, through careful questioning, these sessions are used to enhance comprehension and skills and widen children's vocabulary. Every half term, staff share with parents on Class Dojo the books that will be read to the pupils in class. This supports parents in choosing age appropriate books to read at home.

Teachers read with enthusiasm, expression and intonation to enthuse the children about reading. Visitors are also invited in to share stories with the children during this time, and children may even read to their peers. As the children move through Key Stage 2, each child has their own copy of the class read, to allow them to follow the story themselves. This valuable shared reading experience are used as a basis for high quality teacher-children conversations, developing vocabulary and comprehension skills: children are encouraged to talk about books and different authors.

## **Reading Stations**

We have appealing reading stations in the corridor outside of the classrooms that are linked to age appropriate authors. These reading stations are manned by trained staff/volunteers. They work with carefully selected pupils on a daily basis to support pupils in developing their reading skills further.

## **Visits, Visitors and Special Guests**

World Book Day is celebrated each year in school. Authors visit the school to work with the children, special guests (parents, high school teachers, school governors) and parents are invited in to share stories/books with classes, and all children visit and join the local library during their time at school.

## **Home Reading Books & Working with Parents**

The expectation across the whole school is that pupils read at home five times a week. This is checked on a daily basis and a record is kept. If the expectation is not met then staff contact parents and discuss the importance of reading. As a reward for achieving the expectation, pupils are put into a draw to receive a prize.

Teachers regularly and sensitively share age-appropriate reading expectations with parents. For example, uploading video clips of children reading age-appropriate texts to Class Dojo, and sharing video clips of children reading before class assemblies.

To support our families in continuing to develop this love of reading at home, staff share their class stories on Class Dojo. Teachers recommend other age appropriate stories (see recommended reading list) that parents can enjoy at home with their child.

### **Children who are accessing the RWI Phonics programme**

Home reading books are carefully matched to the grapheme-phoneme correspondences that they are learning in their phonic group. These books are changed approximately every three days in accordance with the structure of the programme, reinforcing specific 'sounds' that the children have been taught in school. Children also have a book which they choose that is for pure enjoyment to be shared at home with a parent. A distinction between the two books is made clear in parent meetings.

### **Children who have finished the RWI phonics programme**

Pupils take home books which match their reading standard. Home reading books are kept in class reading areas. These areas are appealing yet functional – they are not a gimmick. When a child can read the standard of book for their specific year-group fluently and with understanding, they can choose from a variety of fiction and non-fiction books at their specific year-group standard to widen their knowledge, understanding and vocabulary. Each class reading area has a choice of books by their chosen class author, so children can read a wide variety of books by the same author if they wish.

### **Reading within other Curriculum Lessons**

Children apply their reading skills regularly in other curriculum lessons as a way of acquiring new knowledge and developing subject specific skills. Where appropriate, teachers will use texts linked to other curriculum areas to enhance and deepen learning in a meaningful context.