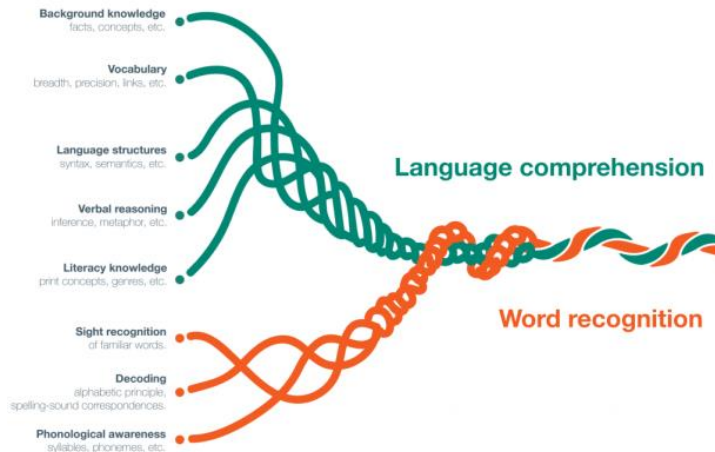


## Reading at Heathfield

### *Reading opens the door to all learning*

Learning to read is the most important thing children will learn in our school. Everything else depends on it, so we put as much energy as possible into making sure that every single child learns to read as quickly as possible. We want children to love reading and to want to read for themselves. All of our children are taught the skills to recognise (decode) words, along with the skills to understand what they have read (comprehension). The image below (Scarborough's Reading Rope) shows how different strands are entwined to develop skilled readers. Pupils are given many opportunities to apply and develop their reading skills in other curriculum areas.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



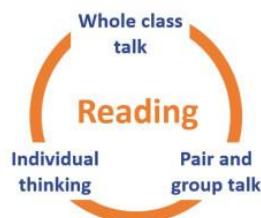
### EYFS and Year 1



In Reception and Year 1, children are taught using the Read Write Inc. Phonics programme, which enables every child to become a confident and fluent reader. Nursery start the programme in summer 2 to support them in being reception-ready. They work in reading progress groups, for up to an hour a day, so that they can quickly master each level of phonics and reading. The children are assessed regularly to ensure they are in the right group for their needs. The children:

- Learn 44 sounds and the corresponding letters/letter groups, using picture prompts
- Learn to read using sound blending ('Fred Talk')
- Read lively stories featuring words they have learned to sound out
- Learn to read some words that cannot be read easily by sound blending (red words)
- Are introduced to new vocabulary and taught what the words mean and how to use them
- Show that they comprehend the stories by answering questions

### Years 2-6



In Years 2-6, children are explicitly taught reading comprehension skills in whole-class reading sessions (4 x 30 minutes per week). This enables all children to be immersed in and enjoy a rich variety of texts and the discussions that these promote. Adults model fluent, expressive reading, the use of effective reading strategies and responses to texts. Children are active; working individually, in pairs or groups and as a whole class to engage in a combination of oral and written activities. Adults prepare targeted and open-ended questioning and model high-quality responses that provide supporting evidence and explanation. Great emphasis is placed on teaching and learning new vocabulary so that pupils are reading for meaning.

## Reading at Heathfield

### Individual Reading

**Reception:** Each child reads with an adult, at least once per week.

**Years 1 & 2:** Each child reads with an adult, once per week.

**Years 3-6:** Targeted children read with an adult, once per week. All other children must be commented on at least once a fortnight, in the reading folder.

We have an established group of reading volunteers who support teachers in listening to individual readers. Teachers give them a clear focus and think carefully about which children are targeted.

### Reading Books

Our reading books are organised into Book Band colours/numbers. The books are from a variety of schemes, including Collins Big Cats, Oxford Reading Tree and Oxford Project X. The books at the earlier reading levels (pink – blue) are phonically decodable and enable children to put into practice what they have learnt in their phonics lessons. The table below shows age-related expectations in each term, for each year group.

Book Band	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Band 0 Lilac							
Band 1 Pink							
Band 2 Red							
Band 3 Yellow	Summer						
Band 4 Blue		Autumn					
Band 5 Green		Spring					
Band 6 Orange		Summer					
Band 7 Turquoise			Autumn				
Band 8 Purple			Spring				
Band 9 Gold			Summer				
Band 10 White				Autumn			
Band 11 Lime				Spring			
Band 12 Copper				Summer			
Band 13 Topaz					Autumn		
Band 14 Ruby					Spring		
Band 15 Emerald					Summer		
Band 16 Sapphire						Autumn	
Band 17 Diamond						Spring	
Band 18 Pearl						Summer	
Band 19 Grey							Autumn
Band 20 Black							Spring
Free Reader							Summer

### Monitoring & Assessment

- On-going daily assessment
- In Rec-Y1 (and in Y2, as required), phonic knowledge is assessed half-termly
- Y1 children complete the Phonics Screening Check (PSC) in the summer term
- Children who have not achieved the required standard continue with RWI Phonics in Y2 until they are able to meet the standard, whereupon they re-join their National Curriculum grouping. They are re-tested on the PSC in the summer term of Y2
- Until children are identified as 'Free Readers', to check they are on the correct Book Band level, a miscue analysis is carried out each half-term
- In Years 1-6, children are assessed using MAT assessment package

### Interventions

When a child experiences difficulty in meeting their year group expectation in reading, their needs are assessed (including in-house assessment tools, eg SENTER Screening, Speech and Language Link) and, where effective, they take part in interventions that are additional to the core reading offer. These include:

- Individual daily reads in which pupils read 1:1 with a teaching assistant, focusing on fluency and key comprehension skills
- Small group phonics

Using a graduated response, should little or no progress be made, a referral to an appropriate outside agency is made, in consultation with parents.

## **Reading at Heathfield**

### **Reading at Home**



Our children are encouraged to read at home at least three times a week. Ten minutes spent developing reading skills through sharing books with an adult helps children become fluent and confident readers; children who see adults reading, and enjoying reading, are much more likely to want to read themselves. Pupils earn certificates and, in our Reading Miles Assemblies, are able to win book prizes. In Reception classes, parents are also invited in every Friday to read alongside their child(ren). For those children whose parents/carers have difficulty supporting home reading, we provide opportunities at school so that they are not disadvantaged.

### **Library**

We have a library suitable for all ages which every class can access. Parents can bring their children to the library on Tuesdays and/or Thursdays between 3.15pm-3.45pm to borrow books to enjoy at home. We also have a special book collection for Year 6 pupils, to encourage them to engage with reading at a higher level.

### **Reading Experiences**

We also nurture our positive reading ethos in other ways. Each year, we have a whole-school Reading Week when everyone is immersed in books and reading through exciting, creative activities. Display around school and in classrooms reminds children of reading opportunities and skills. We have been visited by authors – including Anne Fine – and made visits to Newcastle's Seven Stories (The National Centre for Children's Books) to work alongside Tim Hopgood and the Durham Book Festival, where a group heard the author Kate Pankhurst talk about her books. Book Fairs are held during the year and give families the opportunity to browse and buy books together. In every class, teachers share class novels or books which afford further opportunities to engage pupils and to introduce new authors, ideas, concepts and vocabulary. In Nursery, daily stories and rhymes are shared.

### **Developments/Staff Training**

- SLT monitor teaching and learning and provide feedback
- All staff who deliver RWI Phonics are trained appropriately
- All staff who deliver reading interventions receive appropriate training
- All teachers attend MAT year group meetings, during which current practices and developments are discussed
- Y2 and Y6 teachers attend authority-led moderation information meetings
- Through the Education Endowment Foundation, a Y5 teacher attended Power of Pictures (CLPE) training and is developing use of these principles in school
- Two EYFS staff members have attended Early Talk Boost (I Can) training. They have implemented the targeted intervention, aimed at 3-4 year olds with delayed language. Sharing books is a key part of the programme
- Three EYFS staff members have also attended Everyone Ready for School (National Literacy Trust) training. The programme has been implemented with twelve vulnerable families and is structured around a core text, 'We're Going on a Bear Hunt,' with the aim of helping children to be school ready