



## **Abbey Hulton Reading Overview**

Every opportunity in our school day and within our curriculum is used to develop children's reading. We have a great focus on enjoyment and using reading to find out new information about the world.

When children are given as much practice as possible they begin to feel more confident to read unfamiliar texts.

### **Use of Differentiated Texts**

During 'English lessons' the use of differentiated quality texts is used to teach the core skills in-line with the expectations of the National Curriculum.

- All pupils have access to high quality texts.
- They access differentiated versions of the text during group work.
- Pupils are encouraged to read with a writerly eye and curiosity. How did the author do that? Reading with a writer's eye can help to deepen understanding of how language has been crafted to create different effects – a writer's knowledge. Children who read deeply and attentively live within the imagined world of a story.
- The structure of the programme ensures that pupils are immersed in the text so that they are confident readers (and writers). Immersion in the text enables them to 'hug' the text tight so that ambitious vocabulary choices and appropriate sentence structures become second nature to them.

During English lessons, quality texts are selected and every opportunity is taken to read. Teacher reading/pupil following/Whole class together/Group reading/Reading partners and individually reading outloud. Reading is also used as a valuable tool for edited work.

Non-fiction books are introduced to class before the topic/texts they are studied. Feedback from Pupil Focus group indicated that children liked this, felt excited and interested in the text and felt more confident around the knowledge needed within the text.

In Upper KS2, we are embedding using oracy to switch between formal and informal tones. This is having an impact on writing at the end of KS2.

### **Findings from Pupil Focus Group**

Pupils said:

- Texts make a difference
- Our teachers enjoy reading
- Support/resources available really help with confidence
- Teachers modelling reading and writing make a difference and impact on enjoyment
- Editing and practicing with peers grows confidence

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. In KS1 children also have the opportunity to read 1-1 with an adult at least once a week. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them.

### **Early Reading and Phonics**

We have recently reviewed our phonics policy and are focusing on developing consistent approaches towards the teaching of phonics to ensure that is taught systematically and in line with the Department for Education's latest guidance regarding systematic, synthetic phonics teaching and the upcoming validation process.

Within the latest guidance, the importance of aiming to stick to one reading scheme has been highlighted and we have invested in Little Wandle, Letters and Sounds as our systematic, synthetic phonics scheme. We have also invested in high quality texts to be used alongside phonics lessons, to be taken home by our children as home readers and teaching resources to deliver high quality phonic lessons and interventions. We have decodable reading books for children from Nursery up to Year 2 and recently a set of 7+ books for children aged 7 and over in Key Stage 2 who would still benefit from a phonic input and if they are accessing Rapid Catch Up.

Our children have phonics lessons daily and the pitching of the teaching is fine tuned to the needs of the groups. We carefully consider the progress that children have made using our phonics tracking to ensure that they are placed within the correct phonics groups and that they access Keep Up sessions to prevent them falling behind. All members of staff have been trained in Little Wandle including teachers, support staff, LSPs and SLT to ensure everyone across school understands the importance and impact of early reading and phonics and how they can support children within their class who still need phonic input.

In addition to decodable reading books being sent home in Reception, Year 1 and Year 2 children also take a sharing book home each week which is a book to be read to them by an adult as a book for pleasure.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, such as Book Days/Weeks. Book Weeks include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts. We invite parents in for reading workshops and 'Art Around a Text' which has proven to be popular amongst parents and carers. We have whole school text units throughout the year, where we all enjoy the same story/text and celebrate by displaying the work throughout the school.

Parents and carers are kept well informed regarding early reading and phonics throughout the year from Nursery to Year 1. They are invited in to a presentation morning at the beginning of the year to model how reading and phonics is taught in school and what their expectations will be at home. We have held World Book Day parent afternoons to celebrate all things reading with parents, carers and children in classrooms by modelling how to read a book for pleasure by our skilled staff. In summer term we have organised parent workshops to talk about the Year 1 Phonic Screen Check, how to support your child with home reading in Reception and moving on to transition into Year 1 and Year 2.

To emphasise the importance of reading, we have reading ambassadors (usually chosen from Year 6), which set good role models to the rest of the children and are actively involved in decision making and organisation of reading in our school.

Each week, we have a reading assembly where children can enjoy an extract from a chosen book and discuss books they have read and make recommendations. We also reward our children who have completed their reading passport at different stages and put their names into a raffle for a chance to win a Kindle at the end of the year. We have just launched our online library for EYFS and KS1 ready for summer where children can access a whole range of decodable texts online and will be rewarded with a variety of incentives based on how many online reads they achieve.

We have half termly reading competitions where children are rewarded with book tokens.

Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Children are also encouraged to practise common exception words and high frequency words which are reviewed and adapted. In Year 1 and Reception children are sent home tricky word key rings to practice these at home with parents. Key rings are checked and updated weekly to see if a child is ready for a new strip of words to be added to their key ring to learn at home. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops, phase meetings and also in curriculum letters. The New Early Years lead has been working on developing a set of core texts that we wish for children to become 'experts' in by the time they begin their journey into Key Stage 1. Within Nursery and Reception, adults sing Nursery Rhymes with children to help enable them to become interested in the rhythm and patterns of language from an early age. The Nursery teacher and Early Years Lead are determined to foster a love of reading and to equip the children with the early skills needed to become successful readers.

In Key Stage 2, if needed, they continued with levelled reading books or children choose books to take home and read. We also have a selection of books in each book corner from years three to five to support appropriate text choices.

To help lower attaining and SEN children to continue to grow in confidence as readers with a text that appears appropriate for their age group.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their reading journals during Guided Reading sessions.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.