

Hemlington Hall Academy

Reading Strategy



Reading is at the heart of our curriculum; being able to read is one of the most important life skills required for any individual, therefore we ensure that it is a primary focus of our curriculum from Early Years to Year 6. Not only does this include fluency and good comprehension, but also the development of reading for pleasure so that our children flourish into life-long readers. Research links reading not only to academic success, but also success into adulthood and to good mental health – by sowing the seeds of ‘good reading’ now, we are building a strong foundation for our children as they continue to grow and learn.

Teaching children to ‘decode’ or ‘read’ in its most basic form is a key driver for our Early Years and Key Stage 1 curriculum. Once children can ‘read’, through a robust and systematic approach, the world opens up to them. It is our duty to ensure that our children are ready to embrace both the literary and wider world.

Within our broader English Curriculum planning, our intent for reading is clear:

- Credible, rich, engaging texts from a range of genres are the key driver for the English Curriculum, which promote a love of reading and act as excellent models for language, cultural broadening and confidence.
- Children become fluent and age appropriate readers across Early Years and Key Stage 1 to enable them to access and comprehend all that Key Stage 2 has to offer, including the continued development of a growing vocabulary.
- With few exceptions, all children reach the expected standard in year 1 phonics, with word reading fluency being the primary driver of the year 1 reading curriculum – so they are ready to gain greater reading comprehension skills as their decoding secures.

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Phonics

We are resolute that only children with specific special educational needs cannot learn the phonetic code, therefore we expect almost all children to learn to read through clear and progressive phonics teaching.

Our phonics teaching is intensive, and follows the programme of 'Little Wandle Letters and Sounds Revised'. We begin teaching the foundations for phonics to our children in Nursery through play, rhyme, circle time, group activities and various innate opportunities throughout the session via oral segmentation. Direct phonics teaching starts as soon as our children enter Reception – no time is wasted.

In order to ensure that staff deliver high quality, purposeful and well-structured phonics teaching, all teachers and teaching assistants in every year group are trained in early reading; this includes the specific Little Wandle training for the effective delivery of the SSP. Not only do new members of staff receive this phonics training, regardless of what time of the academic year they join the school, but existing members receive regular updates and refresher training through the Little Wandle portal and through our own reading leaders within school. We also provide training for all volunteer readers (such as governors) to ensure that the support they provide is in line with our school approach and directly promotes the application and consolidation of what has been learnt.

Further to this, we ensure that the books children are given to read at home are directly matched to the sounds which have been taught in school so that children do not encounter words which they cannot decode; this is through the 'Little Wandle Letters and Sounds Revised' scheme, supplemented by Collins 'Big Cat' and 'Phonics Bug' titles (which are matched to the 'Little Wandle Letters and Sounds Revised' progression, and provide additional resources to support the systematic teaching of phonics). As children become more confident readers, carefully chosen books also include 'common exception words' which children have been taught.



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We expect children to read *at least* three times per week at home, which should be recorded in their individual reading diary. Children are provided with two books each week, one phonetically decodable book and one book to read for pleasure. Children can select their own Reading for Pleasure book from the classroom library, which includes a range of fiction and non-fiction titles. The lowest 20%, children who do not read at home and those who are identified as at risk of not making their expected progress will be provided with additional reading opportunities with an adult in school.

Children in Reception also have 'sound cards' sent home each week to practise with at home – both in saying the sound, and in blending sounds together. As children become more confident, common exception words are also sent home to practise. Parents are provided with training and support across the year as to how to do this effectively.

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Phonics Teaching Approach

It is vital that the teaching of Phonics is systematic and the expectations are clear. Of the 26 letters and 44 phonemes there are approximately 140 different letter combinations which children need to learn to become fluent readers. To ensure the effective teaching of Phonics, our approach includes the following:

- Fidelity to our chosen SSP (Little Wandle Letters and Sounds Revised) and consistency across teaching.
- All children in Reception and Year 1 receive two phonics lessons a day: one main session where children move through the order of sounds together, in line with the school's progression document, and one additional session to provide a further opportunity to practise and consolidate skills.
- Any extra support an individual requires to 'catch up' is prioritised between sessions to ensure that learning gaps do not appear nor widen over time.
- The teacher is responsible for the teaching of phonics to all children; well qualified teaching assistants support the teaching and intervention, but the teacher has responsibility for the learning of all children.
- Children's growing phonics knowledge is closely assessed and tracked through the gap analysis/heat maps to ensure clarity in their strengths and areas for development. Home reading books are matched accordingly.
- Children apply new sounds learnt straight after being exposed to them, ensuring strong links are forged between phonics, spelling and letter formation and enabling successful spelling into Key Stage 2.
- Phonics teaching includes high frequency words and common exception words to develop children's sight vocabulary.
- Children develop speed in reading over time through secure phonics knowledge and good sight vocabulary so that they do not have to solely rely on decoding, preventing them from 'losing the flow' of a sentence.
- Phonics learning is strongest alongside parental partnership, therefore all children are provided with resources such as home reading books, sound cards and access to additional resources on the school website. Parent workshops and support are provided all year round.



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Phonics Year Group Expectations

Reception - The end of year expectation for children's phonics ability is to be secure in Phase 4 at the end of Reception. Staff provide children with wide and varied opportunities to play with and explore sounds whilst developing core listening and sound discrimination skills which are imperative for reading and writing success. As part of the Lingfield Education Trust, we further use the 'Trust Ready' Curriculum for the Reading Early Learning Goal to set clear expectations.

 Early Years Expectations: Trust Ready Literacy Reading			
Early Learning Goal Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.		Exceeding the Early Learning Goal Reading Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.	
Trust Indicators of Success: <ul style="list-style-type: none"> ✓ To decode words using their phonic knowledge - from phase 2 & 3 'Letters and Sounds' or equivalent ✓ To read some common exception words* - from phase 2 & 3 'Letters and Sounds' or equivalent on sight ✓ To read simple sentences - from phase 2 & 3 'Letters and Sounds' or equivalent ✓ To understand simple sentences - from phase 2& 3 'Letters and Sounds' or equivalent ✓ They demonstrate understanding when talking with others about what they have read. For example, name of characters, where the story is set, what happened in the story ✓ To talk about what they have read 		Trust Indicators of Success: <ul style="list-style-type: none"> ✓ To read words of more than 1 syllable ✓ To read many common exception words* ✓ To describe the main events in stories they have read ✓ To be able to answer questions about a story and discuss characters' feelings and why you might think that 	
'Trust Ready' for Year 1: Reading In addition to achieving the Early Learning Goal, we aspire for all of our children to be able to, be entitled to, or experience:			
<ul style="list-style-type: none"> ✓ To ensure children access FIVE A DAY (stories, poems, raps, rhymes, nursery rhymes, tongue twisters, songs) ✓ Trust schools to use lollipop stick to show how many of these the children have accessed over the day ✓ Knows how to hold and handle a book, turning pages and knows key parts of a book, title, cover, author, illustrator, contents page ✓ To choose and read a range of books independently to read for pleasure ✓ To decode words using their phonic knowledge - from phase 3 & 4 'Letters and Sounds' or equivalent ✓ To read some common exception words - from phase 3 & 4 'Letters and Sounds' or equivalent ✓ To read simple sentences - from phase 3 & 4 'Letters and Sounds' or equivalent 		<ul style="list-style-type: none"> ✓ To understand simple sentences - from phase 3 & 4 'Letters and Sounds' or equivalent ✓ To read common exception words by sight ✓ To use expression in reading, addressing the punctuation in sentences, commas, full stops, questions and exclamation marks, changing their voice for dialogue ✓ Beginning to read and identify nonsense words linked to the phonics test (year 1) ✓ Can re-tell a familiar story ✓ Can make simple predictions, for example, what the book might be about from the title, how the story might develop and how the story might end ✓ Can answer simple questions about a text orally and possibly in shared or independent writing ✓ Children are introduced to dictionaries, sound and word mats as a tool to support independence 	

Year 1 – After a brief review of previous learning, children are expected to begin Phase 5 at the start of Year 1 with an end of year aspiration of being fully secure in all Phonics phases alongside passing the Phonics Screening Check. Aspects of the National Curriculum spelling expectations are also covered in accordance with our Trust reading and writing objectives (the prefix 'un-' and simple unchanged suffixes such as '-ed').

Year 2 - Children are expected to enter Year 2 secure in all Phonics Phases, which is strengthened through consolidation and deepening of all previous learning and developed alongside grammar work in the teaching of aspects such as prefixes and suffixes that are outlined within the National Curriculum spelling expectations.

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Progression in Fluency

Progression in fluency is underpinned in our approach to the teaching of reading, children are assessed on their fluency skills each term. In order to become fluent readers, children must master the appropriate phonic sounds detailed in the phonics overview. However, in order to continue to develop as fluid readers, word-reading skills (as outlined in the National Curriculum) are taught in every year group.

Reception	Year 1	Year 2
<ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common exception words. They demonstrate an understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs Read contractions and understanding use of apostrophe Read aloud phonically-decodable texts 	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending
Lower Key Stage 2	Upper Key Stage 2	<p>By Key Stage 2, children should be able to decode accurately, and be applying a growing wider English curriculum knowledge to their reading of new and challenging vocabulary – progressively with the increasing level of challenge presented in the texts which they are presented.</p>
<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	

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For children who did not pass the Phonic Screening Check in Year 1, or Year 2, it is vital that intensive decoding work continues, in line with the Little Wandle scheme. Children who commence Key Stage 2 unable to meet the demands of the Phonic Screening Check, cannot access age appropriate text within the English and wider curriculum and this must be catered for appropriately across the full curriculum alongside intensive phonic intervention, still founded in the Little Wandle Letters and Sounds Revised approach.



Wider Reading Across the School

To grow children into life-long readers, teaching must extend beyond Phonics: comprehension, inference, an understanding of language, a widened vocabulary and good reading habits are essential ingredients for successful reading in its truest form. To achieve this, real books are at the heart of our curriculum: our English curriculum is driven by a wide range of texts; each class enjoys dedicated daily STAR time (Sit Together and Read); children have opportunities to visit our school libraries; and children have access to additional opportunities such as 'Reading Rocks' library club, author/illustrator workshops and celebration days. The value of reading as a shared experience is given high priority.

Every children is read aloud to everyday. Reading aloud to children allows the opportunity to model the 'subconscious reader voice' – and simply enjoy a good book! Modelling fluent reading – pace, flow, rhythm, language patterns, rhyme is key – as not all children will hear this quality oration at home.

This begins in the Early Years, where we ensure that children experience *at least* five language-rich experiences every day (for example stories, non-fiction books, rhymes or songs). Across the Reception year, children have the homework task of reading their reading books and practising sounds in isolation in addition to blending. In combination, this develops each child's understanding of story, rhyme, performance, vocabulary and background knowledge.

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Subsequently, high quality books and texts form the core of our English curriculum. Children experience the explicit teaching of reading primarily through whole class reading sessions, which explore texts in detail. Lessons not only develop children's reading and vocabulary skills, but also their growing cultural capital and appreciation and value of books, authors and reading.

To continually develop reading for pleasure, each classroom has a dedicated space to provide children with a range of leisure books – a selection of both fiction and non-fiction – that provide children the opportunity to explore genres, styles and formats and to develop their own personal preferences. This is further available through the extensive catalogue of titles available in our two libraries, which is regularly added to based on requests from the children and gaps identified through auditing (and which also includes 'dyslexia-friendly' books and books of high interest/low reading age to cater for all individuals).

Whole Class Reading

Whole class reading sessions are just one part of the reading curriculum offer for the children of Hemlington Hall Academy. Each part of the reading curriculum is carefully crafted to ensure that children's reading knowledge and dispositions deepen over time. These can include:

- Daily Phonics Lessons
- Reading Practice Groups
- STAR Time
- Opportunities to read across the curriculum
- Reading/ Phonics Intervention sessions

Aims of Whole Class Reading

- Children see themselves as, and enjoy being, readers
- Children are introduced to a wide range of literature and non-fiction that they could not or might not choose to read and enjoy independently
- Children benefit from explanations, modelling and support from the teacher for different aspects of reading, including fluency
- Children can think deeply and discuss a range of challenging texts

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Texts

It is important children gain a rich and varied reading diet. By introducing children to wide range of texts from different authors and genres, we can open their eyes to the array of material available.

Specific texts are chosen as the drivers of Whole class Reading sessions. These are linked to the school's reading spine. Some texts may drive the wider English curriculum. Text choices are reviewed annually.

Comprehension Strategies

Children are taught key reading comprehension strategies throughout their reading sessions. These are outlined below.

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Activating and Connecting

When we **activate**, we recall relevant prior knowledge or experiences from our long-term memory in order to take and make meaning from the text.



Why?

Activating prior knowledge and **connecting** it with new information that we have read increases our understanding of the text or topic.

Ugheba

Summarising

When we **summarise**, we create a shortened version of the text.

It contains the most **important points**.


Why?

Summarising helps us in all reading because the overall **goal** of any reading is to understand the most **important points**.

Ugheba


Questioning

Questioning is an important reading strategy.

Good readers ask questions  before, during and after they read.



Why?

 **Questioning** helps to **clarify** and **comprehend** understand what is being read.

Ugheba

Monitoring and Clarifying

As we read, we need to **monitor** for words or ideas that are unclear and use different approaches to **clarify** them.

Why?

Clarifying is an important reading strategy to make sure that you have **fully** understood what the writer is trying to say.

Ugheba

Searching and Selecting

When answering questions about a text, we need to decide which parts of the text are the most relevant to **search** back through in order to **select** the exact information needed to answer the question.




Why?


Searching and **selecting** helps us to find answers to questions in all subjects. Good readers summarise the main points as they read each section so they are able to **search** and **select** efficiently.

Ugheba

Inferring

When we **infer**, we draw out  meaning from the text – not revealed by the author but often hinted at.

Why?

Being able to **infer** gives us a much **deeper understanding** of the text.  To be able to do this, we need a wide range of **vocabulary**, **background knowledge** linked to the text and **experience of the world** around us.


Ugheba

Predicting

When we **predict**, we use important details and clues from the text to anticipate what happens next.




Why?

Predicting forces us to think ahead while we are reading and helps us to get a better understanding of the text. 

Ugheba

Visualising

When we **visualise**, we create images in our mind's eye as we read. To do this, we use our imagination, our own knowledge and experiences and what we sense from the text. As we read, we revise and refine our **visualisations**. 

Why?

Good readers **visualise** automatically as it gives them a deeper understanding of the text.

Ugheba

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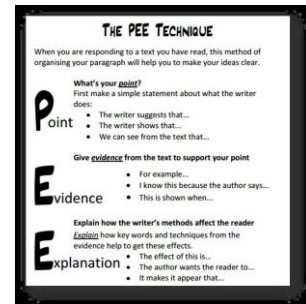
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Organising an Extended Response

As children progress through the reading curriculum, their written comprehension responses become lengthier and require strong evidence. In order to achieve a consistent approach to this, we use the PEE approach: point, evidence, explanation.

This approach is developed through explicit teaching, so that children gain confidence and experience in organising an extended comprehension responses, rooted in evidence that is cited appropriately from the text.



Assessing Reading

The assessment of reading is complex and a changing picture dependant on the age and stage of development for the child. For example, a child at the early stages of learning to read with be more heavily assessed for their understanding of the grapheme-phoneme correspondences, and whether these GPCs can be effectively blended, rather than their comprehension ability.

Phonics

Children in our school follow the Little Wandle Synthetic Phonics Scheme. The scheme has in-built opportunities and resources to assess pupil's growing phonic knowledge, teachers identify both the strengths and weaknesses of the cohort and the child. These weaknesses can then be addressed through whole class reviews, grouped intervention (for common needs), or 1:1 targeted work. Ongoing assessment against what has been taught is the strongest indicator of a pupil's reading ability. The school and Trust also, however, expose pupils to a small number of past Phonics Screening Checks across Year 1. This data is analysed at Trust level to compare and identify schools which may require additional support and reviewed at school level to ensure that pupils are appropriately prepared for the test approach, such as knowing how to tackle 'alien words'.

Reading Fluency

As a school and Trust, we recognise the importance of developing reading fluency across school as the bridge between word reading and reading comprehension. Children's prosody is also informally assessed through 1:1 reading with an adult.

Reading Comprehension

In Reception and Key Stage 1, the Trust endpoints are used to judge whether children are making progress in relation to language comprehension.

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Reading Assessment Schedule

	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> Reception Baseline Assessment (on entry) Ongoing phonics assessments Judgement of attainment in Word Reading and Comprehension against statements in Trust Ready document 	<ul style="list-style-type: none"> Ongoing phonics assessments Judgement of attainment in Word Reading and Comprehension against statements in Trust Ready document 	<ul style="list-style-type: none"> Ongoing phonics assessments Judgement of whether children have met Early Learning Goals within Word Reading and Comprehension as part of the EYFSP
Year 1	<ul style="list-style-type: none"> Ongoing phonics assessments Phonics Screening Check 	<ul style="list-style-type: none"> Ongoing phonics assessments Phonics Screening Check 	<ul style="list-style-type: none"> Ongoing phonics assessments Statutory Phonics Screening Check Reading Fluency Check Use Curriculum Endpoints for Year 1 to judge comprehension elements of reading
Year 2	<ul style="list-style-type: none"> Reading Fluency and Comprehension Check 	<ul style="list-style-type: none"> Reading Fluency and Comprehension Check 	<ul style="list-style-type: none"> Reading Fluency and Comprehension Check Retake Phonics Screening Checks for those who did not meet the standard in Year 1 Use Curriculum Endpoints for Year 2 to judge comprehension elements of reading
Year 3	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test 	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test 	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test
Year 4	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test 	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test 	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test
Year 5	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test 	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test 	<ul style="list-style-type: none"> Reading Fluency Check NFER Comprehension Test SAT baseline
Year 6	<ul style="list-style-type: none"> Reading Fluency Check Practice SAT Reading Paper 	<ul style="list-style-type: none"> Reading Fluency Check Practice SAT Reading Paper 	<ul style="list-style-type: none"> Reading Fluency Check SAT Reading Paper

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Home Reading

Reading at home is vital to developing positive attitude towards reading. We expect children to read *at least* three times per week at home, which should be recorded in their individual reading diary.

The lowest 20%, children who do not read at home and those who are identified as at risk of not making their expected progress will be provided with additional reading opportunities with an adult in school.

	<u>Book Type</u>	<u>Rationale</u>
Reception & Year 1	The sound a child is working on	Reinforcing the current learning in school.
	Previously learned sounds	Revisiting previously learned sounds for practice and consolidation.
	Fiction/non-fiction books	A second book to be taken home, to be read to children at home by an adult in order to develop a love of reading and support growing vocabulary.
Developing Readers Y2 – Y6	Little Wandle Fluency Books	These books develop children’s vocabulary and reading skills progressively, allowing children to build confidence and resilience. Once children are confident readers, a reading scheme may be demotivating and stifle interest and a love of reading for ‘real’ books; therefore staff will give careful consideration to each individual child when this transition arises.
	Library book/Leisure reading	An additional book selected by the child from the classroom selection or library, which can be read independently or with/by an adult, to further promote a love of reading and develop personal preferences.
Confident Readers	Library book	Children will access the school library to choose books to read independently. These books promote a love of reading and allow children to develop personal preferences and explore other genres and formats.