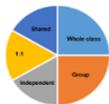


Curriculum Statement

Reading



Hooked on Thinking

Working With and For Local Families



"Sounds-Write is good because I like the sounds"



Intent - Reading at Hindhayes - The school is determined that every pupil will learn to read and make sufficient progress to meet or exceed age-related expectations. Through using high quality texts across subjects, we want pupils to be able to understand more about the world in which they live. We want children to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions of their favourites.

Recent research used to inform practice: **Bold Beginnings 2017 : Key findings in the most successful schools. EEF Improving Literacy at Key Stage 1. Closing the attainment gap – Daniel Sobel 2018. Learning without Labels – Marc Rowland 2017 , Closing the Vocabulary Gap – Alex Quigley 2018. The curriculum – Mary Myatt 2018, Closing the reading Gap – Alex Quigley. National College Webinar Developing Reading in line with EYFS reforms 2021**

Phonics is at the heart of word reading at Hindhayes School. In 2016 the school chose to develop phonics teaching by committing to the teaching programme Sounds-Write. Every teacher and teaching assistant was provided with four days of high quality professional development delivered by a Sounds-Write trainer. The school is rigorous in its approach to teaching phonics and understands the significance of developing decoding skills quickly in the journey to becoming a competent and keen reader. Under the trees with a veranda, bean bags and reading nooks sits our school library which the children borrow books from on a weekly basis. Children are encouraged to choose books that interest them from non-fiction to traditional tales, well loved classics and poems and rhymes. Local links with the library are strong with the English lead volunteering through the summer to promote the reading challenge. Tea, toast and reading daily before school, provides children with the opportunity to share a new or well-loved classic story with an adult or to read from their decodable reader. Story time online promoted through the schools Facebook page encourages children to listen to stories retold by the English lead and her family. Vulnerable children are part of the book shelf project through the year to enable them to stock their own book shelf with 18 books by the time they leave school. Story time is well established across the school with children in reception listening to up to and beyond three stories most days and older children enjoying longer reads through chapter books as well as returning to well-loved classics. Books are chosen for enjoyment and to help develop vocabulary and comprehension skills in children. Bedtime stories, dressing up days, poem of the week and Wow box days all encourage children to remember that books are to be enjoyed and to develop a life-long love of reading. Interventions provide extra and targeted practice for those children who make the slowest progress (the lowest 20%). These children are carefully tracked by the intervention team through all year groups to diminish differences.

Implementation

English is a core subject in the National Curriculum. We use the National Curriculum for England (2014) as a basis for implementing the statutory requirements of the programme of study for English. In the Foundation Stage we use the Early Years Foundation Stage Curriculum.

Word Reading - Hindhayes uses daily Phonics teaching through the Sounds-Write programme as a basis for the teaching of reading. During this work children are taught to "say the sounds and read the word". Reading is then further developed through opportunities for the children to read individually, in guided reading with groups, through sharing large books or texts on the Interactive boards and working on individual words or sentences during work times. Children have weekly opportunities to visit the school library to develop their love of reading. A high value is placed on reading aloud to children and teachers use quality books to ensure that children become familiar with a range of high quality texts in each year group. Class teachers provide an inviting book area or book selection in each class to encourage children to independently seek out books to read and to have a nice area to read in. The teaching of Grammar is woven through reading opportunities.

Guided Reading - This is conducted at least once a week with children working within the Foundation Stage and twice a week with children working in years 1 and 2. Guided Reading is delivered to children in groups for about 15 – 20 minutes each session. The teacher selects a text that will help the children to progress further in their decoding or comprehension / language skills and then evaluates reading progress.

Individual Reading - Teachers in the foundation stage will hear children individually read around twice a week once they have settled into school. As some of the children in the Foundation Stage become more confident with reading the teachers will conduct guided reading more often and hear the children read individually less. Books will still be changed once or twice a week. School reading material has been purchased and carefully aligned with the Sounds-Write programme, ensuring that children are able to access individual and group reading material that closely matches their phonic knowledge and therefore promotes best progress in word reading. In Key Stage One children will read individually according to their ability. More able children will be heard less frequently individually but more often in a group. Interventions provide extra and targeted practice for those children who make the slowest progress (the lowest 20%) and these children continue to read from carefully matched books.

Shared Reading - Teachers plan almost all of their written work around good quality texts. Teachers use planned story time to promote reading for pleasure, introduce new vocabulary and to model reading with expression and interest whilst asking comprehension questions to check on understanding.

Developing Cultural Capital in the EYFS

Baseline information collected shows that many of the children have poor vocabulary skills, have not heard many nursery rhymes, have poor letter sounds knowledge alongside a lack of oral segmenting and blending skills requires the school to act quickly to provide the children with a reading and language rich environment both inside and out. Visiting story tellers and poets, visits to the local library and story links to library events, access to high quality books in the school library, book themed weeks and dressing up, bedtime stories and stories in the forest, provision of first hand experiences to support vocabulary development and early intervention all support our learners to diminish any differences identified in entry. An outdoor play worker daily in the rich outdoor area helps to provide a running commentary of activities, sets up opportunities for play that are rich in language and ensures that links are made to stories and a welcoming reading area is available.

Impact

Over three years the school has raised the phonic screening pass percentage from 57% to 89%

At year 2 the number of children achieving ARE has risen from 72% in 2017 to 79% in 2019. At year 2 the number of children achieving a greater depth in their learning has been above the National Average for the last 3 years.

In the EYFS the percentage of children ending the year at ARE for writing was % higher than that identified on entry

