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| **READING** |
| ***Intent*** |
| At Hallbrook Primary School, we passionately promote enjoyment and love of reading! We recognise the power and importance of literature in helping pupils to understand and question the world in which they live, accepting the diversity of societies, the relationships between different groups and to recognise their own place in the world. By providing a broad and balanced Reading curriculum it is our intent that the children of Hallbrook are emotionally engaged as one big reading community, using reading as their gateway to all independent learning. |
| ***Implementation*** |
| At Hallbrook Primary School we use the National Curriculum (2014) as a starting point for a broad and varied Reading experience for our children. The relevant national curriculum programs of study are taught. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs picking titles and authors that support this awareness and encourage the pupils to ask searching questions about what they read and understand.  The teaching of reading in EYFS and KS1 is taught through the systematic teaching of phonics, building on initial letter sounds, digraphs, trigraphs, and consonant clusters which children practise through phonics based readers that are matched to their current stage of phonics learning. The children also take an additional book which they use to support their enjoyment of reading and sharing books at home as they read for pleasure. Older children who still need phonics lessons to support their development continue to access this as part of their learning. Children in KS2 take a reading book home and if they are being supported with phonics sessions, they also access the decodable books from our selection to match the current sounds they are focussing on.  We use high quality rich texts from a recommended range of age appropriate texts and challenge the pupils understanding of the world with various challenging themes. These also link to the curriculum learning theme where possible.  All pupils learn to read and recognise the common exception words in the NC appendix which lists irregular words per key phase that are not easily decodable. The children also refer to these as tricky words.  The children regularly read quietly in class or to an adult independently. They have a whole class reading lesson every day. In these lessons the children are given opportunities to improve their comprehension with carefully scaffolded questions and tasks which cover the full range of comprehension skills. The National Curriculum groups these under Content Domain Areas. The children learn to unpick and deepen their understanding of texts through the teaching of explicit reading comprehension skills such as vocabulary, inference, prediction, explanation, retrieval and summarising. The use of strategies such as VIPERS supports this coverage, as each letter of VIPERS represents one of these areas of learning. The children also practise their reading to develop fluency and stamina.  Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced Reading curriculum aim to ensure the inclusion and achievement of all children. Each year group has a long term overview that outlines the genres that will be covered through the year with half termly breakdown into what will be taught each term, ensuring there is one Fiction, Non- Fiction and Poetry unit in each. From this overview, teaching staff identify how they plan to deliver appropriate sessions to teach reading and comprehension to ensure coverage and progression that meet the needs of all pupils in their classes. This is adjusted according to outcomes and progress and interventions are set up for pupils who need extra support.  The children are encouraged to read at home as part of their homework expectation and we run workshops and information events which support parents with knowledge about how they can help their child confidently with this. We also explain what phonics is to our Early Years parents and show them how we teach their children in school. We send home information regarding phonics progress and give specific and personalised information about which sounds to focus on at home. |

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| **PHONICS** | | | | | |
| ***Intent*** | | | | | |
| At Hallbrook, phonics is a priority in teaching reading. We intend for all pupils to become confident readers who have a sound knowledge and application of the alphabetic code as they successfully decode text. | | | | | |
| ***Implementation*** | | | | | |
| At Hallbrook every phonics session follows the phonics teaching sequence: | | | | | |
| **Revise/Recap** | **Teach (I do/we do)** | | **Practise (we do/you do)** | | **Apply/Assess (you do)** |
| Activate prior knowledge  Revisit previous linked learning | Introduce the new concept  Explain  Investigate  Model | | Individual – all children participating  Extend/explore the concept  Focus on using the model demonstrated in Teach session to practise with new examples with support | | Application of the new learning – all children participating  Assess through independent application  Explain and demonstrate understanding |
| At Hallbrook our phonics sessions include the common use of: | | | | | |
| **Equipment** | | **Language** | | **Actions/activities** | |
| * Flashcards with sound buttons * Phoneme frames * Tricky words/CEWs | | * Clear pronunciation and pure sounds * Common language includes:   Digraphs –‘Two letters – one sound’  Trigraphs – ‘Three letters – one sound’  Segment  Blend  Phoneme  Grapheme  ‘Sound it out’  Pure sounds  Tricky words  Common Exception Words  Character names and actions | | * Point to and say each sound (sound buttons), then draw imaginary line underneath to show action for ‘blending’ * Counting of sounds, tapping out sounds repeatedly on different parts of the body/using different voices * Robot arms/different actions to indicate segmenting and blending eg hulk smash, disco dancing, swimming, chest thump – all pupils participating * My turn/Our turn/Your turn interactive call and response * Use of robot arms to differentiate sounds * Sorting/spelling/matching into relevant columns for alternative phonemes * Write a sentence – Dictation * Correct letter formation and leading adult to correct as necessary during the learning | |
| The pupils learn in groups according to their current acquisition and knowledge of sounds and letters. They have decodable reading books matched to the letters, sounds and spellings for the sound that they have learnt so far and which they are currently learning in sessions. The progression and sequence of learning in Phonics is as follows: | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Firm Foundations in Phonics 1** | | | | | **General Sound Discrimination** | | | **The Strands** | | Aspect 1  Aspect 2  Aspect 3 | Environment Sounds  Instrumental sounds  Body Percussion | | * Tuning into sounds (auditory discrimination) * Listening and Remembering sounds (auditory memory and sequencing) * Talking about sounds (developing vocabulary and language comprehension) | | **Phonological Awareness** | | | | Aspect 4  Aspect 5  Aspect 6  Aspect 7 | Rhythm and Rhyme  Alliteration  Voice Sounds  Oral Blending and Segmenting | | | **Securing the Basics 2 - CVC** | | | | | **Group** | **Spelling for the Sound** | | **Tricky Words** | | Group 1  Group 2  Group 3  Group 4  Group 5  Group 6 | s a t p  i n m d  g o c k  ck e u r  h b f l  ll ff ss | | -  I is  the to  go no  has his as  of into | | **Securing the Basics 3 - CVC** | | | | | **Group** | **Spelling for the Sound** | | **Tricky Words** | | Group 1  Group 2  Group 3  Group 4  Group 5  Group 6  Group 7 | j v w x  y z zz qu  Ch sh th ng  ai ee igh oa  oo oo ar or  ur ow oi er  ure ear air | | her was you  he she we me be  they my by  are all  some come  so do  little out | | **Securing the Basics 4 - Adjacent Consonants** | | | | | **Group** | **Spelling for the Sound** | | **Tricky Words** | | Group 1  Group 2  Group 3  Group 4  Group 5 | CVCC  CVCC + Polysyllabic  CCVC  CCVC + Polysyllabic  CCVCC CCCVCC + Polysyllabic | | were what like have  there here said one  house when our your  love school  then them that this | | **The Higher Levels Basics 5 - Choose To Use Spellings** | | | | | **Group** | **Spellings for the Sound** | | **Tricky Words** | | Group 1 - Choose to Use Two | ai + ay  ee + ea  igh + ie  oa + oe  oo + ue | | their people Mr Mrs | | Group 2 – Choose to Use Split Digraph | ai + ay + a\_e  ee + ea + e\_e  igh + ie + i\_e  oa + oe + o\_e  oo + ue + u\_e | | oh these friend asked | | Group 3 – Choose to Use Two | oi + oy  ur + ir  ow + ou  or + aw  w + wh | | where today once | | Group 4 – Choose to Use Two and Three | air + are  n + kn  r + wr  f + ff + ph  or + aw + au | | could should would called | | Group 5 – Choose to Use Three and Four | n + kn + gn  or + aw + au + ore  ee + ea + e\_e + ey  ee + ea + e\_e + ey + y  oo + ue + u\_e + ew | | looked son says want | | Group 6 – Choose to Use | air + are + ear  ur + ir + or  ch + tch  j + dge  ur + ir + or + er | | after half only with | | **The Higher Levels Basics 5 - Switch it Spell Sounds** | | | | | **Group** | **Spellings for the Sound** | | **Tricky Words** | | Group 1 – Switch it | i  o  c  g | sixth + wild  frog + old  crisp + cement  growl + gem | does goes tall call small laughed | | Group 2 – Switch it | u  ow  ie  ea | underpants + tuba  clown + yellow  pie + chief  dream + bread | why over above live please | | Group 3 – Switch it | a  a  ou  o | Apple + angel  Apple + angel + watch  Mouse + mouldy  Frog + old + monk | water because break work | | Group 4 – Switch it | y  y  ch  ch  ou | Yellow + cry  Yellow + cry + crystal  Children + chef  Children + chef + chorus  Mouse + mouldy + soup | who any many move eye | | | | | | |
| **READING AND PHONICS** | | | | | |
| ***Impact*** | | | | | |
| Impact of the reading curriculum is measured through the thorough analysis and tracking of outcomes for all pupils across school – this ensures that no child is left behind.  There are a range of assessment procedures in place in school that staff employ to ascertain the attainment and progress of all pupils. Knowledge of and progression through the phonics phases is consistently tracked and recorded independently by class teachers and phonics groups are reorganised according to outcomes, ensuring that reading books continue to match the sounds and graphemes that pupils have already been taught and are currently learning. In Y1 they  present the pupils with a more formal assessment towards the end of each term where a ‘mock phonics screening’ checks how they are applying their phonic knowledge. This is used to form useful information for parents with a guide to which sounds their child needs to focus on. Years 1-6 also complete a reading comprehension test which analyses the results for each individual class/pupil and helps teachers to identify gaps in learning and to plan next steps in teaching as well as the support and intervention that pupils may need.  Regular pupil progress meetings are held to review the results of assessments and identify children who are at risk of not making expected progress or achieving age-related expected attainment. Pupils with additional needs and those who take part in intervention activities have their progress monitored through provision tracking which is accessed by the SENDCo.  During reading lessons, teachers will annotate and evaluate the progress of the pupils against the learning objectives and update the reading comprehension trackers in the front of pupil books, continually assessing understanding through a range of strategies including: use of mini whiteboards, cold calling, drama, retelling, debates, comprehension tasks.  Children participate in statutory testing in line with current Government requirements:   * Early Years Baseline * Year 1 Phonics * End of Key Stage 1 statutory assessments * End of Key Stage 2 SATS   The implementation and impact of the teaching of Reading will be monitored through:   * Lesson visits and subject deep dives * Planning scrutiny * Book Scrutiny/reading comprehension trackers * Pupil progress meetings * Pupil Interviews * Parent surveys and feedback | | | | | |