

South Hill Primary School – Reading Overview

School vision

All pupils at South Hill flourish through a nurturing environment, which builds confidence and resilience and a lifelong love of learning

Reading vision

To develop children’s decoding, comprehension and fluency to provide them with the reading skills to access the whole curriculum.

Intent	Implementation	Impact
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At South Hill, we follow the National Curriculum for Reading and use ‘Read, Write Inc’ to teach phonics. We have created our own approach to guided reading which draws on VIPERS skills and ‘Herts For Learning’ assessment criteria.

Our intent is to deliver a Reading curriculum that:

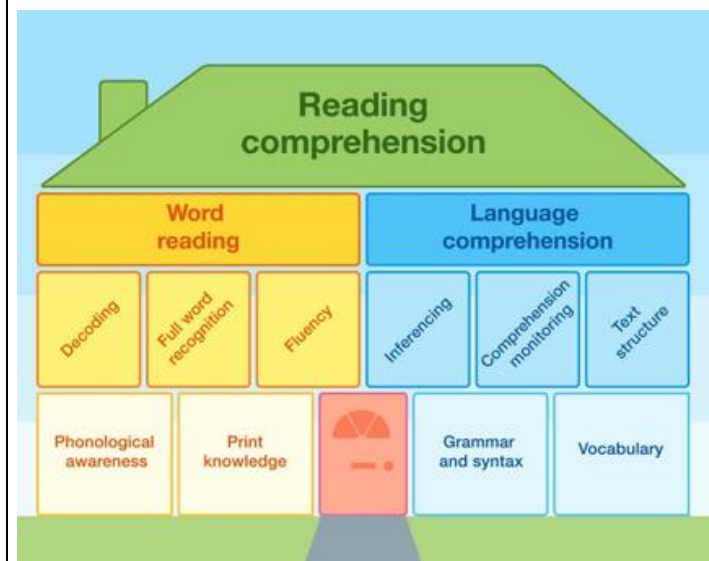
- Gives children a solid foundation of phonics, through the use of Read Write Inc resources
- Develops comprehension through thorough guided reading sessions in Key Stage 2 that ensure children learn: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary skills
- Encourages children to love books through daily whole class story times and weekly visits to the school library

The sequence for our Reading topics, showing our progression of skills and knowledge throughout the school, are mapped out in our:

- Reading action plan
- Reading recommended texts lists
- English Subject policy
- Three P’s of reading, home reading scheme

Through our teaching of Reading, we want all of our children to develop a mastery of the following skills:

- Word reading
- Language Comprehension



Throughout their time with us, the children will build upon and develop their reading skills progressively through a variety of different genres and cross-curricular contexts. We promote enjoyment through the creative use of high quality texts and a range of engaging activities. At each stage of a child’s reading journey, we endeavour to develop children’s appreciation and love of literacy. Children have access to a wide range of literature through classroom reading areas, class readers, class texts, guided reading books, home readers and an inspiring library offering children a magical place to ‘get lost’ in a book and to borrow at home to continue their reading adventure.

The teaching of reading is delivered in the following ways:

Phonics

- In Early Years, children’s phonic knowledge is systematically developed in a fun, multi-sensory approach through discrete daily phonics lessons using the ‘Read Write Inc Programme as well as a range of small group and child initiated activities to develop their ear for reading as well as their appreciation of books. Children learn and consolidate their ability to independently blend to read a word whilst building an understanding of reading alongside this. In addition, the children have access to a wide range of reading opportunities through CIL and story time.
- In Key Stage 1, teachers consolidate children’s phonics knowledge moving through set 1, set 2 and the set 3 sounds in highly differentiated groups. Children continue to use the RWInc texts to develop their phonics knowledge and reading speed. We aim to equip children with the skills to read age appropriate texts fluently and with a clear understanding of what they are reading. RWInc groups are determined by half termly assessments but children can also make accelerated progress through individual assessment during the term.
- Children in EYFS and KS1 take home a RWInc book bag book, which we call a PRIME book linked to the book they have been learning in class.
- Most children will complete their phonics teaching in KS1 but those children still needing extra phonics support receive intervention throughout Year 3 and 4.

Guided Reading

- Guided reading takes place across the school and these sessions immerse pupils in a range of exciting and engaging literature. High quality texts are used to upskills all readers during whole class reading lessons. Reading learning is developed through practising skills in the areas of Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary, Analysing, Authorial Intent, Comparing, Reading Behaviours and Fluency and Terminology.

Class Texts

- High quality texts are at the heart of our English Curriculum. These books are used to bring a topic alive. English lessons use a whole class approach, immersing the children in a detailed exploration of a genre and book. As well as reading and being read to, teachers use a range of different strategies to develop vocabulary and comprehension including role-play, debate, freeze-framing, hot seating and oral story telling. This introduction to a class text then feeds into a clear sequence for writing.

Home Learning

- Children on the RWInc programme read a related PRIME book at home each week.
- Every child has 1 or 2 POWER books that they read at home too. These are book banded books, which give our pupils access to a wide range of authors and illustrators. Children who are still reading PRIME books, receive a correlated POWER book.
- Children also visit the library weekly where they have free choice over the book they choose. These PLEASURE books encourage independence and help children develop their own preferences in reading.
- We work together with our parents to support their child’s reading, encouraging all children to read a wide variety of books at home with an adult at least 5 times a week.

Story Time

- Each class has a daily story time where they are read to and grow a greater appreciation for different texts.

Enrichment

- The school runs a library club in the library for different children each morning.
- Library competitions take place termly to promote a love of reading.
- Whole school PSHE books based scheme (No Outsiders)

CHILDREN ENJOY READING.

Children will have achieved both word-reading and sentence level fluency as well as good comprehension skills. Children’s knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent readers throughout their education and lives.

This will be evidenced through continuous monitoring carried out by the subject leader and SLT through:

- Learning Walks
- Pupils Voice
- Book Scrutiny

Children will be formally assessed in phonics through the Year 1 Phonics Screening Check and through the National Curriculum tests at the end of Key Stages 1 and 2. Reading is also assessed internally every term.

The 3 P's of Reading at South Hill School

PRIME Books are linked to a RWInc Book that is used in phonics sessions and has matching sounds. These books are essential for decoding and for early reading.

POWER Books are levelled by book bands, they are from a variety of reading schemes. These books give a structured approach to children developing their reading further.

PLEASURE Books are ‘real books’ found in the school library and class reading areas.

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