

Teaching and learning of: Reading

INTENT	At Hook-with-Warsash C of E Academy, we endeavour to ensure that by the end of their primary education, all our children become fluent, confident and enthusiastic life-long readers. We follow the National Curriculum and use the 'Teaching Reading Comprehension Toolkit' to support our teaching of reading. We use Monster Phonics as a systematic, synthetic phonics based scheme that follows a pathway for sequentially learning phonemes and graphemes. It structures the teaching of High Frequency Words and Common Exception Words as stated in the NC. We enable children to access a wide range of high-quality texts that reflect the diversity of our world. We believe that reading underpins many aspects of learning and therefore encourage engagement with key texts and media across our curriculum. Through books and a love of reading, children explore far more about the world they live in and learn to appreciate the wonders it offers. We therefore encourage and enable the exploration of a wide range of genres, authors and cultures, which in turn develops our readers into thoughtful, generous and caring individuals.		
Underpinned by	Knowledge	Mastery	Vocabulary
	We follow the National Curriculum programme of study, to ensure that the children are achieving attainment relevant to their appropriate age. In Early Years and Key Stage 1, the development of reading begins with the systematic and rigorous teaching of daily phonics, using Monster Phonics. These sessions are planned and resourced using the Monster Phonics approach. This ensures that teaching is consistent in parallel classes and that all children receive the same high quality, systematic approach to phonics. In these lessons, children quickly build a knowledge of phonemes and graphemes, as well as an increasing recognition of sight words. Summative assessments are used at least every 6 weeks, to ensure that children are working at the correct Phase. Formative assessment is applied daily by the phonics teachers and adjustments are made accordingly. Reading books at this stage are matched to their assessed phonic stage which allows children to apply their phonic knowledge in school and at home. Children are also encouraged to take home a 'reading for pleasure' book. Time is made in school for those children who are unable to have the relevant support at home to allow them to achieve this.	We aim to develop a mastery approach to reading through acquiring a deep, long-term, secure and adaptable understanding of the subject. Here are the different domains which will lead to high level reading: • Give/explain the meaning of words in context. • Retrieve and record information/identify key details from fiction and non-fiction. • Summarise main ideas from more than one paragraph. • Make inferences from the text/explain and justify inferences with evidence from the text. • Predict what might happen from details stated and implied. • Identify/explain how narrative content is related and contributes to meaning as a whole. • Explain how meaning is enhanced through the choice of words or phrases. • Make comparisons within the text. There are certain principles and characteristics which encourage mastery. They are: • An aspiration that all pupils are capable of achieving high standards in reading. All pupils have the opportunity to access high quality texts in class reading lessons.	Broad and deep vocabulary knowledge is an essential prerequisite for successful reading. We aid vocabulary development by: • Pre teaching vocabulary • Discuss meanings • Grouping words (eg with same root) • Comparing words • Finding precise definitions We can split vocabulary in to two types – Receptive vocabulary – words we hear and read Expressive vocabulary – words we say and write

As well as Phonics teaching, as part of Early Reading practice, children are exposed to their phonetically decodable books through guided reading sessions. These are carried out by teachers and teaching assistants. In KS2, reading is taught in a variety of ways. Whole class reading, group guided reading and individual reading gives the children skills to access the different reading domains. Reading and writing are often taught alongside each other where a piece of text or engaging media can help develop key comprehension and reading skills, through exploration as a whole class. These sessions allow all children, including less confident readers, to access, discuss and understand texts etc. above their reading level, building their knowledge of vocabulary, context, genre and purpose, to name a few. In Key Stage 2, the children who are not secure with their phonic knowledge are assessed regularly using the phonics check. The teacher ensures that they have phonics teaching pitched at the appropriate level. Children who did not pass the Phonics Screening Check in Year 2 are monitored to ensure that they have opportunities to reach the age related level of attainment.	• The majority of pupils progress through the curriculum content at the same pace. Challenge is through extending pupil's thinking through the use of rich and sophisticated texts. Individualised support and interventions help to support those who need consolidation. • Practice is a vital part of learning but it is with carefully designed variation (varying the way the concept or question is presented) that we build fluency and therefore deeper understanding.	We develop 'word consciousness'. It can help make the unfamiliar academic vocabulary of school accessible to every child. We have WORD RICH CLASSROOMS. We use the 3 Tier hierarchy of words to up level vocabulary knowledge in the class. Tier 1 – basic words of everyday talk Tier 2 – valuable words that appear across the school curriculum, but they are not typically in everyday talk. Tier 3 – subject specific words
---	---	---

IMPLEMENTATION	In our planning over the year, each year group will be exposed to high quality texts, which will inspire the children with their learning. The books will include narrative, non-fiction and poetry. This allows every child to learn using different genres of books. We also ensure that there is diversity in the books chosen. We use 'Teaching Reading Comprehension Toolkit' which has been created by Hampshire. A training session on this has ensured that we use the same vocabulary across the school. Our approach to teaching is based around the approach where 'active assessment' during the lessons allows feedback to be given at the point of learning. This creates a learning environment where the pupils are taught to extend their thinking and be independent in seeking challenge. There is an emphasis on stem sentences when discussing different domains, therefore focussing the children's thinking. Cards with 'answer starters' give children a variety of modelling strategies in order to answer specific reading questions. Tasks are designed to allow children to demonstrate 'Mastery' at a deeper level of understanding. Active assessment guides the direction of learning and teaching during a lesson and informs direction of the subsequent lessons. This ensures that teaching matches the pupil's needs and allows them to demonstrate 'Mastery' at their own individual level of understanding. Rising Stars Reading assessments are conducted half termly for Years 2-6. EYFS and Year 1 assess at word level. Gaps in learning feed on to next term's planning. Phonics assessments follow the Monster Phonics timetable. Using the Hampshire Model of Assessment, Milestone assessments are conducted in Nov, March and June. CPD is via Hampshire training, coaching during PPA, and staff meetings dedicated to reading. There is also guidance given after pupil voice interviews, work scrutiny and progress meetings.		
	SEND / Disadvantaged The Reading curriculum is adapted to meet the needs and styles of all learners. A variety of teaching and learning strategies are used to ensure that all pupils can achieve, including: • use of appropriate interventions to support learning, • small step learning, • targets are used to support the planning and adaptation within each unit. • use of pre-teaching and over learning. • immediate interventions for children who fall behind with their phonics • 8.30 phonics groups for SEND and disadvantaged • reading with an adult 3x per week	EYFS The EYFS long term plan follows the EYFS Framework and has been devised to ensure a secure understanding of communication, language and literacy. We recognise that this is a fundamental building block for reading. It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Literacy ELG: Comprehension • Children at the expected level of development will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading	Feedback, Questioning and Discussion Feedback is given at the point of teaching and may be written or verbal and in a manner which moves learning forward or helps to embed learning and aid retrieval. Questioning and discussion play a vital role. Pupils are encouraged to think deeply about their reading. This ensures deeper understanding. An integral part of every reading lesson is the discussion around the knowledge, skills and approach that is needed. Mistakes are dealt with in a positive manner in order to develop resilience and confidence.

	- specific dyslexia friendly reading books eg. Barrington Stoke, Code X - adjustments to texts provided - printed texts rather than reading from the board	- Children at the expected level of development will say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Language comprehension develops when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. From the very start of their education, children are introduced to Monster Phonics and they follow this rigorous systematic synthetic programme to ensure children have a sound grasp of phonics and a secure start with their reading.	
IMPACT	The impact is that children go into the world able to communicate effectively; our pupils are confident, well-read learners who take their enthusiasm for reading onto the next stage of their education and into their adult lives. The impact of Reading success in our school is measured through the following: - Pupils will be able to decode and recognise enough sight words at the end of their Key Stage 1 programme of study to be able to confidently and fluently read a text at their level - Pupils of all abilities will be able to succeed in all reading lessons - Pupils will enjoy reading across a range of genres - Once children have progressed through the Monster Phonics programme, pupils will use a range of strategies for decoding words, not solely relying on phonics - Pupils will have a good knowledge of a range of authors - Pupils at the end of KS2 will be ready to read in any subject in their forthcoming secondary education - Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records		

	Pupil Voice	Evidence in knowledge and skills	Breadth and depth
	Pupils will be given opportunities to feedback on their experiences in reading through discussions and reflection on their work. Success is judged on whether pupils are positive, confident and actively engaged in reading and able to recall prior learning and identify progress.	Progress is clear throughout the year. This is at milestone points as well as at the end of a unit. Milestone analysis of data is used to identify trends and next steps. This is used to develop planning for the next Milestone and identify what support is needed. At a whole school level, we look for trends across groups, topics and question types which informs future actions and plans.	The curriculum builds spirally throughout the year, and year on year, to ensure pupils can recap on and embed learning before building in new knowledge and skills. Deeper understanding is shown as pupils are able to tackle more challenging and complex texts set around the knowledge they have developed.