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| **Reading at Heathcoat Primary School** |

**Intent**

At Heathcoat Primary School, we believe that teaching children to read fluently lies at the heart of our curriculum. Reading is a fundamental skill that unlocks the wider curriculum, improves children’s self-esteem and has the power to enhance the life chances of the children at Heathcoat Primary School. As such, we prioritise the teaching of reading so that all children not only enjoy reading, but are able to read accurately and fluently, with a good level of comprehension.

We intend that:

 • Every pupil will learn to read, regardless of their background, needs or abilities.

• Children are able to develop vocabulary, language comprehension, and love of reading through stories, poems, rhymes and non-fiction

• Children are familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction. • Staff have clear expectations of pupils’ phonics progress term by term, from Reception to Year 2.

• The sequence of reading books shows cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme.

• Teachers will give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both in school and at home.

• All children are exposed to a breadth of high-quality texts during the writing teaching sequences which includes text analysis and deconstruction.

It is our aim at Heathcoat Primary School that through the teaching of reading and the shared reading experiences, children develop a love of reading and become enthusiastic readers.

**Implementation**

At Heathcoat Primary School, we teach early reading through the Read, Write, Inc. Phonics programme, as outlined on the Curriculum Statement for Phonics.

* As part of the Read, Write, Inc. Phonics programme, children read books closely matched to their phonics stage of development.
* Ongoing assessment of children’s phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is given immediately through the one-to-one tutoring programme.
* Children take home their reading book daily and are encouraged to read at home each evening. Children in the Early Years and Key Stage One who do not read regularly at home are supported through additional one-to-one reading opportunities.
* Children in Key Stage Two are taught reading in guided reading sessions, where they are taught to summarise the text, retrieve information, make predictions and inferences, and clarify the meaning of vocabulary. In addition to being taught reading, children access individual reading books from the Accelerated Reading library, allowing them to read for pleasure, develop their accuracy and fluency in reading, and their comprehension skills through regular quizzes and Star Tests.
* Children in Key Stage Two who are reading below age-related expectations access are supported through the Read, Write, Inc. Phonics programme if they are in Years 3 and 4, or the Read, Write, Inc. Fresh Start intervention programme if they are in Years 5 and 6.
* In addition to a consistent and coherent approach to teaching phonics and reading, children’s experiences of reading are developed through a daily whole-class read, whereby children listen to stories, poems and non-fiction texts read by their class teacher.
* The daily whole-class read is facilitated by a reading spine as well as age-appropriate texts chosen by the class teacher, ensuring that children build up a core repertoire of books.
* Reading and the enjoyment of a variety of text types is further encouraged in English lessons, where teachers teach using high quality texts from Babcock’s Texts that Teach.
* High-quality texts are used in English lessons, allowing children to explore and learn text features, language patterns and word curiosity and word consciousness as part of their vocabulary acquisition.
* Children’s love of books and their enjoyment of reading is promoted and encouraged through the twice-yearly Scholastic Book Fair, where children are able to browse and purchase new books and earn rewards for the school to purchase new and engaging texts for their class reading spine and library.
* Children are also encouraged to read through reading competitions and prizes at both Key Stages One and Two.
* The children at Heathcoat Primary School also enjoy the annual World Book Day celebrations, where children dress-up as their favourite story character and share their favourite books.

**Impact**

Children at Heathcoat Primary School:

* Become confident and enthusiastic readers who enjoy listening to a range of stories, poems and non-fiction texts as they develop their breadth of reading experiences.
* Make good progress in their reading and comprehension of texts, regardless of their background, needs and ability.
* Read willingly for both pleasure and information.
* Make informed book choices for different purposes (to challenge, to find information, for relaxation, for phonics etc).
* Achieve good levels of attainment on statutory assessments including the Phonics Screening Check in Year 1 and the Standard Assessment Tests in Years 2 and 6, preparing children for their next phase of learning and unlocking a wealth of opportunities in the future.