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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 develop vocabulary, language comprehension, and the 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 Nursery 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 passionate, enthusiastic readers.

**Implementation**

* Children from Nursery to Year 6 enjoy listening to a variety of stories, poems and information texts during the daily, shared class-read. The texts used during the class-read are purposefully selected as part of our reading spine and include well-loved classics as well as more contemporary texts that offer a more diverse range of authors, characters and perspectives.
* Children in Nursery engage in a play-based curriculum that facilitates phonics learning in the form of sound discrimination, accurate speech, oral blending and segmenting, and story talk. In the summer term, children in Nursery begin the Read, Write, Inc. Phonics programme for nursery, whereby children begin to learn the sounds made by the letters of the alphabet.
* At Heathcoat Primary School, we teach early reading through the Read, Write, Inc. Phonics programme, which teaches children to how to decode the words on the page and how to comprehend what they have read. The Read, Write, Inc. Phonics programme provides a structured approach to teaching reading, whereby the books are closely matched to the children’s phonics stage of development. The sequence of reading books provides cumulative progression in the children’s phonics knowledge, reading accuracy, reading pace, comprehension skills and the fluency with which children read texts using their storyteller voice. Children read daily in their reading lessons, and they take home their reading books each day to practise their reading skills at home.
* Upon completing the Read, Write, Inc. Phonics programme, children are taught more complex comprehension skills using the Read, Write, Inc. Comprehension programme, which provides engaging and more challenging texts. In conjunction with the Read, Write, Inc. Phonics programme, children freely access a range of books from the library, using Accelerated Reader to support their choice of text and check their understanding of the text through regular quizzes and half-termly reading tests.
* In Key Stage Two, children are taught reading using a range of genres and text types selected from Literacy Shed. The teaching of reading in Key Stage Two builds in the reading skills taught in the Early Years and Key Stage One, with a continued focus on reading fluency, understanding vocabulary and comprehending more complex texts. During the Key Stage Two reading lessons, teachers teach children the comprehension skills linked to the content domains of the National Curriculum, using the acronym VIPERS. The letters of the acronym represent: vocabulary, infer, predict, explain, retrieve and summarise. Children in Key Stage Two continue to use Accelerated Reader to help them choose books from the library.
* To support children on their journey to becoming fluent and enthusiastic readers, teachers use a range of assessment tools to monitor children’s progress to that they can access books and texts that are appropriately matched to their stage of development. Reading teachers use what they hear and observe in reading lessons as part of their ongoing, formative assessment, as well as more summative assessments, including half-termly Read, Write, Inc. assessments, half-termly accelerated Reader STAR reading tests, termly NFER reading assessments and past SATs papers for children in Years 2 and 6.
* Teachers adapt their teaching of phonics and reading for children who are identified as needing additional support, providing the necessary scaffolds to support children to access the reading curriculum at the appropriate level. Some children receive one-to-one tuition and additional reading intervention provided by the Read, Write, Inc. Programme. 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.
* Reading, and the enjoyment of a variety of text types, is further encouraged in English lessons, where teachers teach using high-quality texts from the Texts That Teach programme. The high-quality texts used in English lessons allow 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 regular Scholastic Book Fair, where children can browse and purchase new books and earn rewards for the school to purchase new and engaging texts for the school library.
* The children at Heathcoat Primary School also enjoy the annual World Book Day celebrations, where they dress-up as their favourite story character and share their favourite books.

* The children at Heathcoat Primary enjoy participating in the national Summer Reading Challenge, produced by the Reading Agency and delivered in partnership with Tiverton Library.

**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. For example, for enjoyment, for relaxation, to challenge, to find information and for phonics practice.
* Achieve good levels of attainment on statutory assessments including the Phonics Screening Check in Year 1 and the Standard Assessment Tests in Year 6, preparing children for their next phase of learning and unlocking a wealth of opportunities in the future.