



Reading at New Hartley First School

Intent

“From babies to children in their Early Years and all the way through to early teens reading brings profound and wide ranging benefits that can have a lifelong positive impact on children’s lives.” (Book Trust)

Learning to read is one of the most important things your child will learn at school. We want your child to **love** reading – and to want to read for themselves.

At New Hartley First School we believe that reading is the key that unlocks academic success, develops independence and sparks curiosity in the wider world, fostering and harnessing interests and passions. We put all our efforts into making sure our children develop a love of books as well as simply learning to read. We want every single child to learn to read as quickly as possible.

Implementation

Early Reading at New Hartley First School

Our EYFS curriculum is based around stories and books. From day one in Nursery children are engaged in fun and interactive storytelling and story sharing sessions. Early phonics skills, using oral blending games, are taught from Nursery

well before letters (graphemes) are introduced. This enables children to be able to orally segment and blend which is key to decoding simple words when children begin reading.

Within our setting we have cosy story areas, where children are encouraged to look at and share books with adults, each other and soft toys. Often these areas become roleplaying areas of bedtime stories.

Children at New Hartley First School will experience books through shared story time, reading areas, continuous provision, library sessions, story voting opportunities and individual reading books.

We recognise not just the importance of sharing stories and books but also the importance of enabling children to read, be confident with reading and develop a love for reading themselves.

Our Early Reading Process is as follows:

- Initially children are introduced to individual letter sounds in the order RWI recommend.
- Parents are invited into school twice a year for meetings outlining how their child learns to read.

Autumn term – introduction to phonics

Spring term – follow up of phonics and further information about reading books

- Once a child knows the first 6 letters and can blend them successfully and consistently they are given a sound blending book to share at home
- This is supported by word building activities using letter cards/magnetic letters
- As the child develops their confidence with reading CVC words and gains more letter knowledge they are introduced to Ditties
- Ditties are sent home
- From ditties the children follow the RWI scheme and go onto Red books.
- From Spring term Reception children are integrated into the RWI groups within the rest of school

At New Hartley, we follow the Read Write Inc Phonics/Reading scheme.

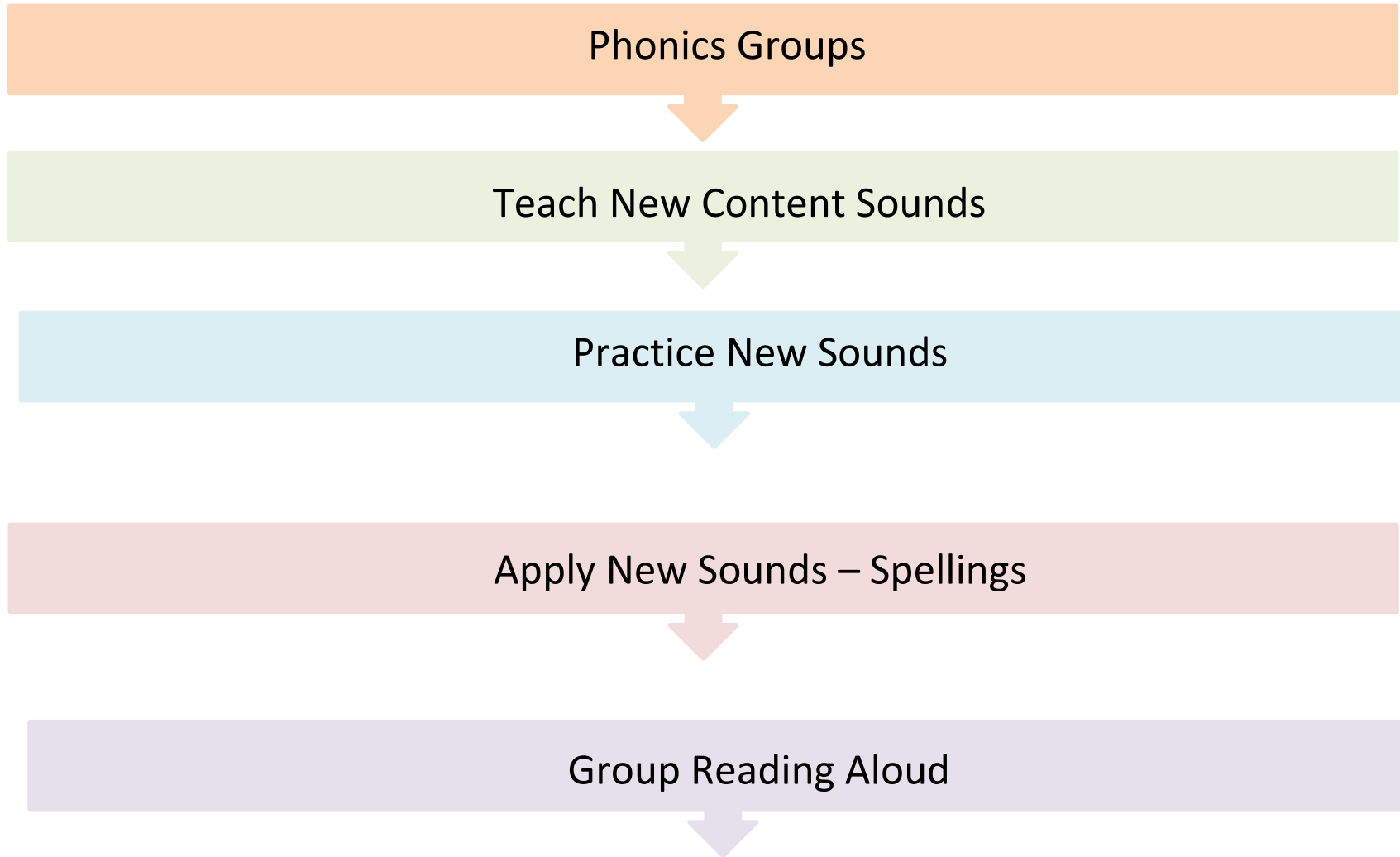
'Read, Write Inc is a highly successful phonics programme for children aged 4 to 7 who are learning to read and write. It teaches children how to both decode and understand written language to become confident and enthusiastic readers and writers. This is achieved by a dynamic approach to teaching phonics that is consistent across the school using the Read, Write Inc phonics resources and fully decodable reading books'.

Children are grouped according to their ability in Reception and Key Stage 1 to ensure that teaching is matched to their phonic level. Phonics in Early Years and Key Stage 1 takes place every day. Children in Key Stage 2 that still require phonics teaching, continue with a specially tailored programme to meet their individual needs.

Shared Reading forms part of our daily phonics lessons. Each child reads for at least 20 minutes every day, in a small group. All texts are linked to the child's phonic ability. Children enjoy one focus text per week and learning activities support accurate and fluent reading to facilitate comprehension. In addition, children take fully decodable reading books home to further practise skills learnt at school. These books are matched to each child's phonics ability and are closely monitored by teachers to ensure that children are reading books of an appropriate level. Children are assessed on a half-termly basis and set in groups according to their phonic level.

This scheme ensures consistency across every class because it is so precisely mapped out and the training materials show staff exactly what is expected from them. Books are matched to sounds the children learn and these are regularly monitored by staff with EYFS and into KS1.

Reading in Reception/KS1 following Read Write Inc systematic phonics program



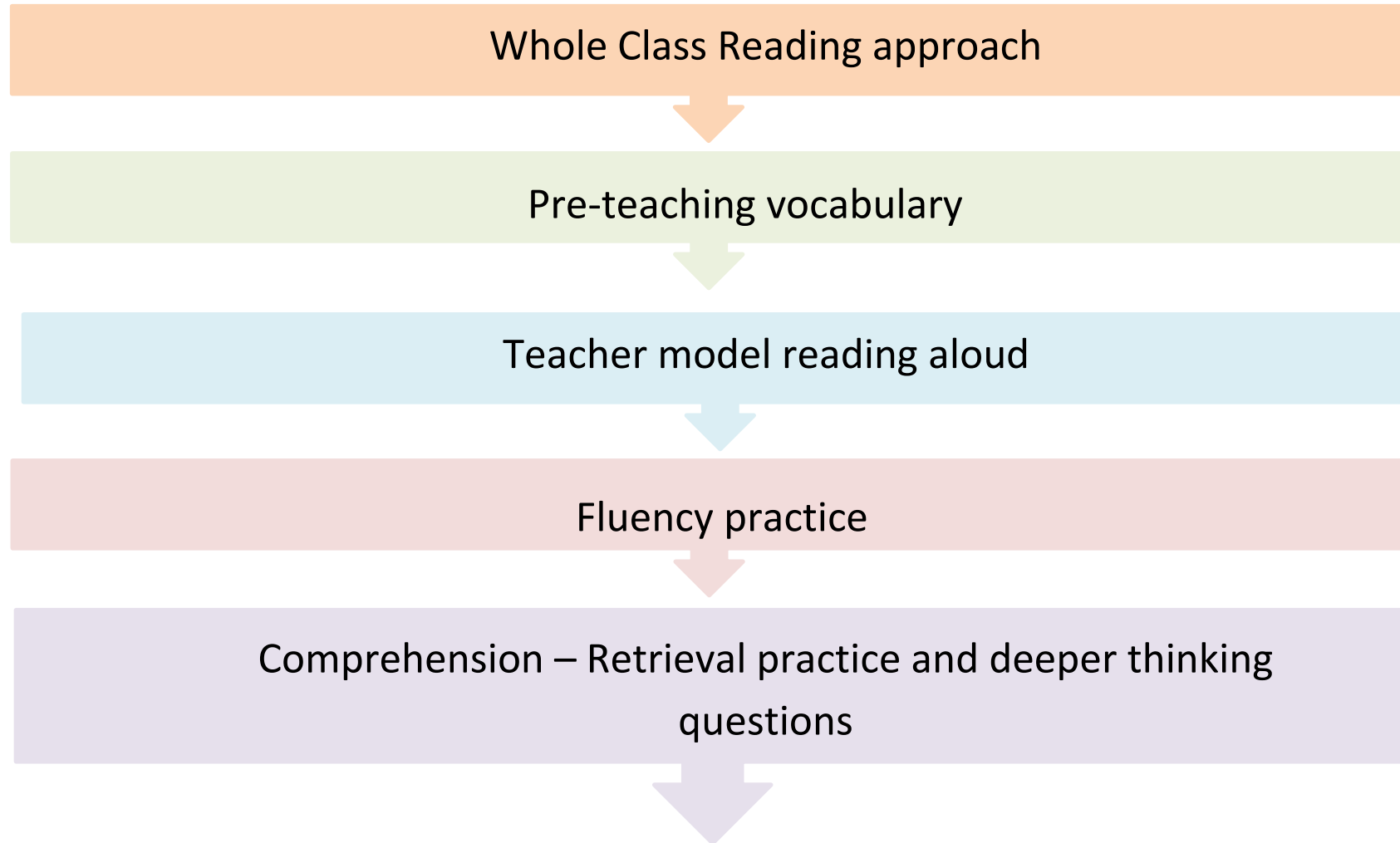
Reading after RWI

Once the children have mastered their phonics and completed the RWI program they continue to develop their reading with carefully selected texts which inspire and promote curiosity. In these sessions, children continue to apply the principles which underpin Read Write Inc (teaching vocabulary, reading fluency and comprehension). This mirrors the approach delivered in KS2 which follows a whole class reading model.

In KS2, reading lessons happen every day and last for 30 minutes. The children will have access to a wide range of texts, both fiction and non-fiction, and varying in length from picture books to class novels. With each text/chapter, the children will first be taught the definitions of key vocabulary that will appear in the text to help their understanding. They will then be read to by the teacher who will model reading with expression, emotion and pace. The children will then read aloud with a partner, an extract from the book, to build fluency and prosody. The children will then answer questions focusing on key skills such as retrieval, inference, predictions and deeper thinking around the text. Throughout the reading sessions children are encouraged to engage in rich discussions about the text.

KS2 Teaching Reading Model

In KS2, we adopt a whole class reading approach as detailed previously. Teachers carefully select engaging and exciting texts covering fiction, non-fiction, poetry and texts which support wider curriculum work.



Impact

Children leave New Hartley able to:

- Demonstrate exceptional phonics knowledge
- Read fluently and accurately across various contexts throughout the curriculum
- Confidently comprehend and demonstrate their understanding of a variety of texts
- Readily discuss texts, make predictions, ask questions and offer their points of view

Children leave New Hartley with:

- Strong motivation to read for both pleasure and knowledge
- Extensive general knowledge gained from reading a diverse and varied range of texts
- A broad and rich vocabulary