

Reading at Holway Park Primary School

At Holway Park Primary School, we recognise that reading is the key to learning and making links with the wider world and therefore believe that all pupils should be provided with the opportunity to become fluent, enthusiastic and confident readers that enjoy engaging with a range of texts. At our school, reading is a key priority and driver for our curriculum. It is our aim to ensure that children read widely across both fiction and non-fiction texts and develop the ability to read fluently and with confidence. By providing our children with exposure to a wide range of diverse texts and authors, the children can understand more about the world that we live in. Through reading such materials, we aim to develop and enrich the level of vocabulary used by the children and encourage them to become inquisitive and independent learners. Through this vision, we are preparing our children for later life and providing them with the tools to be successful learners who have a real love for reading.

Phonics Statement

Phonics is taught using a structured programme of daily lessons across EYFS/KS1 following the SoundsWrite programme. This programme is also used to support any KS2 children that have been identified as needing additional support. At Holway Park, our aim is to provide children with the skills necessary to be able to read confidently and fluently, enabling them to access information and enjoy reading throughout the curriculum. Any children from the ASD Base that are able to access inclusion, take part in phonics lessons with the mainstream school.

The Phonics Programme

Children are given daily opportunities to develop their reading skills. In EYFS, pupils begin to develop their listening skills to differentiate between sounds. As they progress through the phonics programme, they will develop oral blending and segmenting of sounds in words. The Sounds-Write programme ensures that children are exposed to the following conceptual knowledge:

- Letters are symbols (spellings) that represent sounds.
- A sound may be represented or spelled by 1,2,3 or 4 letters e.g. **dog**, **street**, **night**, **dough**.
- The same sound may be spelled in more than one way (one sound-different spellings) e.g. **rain**, **break**, **gate**, **stay**.
- Many spellings can represent more than one sound (one spelling- different sounds) e.g. **head**, **seat**, **break**.

They develop the skills of blending (combining sounds together to build words), segmenting (breaking up a word into individual sounds) and manipulating sounds to read and spell words correctly. This is carried out daily in EYFS and Year 1 - In Year 2 the Sounds-Write approach is continued and the rules and concepts of spelling are introduced. Key Stage 2 pupils who require further support in phonics, continue with dedicated phonics sessions and additional reading interventions where possible.

Phonics Assessment

Children's progress is continually reviewed through regular Sounds-Write and mock phonics screening assessments.

The National Phonics screening check is performed in June of Year 1. The purpose of this screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in Year 1, enter again in Year 2 with additional support. As children enter KS2, provision is made for those children requiring further phonics support.

Reading Statement:

At Holway Park Primary School we endeavour to provide all children with the tools they need to learn to read with confidence, fluency and understanding, ultimately providing them with the skills required to achieve a lifetime of enjoyment through reading.

Children read in school independently, in guided groups, with 'reading buddies' and as a whole class. They listen to adults and other children read, taking part in read-alongside sessions with their own and other age year groups as well as parents.

Our Reading aims are:

- To promote a love for reading.
- To promote confidence and positive attitudes to reading through access to a wide range of literature.
- To develop phonetic skills which lead to blending and reading accurately and fluently
- To broaden their vocabulary.
- To develop comprehension skills, and enable children to analyse what they read and to participate in discussion and debate about texts.
- To encourage good home/school partnerships.
- To monitor each child's progress through the use of a range of assessment strategies e.g. reading speed tests, comprehension tests, phonics tracking and matching reading books to phonics/reading ability.
- To support those children who require additional support with their reading.

Reading in School

Many activities take place at Holway Park that promote pre-reading skills. Children become aware of print in their environment and match pictures and words. The development of language comprehension is supported through rich and varied talk for a range of purposes and the regular reading of high-quality texts. Children are introduced to a range of stories that are linked to the writing focus through the Talk for Writing literacy curriculum which allows them to orally compose a story whilst acting it out by themselves and with their peers. Echo reading is also delivered in all year groups to model, support and develop reading fluency. In addition, every teacher will deliver a 'Text Talk' session where they share a book from 'Pie Corbett's Reading Spine' with their class for 10 minutes each day. During this session, there is lots of discussion around the text to further support understanding and develop a love reading culture.

During foundation lessons, teachers are encouraged to find and use books that are linked to the relevant topic and it is my aim by the end this academic year to develop a reading spine that covers all topics for every year group.

Initially, when the children start in EYFS, they are given a book with simple text and a picture book with no words with the intention that they will share the book(s), and take part in a conversation generated by the pictures/words inside. In school, adults will continually support the development of vocabulary and reading through discussions, making links, actions and songs/rhymes etc. Our reading books are then organised into coloured Book Bands. Children are assessed regularly and move onto the next Book Band when their fluency and understanding show that they are ready to do so. Children move through the Book Bands until they reach the required standard to become a Free-Reader, choosing a book to read from our well-stocked selection of books. In KS2 there is a greater emphasis on comprehension with most children decoding easily.

Developing Reading for Pleasure

At Holway Park we believe that all of our children deserve a rich curriculum which encourages the reading of a wide range of books and other types of texts. Because we are aware of the impact that reading and being exposed to a wide range of texts has on a child's educational achievement, we work extremely hard to actively encourage a love for reading and place it at the core of every child's educational experience - whatever their background or attainment.

We aim to promote a love for reading by exposing the children to a wide range of books, texts and extracts within the Curriculum, as well as providing them with and encouraging them to take up sustained reading from a range of other self-chosen fiction and non-fiction texts from our school library, book corners and home.

At Holway Park we try to engage and support our parents' involvement in their children's reading by sending out a termly reading newsletter, inviting them into school for read alongside sessions and offering information sessions wherever possible.

Where we believe that children have little access to good quality books the school tries works hard to provide equality to all children e.g. sending extra books home, reading with a reading volunteer or attending our library club.

We believe that the staff who work at Holway Park should be 'reading role models' and we try to ensure that adults share a range of books and texts with the children whenever possible. We use our website and the Holway Park Reading Newsletter to promote and share what each class is reading and how we are celebrating reading in our school.

At Holway Park, we also have a small group of 'Reading Ambassadors' made up of year 6 children. These children act as our reading role models for the other children and help to maintain our school library. During the Spring term, the children will also begin to hold reading assemblies, read with other children, encourage reading on the playground and lead a lunchtime reading/book club.

The Friends of Holway are involved in fund raising for both the library and other book resources throughout the year and we have recently been planning to redesign and restock our school library. The reading lead is also currently looking in to additional grants for reading with the hope to further develop an supplement our library and book selection throughout the school.

We ensure that the reading co-ordinator conducts a pupil voice questionnaire annually to ensure that children can support us to develop the reading provision at our school.

Assessment of Reading

Reading is assessed regularly and monitored by the reading co-ordinator and class teachers. Children complete termly PiXL assessments from Year 2 to check and monitor progress whilst also highlighting any areas that may need to be addressed in the teaching. We also use termly reading speed assessments to assess and monitor reading speed/fluency. In year 1 and year 6 we are currently trialling reading fluency assessments (Tim Rasinski Rubric) and if successful, one of these may be rolled out to every year group.

Assessment of Phonics

Phonic knowledge is assessed regularly and monitored by the reading co-ordinator and class teachers. Children are assessed on their ability to recognise sounds, on segmenting and blending as well as phoneme deletion. Teachers baseline children at the start of every year group and assessments are carried out termly to monitor progress. In Reception, children are assessed more regularly to ascertain what Unit reading books they are working on.

Monitoring

Reading is monitored in a variety of different ways. The reading lead will analyse and compare all summative assessment data to ensure the school is up to date and aware of the progress being made in specific groups (SEND, PP, EAL, Boys and Girls). Regular 'pit stops' are also in place, and carried out every term. During these 'pit stops', the reading lead will spend time with each class teacher discussing the progress being made within their class, focussing on key target children to monitor between meetings.

The reading lead will also spend time listening to various children from EYFS and KS1 read every four weeks and along with SLT, will monitor reading through 'drop-ins' during the teaching of reading