



# Reading

## Curriculum Overview

*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."*

Dr Seuss

# CURRICULUM OVERVIEW

## Reading

AT HURWORTH PRIMARY SCHOOL, WE VALUE READING AS AN ESSENTIAL LIFE SKILL AND WE WANT ALL CHILDREN TO LEAVE OUR SCHOOLS AS CONFIDENT, CAPABLE READERS WHO LOVE READING.

### INTENT - WE AIM TO...



Foster a love of reading by listening to and interacting with a variety of fiction, non-fiction and poetry texts. Provide plenty of opportunities to read for pleasure and engage critically and imaginatively with a range of texts.



Consistently deliver daily phonics lessons through a high-quality programme to equip children with the necessary life-long skills to ensure they can decode and read fluently and confidently with a secure understanding.



Provide children with books that are closely matched to their phonic abilities and levels of fluency so that they can be successful when practising reading.



Support children in keeping up with the taught curriculum through formative and summative assessment and targeted intervention.



Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents and making links with bookshops, libraries and authors.



Ensure reading is a transferable skill and that children are reading across the wider curriculum.



Develop a consistent approach to phonics and reading teaching in order to close any gaps and to target the highest number of children attaining the expected standard or higher.

### IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?

We view reading as an entitlement for all and we understand that reading is key to future success academically and socially. By centring reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them in all subjects. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. We ensure that children read within & outside of reading lessons, where they can read for a range of purposes: **Reading for Practice**, **Reading for Meaning** and **Reading for Pleasure**. These are our key concepts.



Reading for Practice

Learning to read through decoding, building up a level of automaticity and fluency.



Reading for Meaning

Developing an understanding of vocabulary, language structures and genres, drawing on background knowledge and using verbal reasoning.



Reading for Pleasure

Developing a love of reading, including reading independently for enjoyment and listening to books.

# CURRICULUM OVERVIEW

## Reading

### OUR READING OFFER

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics following <b>Little Wandle Letters and Sounds Revised</b>		<b>Rapid Catch Up</b> (For children needing additional support)				
Regular <b>Keep Up</b> sessions through <b>pre-teach, post-teach</b> and <b>summative assessment-driven</b> sessions (for children needing additional support)						
<b>Reading Practice Sessions</b> (Group decodable reading)		<b>Little Wandle Fluency</b>	<b>Little Wandle Fluency</b> (For children needing additional support)			
		<b>Whole Class Reading</b> focusing on a class novel twice per week				
			<b>Whole Class Reading</b> focusing on a linked text three times per week			
		<b>Class Novel time</b> daily				
<b>We Love to Read Time</b> daily						
<b>Shared text</b> four times per week <b>Choice-led</b> time to read		<b>Shared text</b> twice per week <b>Independent reading</b> twice per week				
Friday <b>Book Vote</b>						
Weekly <b>Nursery Rhymes/Poems</b> to learn off by heart			<b>Half-Termly Poems</b> to learn off by heart			
<b>Share a Story library books</b> for parents to read to children			<b>Independent library books</b> for children to read or parents to read to children			
Regular <b>targeted reading</b> to ensure children 'Keep Up'						



## A SYSTEMATIC APPROACH

At Hurworth, we believe that learning to read is key to academic success. This is supported by research by the Education Endowment Foundation (EEF). The EEF considers phonics to be one of the most secure, and best-evidenced areas of pedagogy. High quality phonics teaching provides children with skills to learn how to read (reading for practice), which enhances reading for meaning and makes reading more pleasurable. Phonics is therefore a vital part of our curriculum as it is the building block on which our reading curriculum is based on.

We believe that all of our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a DfE validated systematic, synthetic phonics programme. This approach ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school and being able to tackle unfamiliar words as they read. Our systematic phonics provision allows the literary and wider world to open up to the children whilst meeting all the expectations of the National Curriculum and preparing children to go beyond the expectations of the Phonics Screening Check, with a clear progression that is laid out term by term.

We're teaching every child to read with Little Wandle Letters and Sounds Revised  
A complete SSP validated by the Department for Education



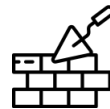
## A CHAMPION SCHOOL

Hurworth Primary School was selected by Little Wandle Letters and Sounds Revised to represent them as a Champion School. This means that we have met the 16 Standards of Excellence set out by Little Wandle linking to the successful implementation of the systematic synthetic phonics programme. As a Champion School, we share our strong early reading practice with other schools, helping them to develop and supporting them to inspire a life-long love of reading and writing in their children.



Proud to be a Little Wandle Champion School

We meet the Little Wandle 16 Standards of Excellence and share our best practice with other member schools.



## A STRONG START

Phase 2 phonics teaching begins within the first few weeks of children starting Reception. The phonics teaching is intensive, systematic and follows the order of sounds set out in Little Wandle's progression documents. Within our daily phonics, children develop their speaking, listening, reading and transcription skills. Alongside their phonics teaching, children develop their foundational skills through a language-rich environment where engaging and accessible activities are available to encourage children to develop their speaking and listening skills. Children have access to high-quality adult interactions and consolidate their learning in adult-led tasks.



## PROGRESSION THROUGH THE PROGRAMME

Pre-Reception

Reception

Year 1

Year 2+

FOUNDATIONS FOR PHONICS

PHASE 2

PHASE 3

PHASE 4

PHASE 5

RAPID CATCH UP

Developing speaking and listening skills

Simple grapheme-phoneme correspondences (GPCs) and consonant digraphs

Introduction to a wider range of digraphs and trigraphs

Consolidation of known GPCs within longer words and words with adjacent consonants

Learning alternative graphemes for known phonemes and growing the code

Children who require additional support with their phonics enter our Rapid Catch Up programme



## WHOLE CLASS TEACHING

In our school, as much as practicably possible, children move through the order of sounds together: children who need extra support to keep up are prioritised between sessions to ensure that learning gaps do not appear, or widen, over time. Phonics is taught as a whole class by the class teacher and is supported by highly-qualified teaching assistants within lessons and through Keep Up sessions.

Phonics is taught for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.



## LITTLE WANDLE SEND PROGRAMME

Children with SEND who require adaptations and a slower pace, due to cognitive function or other disabilities, are taught through the Little Wandle SEND programme. Some children may require very few or small adaptations to the main programme, whereas others need fundamental changes to the pace and progression of the programme to meet their more complex needs. Each child is assessed based on their individual needs and starts the programme at the appropriate place, whether this be using the Foundations for Phonics SEND guidance or beginning the Little Wandle SEND programme from Phase 2 using the graduated approach.



## RIGOROUS PRACTICE



Phonics is taught daily and has a regular slot on class timetables, following the weekly content grids.



Phonics is taught in whole class sessions led by the teacher, who explicitly models strategies & skills.



All teachers are trained to teach reading and have access to high quality planning and resources.



All lessons follow a consistent structure



The same language, routines and resources are used by all teachers to lower children's cognitive loads.



Children are encouraged to apply their phonic knowledge in other curriculum areas.



## KEEP UP AND RAPID CATCH UP

Any child who needs additional practice has daily Keep Up support, taught by a fully-trained adult. Group Keep Up sessions match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. These take 10-15 minutes and focus in on accurate blending within each phonic phase. Individual Keep Up support is provided through short five-minute daily sessions. These are taught in addition to whole class teaching and focus in on areas identified through formative or summative assessment, targeted to the individual needs of the child.

Although we expect that the majority of children will have successfully completed the phonics programme by the end of Year 1, we recognise that some children may benefit from additional instruction. We timetable Rapid Catch Up lessons for any child in Year 2 or above who is not fully fluent in reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace. These short, sharp lessons have been designed to ensure children quickly catch up to age-related expectations in reading.

Children in Reception and Year 1 who are receiving additional phonics Keep Up or Rapid Catch Up sessions receive extra opportunities to read their reading practice book to an adult.



## ASSESSMENT

Assessment in word reading is used to monitor progress and to identify any child needing additional support as soon as they need it.

### **Assessment for Learning**

Phonic knowledge is assessed daily through formative assessment practices to identify children needing Keep-up support, and weekly in Review lessons to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

### **Assessment of Learning**

Summative assessment is used within Reception and Year 1 every six weeks to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need. It is also used by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Fluency assessments are used to measure children's accuracy and reading speed in short one-minute assessments. They are used:

- In Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- With children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- To assess children moving onto the Little Wandle Fluency books to ensure they are on the correct level for their fluency
- To assess when children are ready to exit the programme. At these levels, children should have sufficient fluency to tackle any book at age-related expectations

A placement assessment is used with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The Rapid Catch Up assessment is used with any child new to the school in Year 2 and above, or any child who is not secure when completing Phase 5 in Year 2, to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching. They also assess progress and inform teaching.

### **Statutory assessment**

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2, alongside continuing their phonics lessons through Keep Up and Rapid Catch Up. This allows for them to consolidate and develop their confidence, within a group aimed at their specific ability, ready to retake the screening at the end of Year 2.



## HIGHLY-TRAINED STAFF

In order to ensure that all staff are able to deliver phonics teaching to a high standard, all staff who join Hurworth receive phonics training as part of their induction package: all teachers need a firm foundation in early reading skills to support struggling readers at all ages. Every member of staff in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. All staff aim to present the sounds in the children's regional accent in order to avoid confusion. Staff also access refresher training each year, as well as participating in regular coaching sessions to continuously develop our practice and ensure that phonics teaching is consistent across the school. All staff are able to access Little Wandle's training modules, Prompt Cards, How To videos and live webinars to support their teaching.



## READING LEADERSHIP

Because we believe teaching every child to read is so important, we have a Reading Leader and Early Reading Lead who drive the reading for practice programme in our school. These members of staff are highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

The Little Wandle Audit, Monitoring Templates and Prompt Cards are used to regularly monitor and observe teaching. The Reading Leader uses the summative data to identify children who need additional support and gaps in learning.

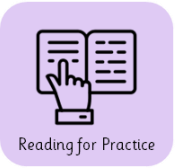


## CAREFULLY CHOSEN BOOKS

Children are taught to read using carefully chosen books which consolidate the sounds that they have learnt. We use the high-quality Big Cat for Little Wandle Letters and Sounds Revised books from Harper Collins, which closely link words to the sounds that have been taught so that children do not encounter words that they cannot decode. Children experience success when books are matched to taught phonic knowledge, instilling positive attitudes and further success. Phonics teaching includes 'tricky words' or 'common exception words'; whilst these can be decoded with higher order phonic knowledge, most are phonetically irregular, so are best taught as 'sight words', where children just 'know' the words without using phonic blending strategies. Children develop speed and fluency within their reading by being secure in phonics knowledge and the taught sight vocabulary so that they do not lose the meaning of sentences through struggling to decode.







## READING PRACTICE AT SCHOOL

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of the 'Application of phonics to reading' document
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

We continue to teach reading in this way for any children who still need to practise reading with decodable books when whole class teaching is complete in Year 2.



## READING PRACTICE AT HOME

Children in Reception and Year 1 have the following books that they can read at home to support their learning and practice their skills.

Book Type	Rationale
<p><b>Reading Practice Books</b> These are decodable phonics books that includes sounds that have recently been learned.</p>	<p>These books reinforce previous learning in school. This follows the Little Wandle recommendations and teacher judgement following phonics assessments. This decodable reading practice book is taken home to ensure success is shared with the family following the three reading practice sessions in school.</p>
<p><b>Online phonics books that include sounds that have already been learned.</b></p>	<p>These books include the one that the children are reading during reading practice sessions and previous books they have read. These allow children to revisit sounds the children have previously learned. These could be targeted to sounds that assessment shows are least strong, or could be used to practise fluent reading.</p>

We expect all children to read at least 3 times per week at home. Children who do not read at home and are falling behind will be afforded additional reading opportunities with adults in school. This is recorded in children's reading records.

Children's books are sent home following their three reading practice sessions in school. They have continuous access to eBooks for the days when reading books are kept in school.



## PARENTS AS PARTNERS

Phonics learning is strongest when parents are true partners. At Hurworth Primary, parents are strongly encouraged to attend phonics workshops and parent information meetings to help them to understand how phonics and reading fluency is taught and enable them to support their child's learning at home. We also use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision.



## READING PRACTICE: FLUENCY



- Once children have completed the main Little Wandle phonics programme, we teach children to read using the Little Wandle Fluency programme, where they complete the code (learning rarer GPCs) and are exposed to quality texts written by real authors.
- Within this programme, children continue to read three times per week in line with the Reading Practice Sessions. Each Fluency session includes:
  - Pre-read (including GPCs, words, tricky words, vocabulary support and a quick summary/hook)
  - Independent Reading (where children read aloud and an adult 'taps in' to hear every child read)
  - Targeted work on prosody, repeated reading and comprehension.
- Children continue to develop their prosody through these texts, helping children to understand the text at a deeper level and connect to language. Activities include echo reading, rehearsed reading, emotion reading and marking up texts for reading with prosody.

### Book Type

### Rationale

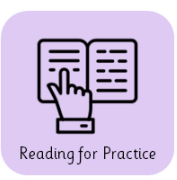
#### Reading Fluency Books

These are books that have been designed to teach all aspects of reading and help children become readers for life!

These books are fully decodable once children have 'completed the code' within fluency lessons. The books progress in word count through the fluency levels. Each Fluency level is based around a reading speed and accuracy rate at that speed of at least 90%. Reading accuracy matters: 'There is no point in pupils reading speedily if the words they read are wrong – for example, if they read 'place' for 'palace'.'

#### Online Fluency Books

These books include the one that the children are reading during fluency sessions and previous books they have read. These allow children to revisit books they have read previously.



## READING PRACTICE: FLUENCY

*'Each time a student reads a text, their reading improves on many fronts ... More importantly, when they move to a brand-new text to read, their gains "stick".'*  
(Rasinski, 2018)

Across all age ranges, children are able to enjoy the experience of reading together and sharing the joy and emotions of a shared text. Staff read to children of all ages, sharing their passion for and skill in reading aloud; this time is protected and prioritised within our curriculum. Modelling prosody, through pace, flow, rhythm, language patterns and rhyme, is essential so that all children are hearing quality oration of texts, whether they have access to this at home or not.

As part of Whole Class Reading in KS2, children continue to develop their reading fluency through repeated reading. This can be through repeated reading of sections of the class novel, or through repeated reading of a linked text over the course of the week. This re-reading helps them to apply their prosody skills when reading aloud.

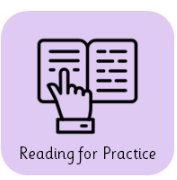
Children continue to use echo reading, rehearsed reading, emotion reading, choral reading, timed reading and text marking within these sessions. Teachers continue to tap in to listen to children read within these sessions.

Children have time to read independently during two of our 'We Love to Read' sessions each week. Teachers tap in to listen to children read their independent reading books during these sessions, listening for their reading fluency and prosody.

Children who have exited the Little Wandle Fluency programme are assessed using the Hertfordshire Word Reading Assessment termly. This monitors their progress in word reading and allows teachers to plan for additional support where needed.

## Progression in Fluency

Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>Read and understand simple sentences.</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Read some common exception or 'tricky' words.</li> <li>Demonstrate an understanding when talking with others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words.</li> <li>Speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>Read accurately by blending taught CPD.</li> <li>Read common exception or 'tricky' words.</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.).</li> <li>Read multisyllabic words containing taught GPCs.</li> <li>Read contractions and understand use of apostrophes.</li> <li>Read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>Securely decode phonically until reading is fluent.</li> <li>Read accurately by blending, including alternative sounds for graphemes.</li> <li>Read multisyllable words containing these graphemes.</li> <li>Read common suffixes.</li> <li>Read common exception or 'tricky' words, noting unusual correspondences.</li> <li>Read most words quickly &amp; accurately without overt sounding and blending.</li> </ul>
Year 3/4	Year 5/6	<p><b>By Key Stage 2, children should be able to decode accurately, and be applying a growing wider English curriculum knowledge to their reading of new and challenging vocabulary – progressively with the increasing level of challenge presented in the texts which they are presented.</b></p>
<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	



## FLUENCY THROUGH POETRY AND RHYME

Research from Rasinski et al. (2013) discusses the impact of singing and poetry on reading fluency. A considerable amount of language activity we engage in as adults involves rhythmical words such as songs and poems, and so we ensure that from Reception to Year 6, children are exposed to and learn a range of rhymes and poems. Across Reception and Key Stage 1 children have the homework of practising nursery rhymes at home, alongside poetry. This continues in Key Stage 2 where children learn poems off by heart. Learning these with the words available to see allows children to develop their reading fluency, alongside the wealth of other understanding that comes from these: language rhyme, intonation, performance, vocabulary and much more! We aim to develop children's cultural capital through a known bank of traditional rhymes and songs, as well as interesting poetry, which can be passed on through the generations.

We have some core poems and rhymes which children learn each year, however they are exposed to many more than these across their school career.

### Hurworth Primary School | Poetry Spine | Poetry to Learn by Heart



	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> <li>We See Leaves by Crystal McGinnis</li> <li>Twinkle Twinkle Chocolate Bar by Anon</li> </ul>	<ul style="list-style-type: none"> <li>The Pancake by Christina Rossetti</li> <li>Mud by John Smith</li> </ul>	<ul style="list-style-type: none"> <li>The Tadpole by Elizabeth Gould</li> <li>Sand Castle by Lynette Streeter</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Winter Trees by George Szirtes</li> <li>My Colours by Colin West</li> </ul>	<ul style="list-style-type: none"> <li>Hurt No Living Thing by Christina Rossetti</li> <li>If You Should Meet a Crocodile by Christine Fletcher</li> </ul>	<ul style="list-style-type: none"> <li>Queue for the Zoo by Clare Bevan</li> <li>Now We Are Six by A. A. Milne</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Caterpillar by Christina Rossetti</li> <li>From Night by William Blake</li> </ul>	<ul style="list-style-type: none"> <li>The Months by Sara Coleridge</li> <li>Hand on the Bridge by Michael Rosen</li> </ul>	<ul style="list-style-type: none"> <li>On the Ning, Nang, Nong by Spike Milligan</li> <li>From a Railway Carriage by Robert Louis Stevenson</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>What is Pink? by Christina Rossetti</li> <li>My Shadow by Robert Louis Stevenson</li> </ul>	<ul style="list-style-type: none"> <li>Kind Deeds by Isaac Watts</li> <li>Wind on the Hill by A. A. Milne</li> </ul>	<ul style="list-style-type: none"> <li>I Opened a Book by Julia Donaldson</li> <li>Catch a Little Rhyme by Eve Merriam</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Take a Poem by James Carter</li> <li>The River by Valerie Bloom</li> </ul>	<ul style="list-style-type: none"> <li>Leisure by W.H. Davies</li> <li>Please Mrs Butler by Allan Ahlberg</li> </ul>	<ul style="list-style-type: none"> <li>Daddy Fell into the Pond by Alfred Noyes</li> <li>The Sound Collector by Roger McGough</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>The Witches' Spell by William Shakespeare</li> <li>Silver by Walter de la Mare</li> </ul>	<ul style="list-style-type: none"> <li>The Sea by James Reeves</li> <li>Sky in the Pie by Roger McGough</li> </ul>	<ul style="list-style-type: none"> <li>Daffodils by William Wordsworth</li> <li>The Way through the Woods by Rudyard Kipling</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>The Tyger by William Blake</li> <li>In Flanders Fields by John McCrae</li> </ul>	<ul style="list-style-type: none"> <li>Dulce et Decorum Est by Wilfred Owen</li> <li>Jabberwocky by Lewis Carroll</li> </ul>	<ul style="list-style-type: none"> <li>Sonnet 18 by William Shakespeare</li> </ul>

*The poems within this section are poems that will be practised in school and will be sent home each half term to learn with families.*

### Hurworth Primary School | Nursery Rhyme Spine



	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> <li>Incy Wincy Spider</li> <li>If You're Happy and You Know It</li> <li>The Wheels on the Bus</li> <li>Twinkle Twinkle</li> <li>Dingle Dangle Scarecrow</li> <li>Five Currant Buns</li> <li>One Two Three Four Five</li> <li>Five Little Monkeys</li> <li>Head, Shoulders, Knees and Toes</li> <li>This Little Piggy</li> <li>Humpty Dumpty</li> <li>Two Little Dickie Birds</li> </ul>	<ul style="list-style-type: none"> <li>Hot Cross Buns</li> <li>Baa Baa Black Sheep</li> <li>Mary had a Little Lamb</li> <li>Teddy Bear, Teddy Bear</li> <li>Horsie Horsie</li> <li>Old Macdonald</li> <li>Rain, Rain, Go Away</li> <li>Five Little Speckled Frogs</li> <li>Five Little Ducks</li> <li>Five Little Men in a Flying Saucer</li> <li>Sleeping Bunnies</li> </ul>	<ul style="list-style-type: none"> <li>I'm a Little Teapot</li> <li>Miss Polly had a Dolly</li> <li>Pat-a-cake</li> <li>Row Row Row Your Boat</li> <li>The Grand Old Duke of York</li> <li>Wind the Bobbin Up</li> <li>The Big Ship Sails through the Ally-Ally-O</li> <li>Rock-a-bye, baby</li> <li>Round and Round the Garden</li> <li>Ten Green Bottles</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>I Hear Thunder</li> <li>There was an Old Lady</li> <li>Tommy Thumb</li> <li>The Animal Fair</li> <li>Oats and Beans and Barley Grow</li> <li>The Animals Went in Two by Two</li> <li>One, Two, Buckle My Shoe</li> <li>Polly put the kettle on</li> <li>Eny Meny Miny Moe</li> <li>Little Robin Redbreast</li> </ul>	<ul style="list-style-type: none"> <li>Doctor Foster</li> <li>Hickory Dickory Dock</li> <li>Jack and Jill</li> <li>Little Bo Peep</li> <li>There's a Worm at the Bottom of my Garden</li> <li>To Market, To Market...</li> <li>Here We Go Round the Mulberry Bush</li> <li>It's Raining, It's Pouring</li> <li>Little Boy Blue</li> <li>Hickety Pickety</li> <li>A Week of Birthdays</li> <li>Goosy Goosy Gander</li> <li>Little Jack Horner</li> <li>Down in the Jungle</li> <li>Days in a Month</li> <li>Hush Little Baby</li> <li>Lavender's Blue</li> <li>To the Magpie</li> <li>Peter Piper</li> <li>Old Mother Hubbard</li> </ul>	<ul style="list-style-type: none"> <li>Little Miss Muffet</li> <li>Mary Mary Quite Contrary</li> <li>Old King Cole</li> <li>The Queen of Hearts</li> <li>Hey Diddle Diddle</li> <li>Teddy Bears' Picnic</li> <li>The Farmer's in his Den</li> <li>One for Sorrow, Two for Joy</li> <li>Pop Goes the Weasel</li> <li>The Lion and the Unicorn</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Sally Go Round the Sun</li> <li>Boys and Girls Come Out to Play</li> <li>Cobbler Cobbler</li> <li>What are Boys and Girls Made of?</li> <li>She Sells Sea Shells</li> <li>London Bridge is Falling Down</li> <li>When Goldilocks went to the House of the Bears</li> <li>Ring-a-ling-o-Roses</li> <li>London's Burning</li> <li>Christmas is Coming</li> </ul>	<ul style="list-style-type: none"> <li>One for Sorrow, Two for Joy</li> <li>Pop Goes the Weasel</li> <li>The Lion and the Unicorn</li> </ul>	<ul style="list-style-type: none"> <li>Kookaburra Sits in the Old Gum Tree</li> <li>Oranges and Lemons</li> <li>Sing a Song of Sappence</li> <li>Bobby Shafto</li> <li>Frère Jacques,</li> <li>This Old Man</li> <li>The Bear Went Over the Mountain</li> <li>One Finger, One Thumb, Keep Moving</li> <li>I Can Sing a Rainbow</li> <li>Old Mother Hubbard</li> </ul>



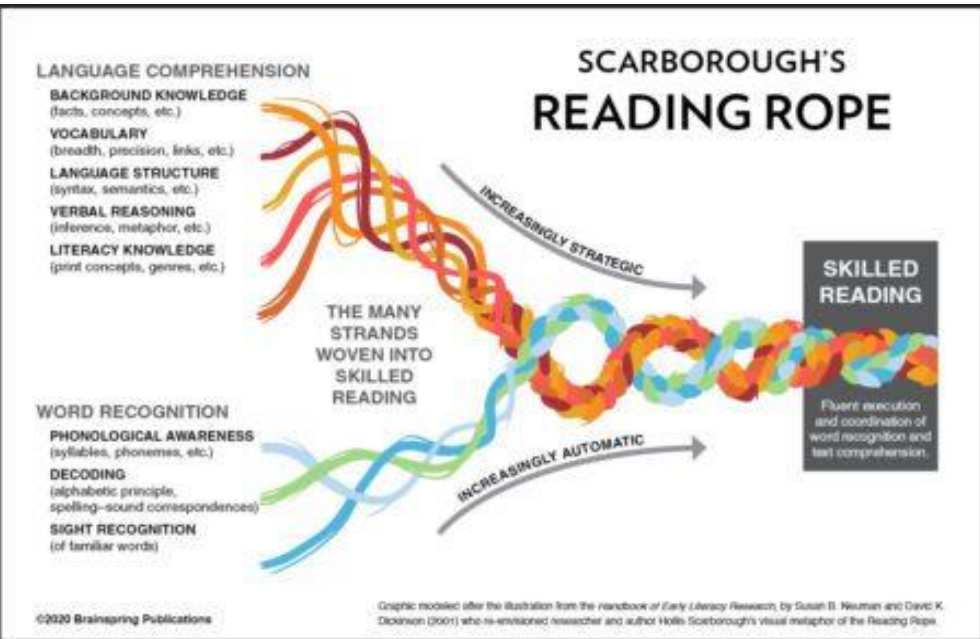
## AN INTEGRATED APPROACH

At Hurworth Primary, we recognise that reading extends beyond decoding and fluency. In order for children to become successful readers in the longer term, children must develop language, comprehension, dispositions and linguistic skills that phonics alone cannot deliver. We understand that comprehension is not about the reading itself, but the way we make sense of words, sentences and the wider language we read and hear. We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Reading 'real' books is at the heart of our curriculum and within our school timetable, we ensure that children across the school have access to authentic texts across the whole curriculum. We want our children to have access to the best children's literature available, not only to help develop their reading and vocabulary skills, but also their growing cultural capital and appreciation and value of books, authors and reading.

Children become fluent and age-appropriate readers across Early Years and Key Stage 1 so that they can access and comprehend all that Key Stage 2 has to offer, gaining a vitally growing vocabulary across the key stage. With few exceptions, all children reach the expected standard in year 1 phonics, with word reading fluency being the primary driver of the year 1 reading curriculum – so they are ready to gain greater reading comprehension skills as their decoding secures. We deliberately and progressively develop children's speaking and listening skills across the curriculum to help develop children's understanding of language.

Becoming a fluent, confident and competent reader is a complex process that requires an integration of both word reading and language comprehension, as shown in the Scarborough reading rope. At a very simple level, comprehension of any written text is affected by the reader's background knowledge and their ability to connect to and understand the vocabulary and language of the text. Connecting to a text is foundational to understanding it. Moreover, the reader's flexibility of thinking and reservoir of knowledge help them bring the text to life. A successful reader creates the text in their minds moment by moment, creating an accurate mental model of what they read.



As such, children learn to read for meaning from their very first phonics lesson. Reading for meaning is integrated within all lessons rather than being taught solely as a standalone lesson.

## R 1 RECEPTION AND YEAR 1

Our language focus starts with our Trust Ready Curriculum for Early Years. The promise to our youngest children is that they will experience at least 5 language rich experiences every day: high quality stories, non-fiction books, rhymes, songs, poems and more. This develops children's understanding of rhyme, intonation, performance and vocabulary knowledge, with increasing complexity across the year. This continues into Year 1, where children are exposed to texts within English lessons as well as during story time. Activities are focused on developing listening and attention and there is a focus on high-quality language. The children have daily 'We Love to Read' sessions linked to these texts.

Alongside this, children develop their comprehension skills when reading their own books during Reading Practice sessions. Children are taught to read with prosody, using their understanding to develop expression, and to comprehend, learning how to make meaning from what they have read independently.

## 2 YEAR 2

Children in Year 2 continue reading decodable books until the end of Autumn 1. When children are ready, they progress onto the Little Wandle Fluency programme, which promotes comprehension through:

- the pre-read activities which support vocabulary
- the bonus materials throughout each book that give children more information about the world of the book to help them connect to it more
- teaching prosody so that way the text is spoken creates meaning
- chatting about the book in a dialogic way that gives children time to think and connect to what they have read
- clarifying any misconceptions.

Comprehension in Little Wandle Fluency is not a list of questions to avoid closing down conversations; we want to support children to develop their confidence. Within these sessions, children do not practise writing the answer for the ideas they discuss. They focus on using their speaking and listening skills to respond, present, reason and build on others' responses.

Alongside their independent books, children in Year 2 also access a class novel in addition to their We Love to Read time book. Children are exposed to fluent, expressive reading and a variety of new language structures. They are encouraged to discuss the class novel as it is read, using their speaking and listening skills similarly to their Fluency sessions and completing activities linked to the text.



### KEY STAGE 2

From Year 3 upwards, our school timetable includes a dedicated whole class reading session and a daily session where the class novel is shared, alongside a We Love to Read slot.

Within the Whole Class Reading session, the children are exposed to fluent, expressive reading and alongside a variety of new language structures. Across the week, children are also exposed to a variety of text types, including fiction, non-fiction, songs and poetry. We call these 'linked texts', because they either link to our class novel, topics from the wider curriculum or our English work. Some of these texts are whole texts and some are extracts. There are opportunities to read for a range of purposes, for example persuasion, discussion, entertainment, information.

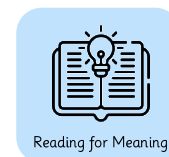
These texts are chosen to be progressive through school and are available as a starting point, however they are not set in stone. We encourage teachers to choose texts that they are interested in and passionate about, that support their ongoing topics, that appeal to the interests of the children and that support wider personal development through links with PSHE and Fundamental British Values. Where texts are an extract of a longer text, we endeavour to showcase the full text in the class library for children to select.

Within our Whole Class Reading sessions, children explore texts in detail, developing children's understanding of what they read. The sessions are carefully planned around the texts, with teachers explaining, modelling and facilitating children to make meaning of what is read in order to support children to become confident readers who are able to construct mental models of the texts they have read. The aim is for children to think deeply and discuss the range of rich and challenging texts they are exposed to, as well as experiencing the excitement and wonder that can come from reading, losing themselves in stories or stimulating their brains through non-fiction. Children engage with a wide range of human experiences, linking to characters and encountering concepts that may not have occurred to themselves before. We want children at Hurworth Primary School to see themselves as readers, building reading habits for the future.

Teachers use Hurworth Primary School's Reading Long Term Plans to plan sessions from. However, sessions are not discretely focused around a particular 'skill'. Instead, they consider texts as a whole, developing strategies as they read, such as activating and using background knowledge, generating and asking questions, making predictions, visualising, empathising, clarifying, monitoring comprehension and summarising. Children learn to skim read to understand context, scan to search for particular words and phrases and close read to digest every detail. We also aim for children to make meaning by developing reading fluency, learning to read the great majority of words at a glance, developing vocabulary and background knowledge by reading regularly and widely. This is so children's enjoyment of reading is not inhibited. Throughout all Our weekly timetable for Whole Class Reading can be seen on the following page.

# CURRICULUM OVERVIEW

## Reading



**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

The class novel is read throughout the week. Teachers model fluent, expressive reading. They ask thought-out, structured questions, model inference-making by thinking aloud and explain vocabulary as the story is read to check or enhance understanding, whilst keeping the children in the world of the story.

### Class Novel Focus

### Linked Text Focus

### Linked Text Focus

### Linked Text Focus

### Class Novel Focus

- Orientate the children, reviewing areas such as setting, character and plot. Make links between book and own experiences
- Use a Quick Quiz to activate prior knowledge and check that children are remembering key points from the novel, reviewing any background knowledge or vocabulary the children may need
- Zoom in to look a particular moments in more depth or illustrating a specific teaching point
- Develop comprehension strategies linked to the parts of the novel that have been read so far (discussion or written), giving children the chance to use expressive and receptive vocabulary

- Introduce the text, including drawing attention to any features that are particular to that text.
- Introduce key vocabulary, demonstrating decoding, drawing on morphology and etymology and explaining meanings in context in child-friendly language
- Activate prior knowledge, thinking about the text content and structure
- Model fluent reading with prosody
- Time to practise reading through independent reading, choral reading, echo reading, repeated reading, paired reading, timed reading, text marking
- Take time to listen to individual readers by tapping in
- Focus on developing initial understanding of the text as a whole

- Recap the text
- Time to re-read the text, practising reading through paired or group reading (whole text or part of the text)
- Take time to listen to individual readers by tapping in
- Focus on developing understanding of the text and teaching strategies to monitor comprehension, including collaborative learning and discussion through partner, group or class talk or solo, partner or group tasks
- Record in individual books or floor books as appropriate

- Recap the text
- Time to re-read the text, practising reading through independent reading (whole text or part of the text)
- Take time to listen to individual readers by tapping in
- Focus on developing understanding of the text and teaching strategies to monitor comprehension, including collaborative learning and discussion through partner, group or class talk or solo, partner or group tasks
- Record in individual books or floor books as appropriate
- *In UKS2, children begin to explore a variety of different formats for written questions, learning the nuances of these and applying their understanding*

- Orientate the children, reviewing areas such as setting, character and plot. Make links between book and own experiences
- Use a Quick Quiz to activate prior knowledge and check that children are remembering key points from the novel, reviewing any background knowledge or vocabulary the children may need
- Zoom in to look a particular moments in more depth or illustrating a specific teaching point
- Develop comprehension strategies linked to the parts of the novel that have been read so far (discussion or written), giving children the chance to use expressive and receptive vocabulary

Within all lessons, teachers use our Reading Long Term Plan to plan from, however children learn to read for meaning by considering the text or part of the text as a whole, rather than focusing on just one specific content domain or skill per lesson.



At Hurworth Primary School, we recognise the importance of children drawing on their knowledge of the world, linguistic knowledge and fluent word reading in order to read for meaning. We encourage children to construct mental models of what they are reading or listening to through the following:

### Activating and Using Background Knowledge

- Sharing what we already know
- Integrating new information from the text with existing knowledge, making connections
- Using graphic organisers to show connections

### Key Vocabulary (Developing Vocabulary)

- Broadening vocabulary by sharing new words and phrases
- Sharing meanings of vocabulary
- Making links with known vocabulary
- Applying and understanding vocabulary to different contexts

### Understanding Sentences

- Looking at the meaning carried by sentence structure, including grammar and syntax
- Examining the position of words in a sentence
- Considering the impact of grammar (such as pronouns or conjunctions) on sentences

### Using Text Structure

- Looking at how texts are structured
- Using the sequencing of the text to find specific material
- Identifying when structure is different to what is expected

### Activating Meaning

- Moving from automatic word reading to knowing meaning to applying the idea the word represents to the mental model

### Monitoring Comprehension

- Checking the mental model and acting to resolve any issues, e.g. recognising an error during reading



## KEY STAGE 2

Reading in English lessons has opportunities for teachers and children to read aloud, interspersed with discussion, explanations and modelling.

### Teacher Reading Aloud

- Occurs in Class Novel reading time, Whole Class Reading time and We Love to Read Time
- Whole Class Reading and some Class Novel time is:
  - Interspersed with discussion
  - Full of explanations of new words, language patterns and ideas
  - Modelling a 'subconscious reading voice' through thinking aloud:
    - thinking aloud about content of a text e.g. I wonder why...? Why does that...?
    - making links between words and meaning
    - introducing new vocabulary by briefly explaining a key word
    - sharing a key piece of knowledge or context
    - how ideas in the text and ideas from background knowledge are combined to make meaning
    - how to decode the unfamiliar and explain meaning
    - commenting on the impact of specific words or phrases
    - how a skilled reader fills in the gaps as they read
    - how to 'stop and rewind' if understanding is broken down or something doesn't make sense
    - thinking about 'the film of the book' when supporting visualisation, describing what they can visualise or using questions to prompt children to create an image
- We Love to Read Time and some Class Novel time is:
  - Focusing on building understanding and enjoyment
  - Aiming to allow children to listen, concentrate and think as well as hearing models of fluent reading



## KEY STAGE 2

### Children Reading Aloud

- Occurs in Whole Class Reading time and We Love to Read Time
- Includes:
  - Paired reading, taking turns to read sentences, paragraphs, pages or whole texts to each other
  - Considered pairings, either of similar fluency levels or mixed depending on the intention, setting out roles clearly
  - Occasional reading aloud to the class, but only following practice and preparation time for performance

### Questioning

- Occurs in Whole Class Reading time, Class Novel time and We Love to Read Time
- Includes:
  - Promoting elaboration and flexible thinking
  - Prompting children to think about the ideas and language in the text
  - Making sure questions are text-specific
  - Driving thinking and discussion

### Speaking and Listening

Speaking and listening is intertwined throughout our whole curriculum. Within reading, we know that investing in talk is an investment in reading. We make sure that all reading sessions, from Reception to Year 6, are talk and language rich. We encourage discussion linked to any text that is read to or read by the children, making sure that children are linking their reading to their life experiences. We develop children's listening skills through these lessons, encouraging them to listen to others' responses and respectfully challenge or build on what they have heard.

# CURRICULUM OVERVIEW

## Reading



### READING ACROSS THE CURRICULUM

As reading for meaning is strongly supported by children's background knowledge and vocabulary understanding, we make sure that children at Hurworth Primary School access a broad and varied curriculum offer that helps to develop this.

Within the wider curriculum subjects, children have the opportunity to read, re-read and listen to texts that will support their curriculum knowledge, contextualise this and provide opportunities for additional learning. We map 'real' texts out as part of our wider curriculum planning, making sure they are accessible and at age-appropriate interest levels. Where possible, these texts are added to our class libraries to encourage children to learn more about a subject.

Children have the opportunity to explore Tier 2 and Tier 3 vocabulary within these lessons through our 'Star Words', learning new words or adding new contexts to their mental models of words.

Children also access additional reading material when reading across the curriculum which may be written for a specific purpose, for example to give information about a significant individual or to recount a specific event.



### OUR READING SPINE



Reading for Meaning

The use of real texts is intrinsic to our reading and writing curriculum, as well as accessing these across the wider curriculum. Texts are chosen with careful consideration in order to reflect diversity and promote equality. Our curriculum aims to immerse children in quality literature and deepen children's love of reading. We aim to develop children's reading and vocabulary skills alongside their growing cultural capital, teaching them how to appreciate books, authors and reading. We select texts that range from contemporary to classic, from a diverse range of authors and with opportunities for rich discussion. When planning our reading spine, we considered texts from the '5 Plagues of Reading': archaic language, non-linear time sequences, narratively complex, figurative/symbolic texts, resistant texts.

Not all texts are set in stone for teachers to use; teachers can choose from 3 class novels and add their own We Love to Read books. Teachers can bring a wealth of literature knowledge to the table and as new quality texts are published each year, we want to reflect this in our reading offer. However, there are parameters which teachers must consider when choosing a new text to share with the children, so that the texts children experience through direct teaching and story time deepen children's growing knowledge and understanding.

These considerations are:

- Ensuring that children experience texts which are challenging and rich; the texts shared with children through Whole Class Reading should be just beyond their independent reading ability as the teacher can support comprehension by explaining word meanings and elaborating on key ideas.
- Books used are shared with the next teacher so links can be appropriately capitalised upon.

Children's reading stamina and fluency is developed through increasing the length of the texts that children experience.



## AMBITION FOR ALL

We want all children to achieve and succeed within reading, and so we carefully consider children's reading needs and barriers when planning our reading lessons. We address any SEND needs and nurture talents and strengths. We follow the Lingfield Education Trust 'Curriculum for ALL' guidance to ensure that all children can show the best version of themselves through our curriculum, as well as using the scaffolds and challenges on the following pages.

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL   Special Educational Needs	<b>Cognition &amp; Learning Needs</b>	<ul style="list-style-type: none"> <li>• Use of quality first teaching as a basis to support all pupils.</li> <li>• Use assessments to ensure appropriately differentiated work is given and to ensure gaps in learning are addressed.</li> <li>• Ensure steps to achievement are specific, small and guarantee progress, i.e. additional support on given areas of phonics through targeted and precise intervention.</li> <li>• Use of multisensory teaching and alternative recording methods, e.g. using photographs and typing if a child has fine motor skill difficulties when writing.</li> <li>• Ensure resources are appropriate and accessible to the child with scaffolding and support.</li> <li>• When teaching – e.g. visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video.</li> <li>• For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording.</li> <li>• Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing.</li> <li>• When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama – e.g. to explore a scene from Shakespeare, or build sound collages for a poem.</li> <li>• Use symbols, pictures, puppets etc. to support understanding of character, setting and story events.</li> </ul>
	<b>Communication &amp; Interaction Needs</b>	<ul style="list-style-type: none"> <li>• Pre-teaching of pertinent vocabulary will support learning – display key words linked to vocabulary for the children and have vocabulary mats present at desk.</li> <li>• Vocabulary maps and word banks to be displayed around classroom and at pupil's desk as a reference point.</li> <li>• Use of visuals alongside vocabulary to bring meaning to words.</li> <li>• Use of own communication methods / aids – such as PECS, Makaton, writing, drawing.</li> <li>• Use of sentence stems to frame answers, particularly for reading activities with older pupils.</li> <li>• Allow verbal responses where necessary – no pressure on always recording.</li> </ul>
	<b>Sensory / Physical Needs</b>	<ul style="list-style-type: none"> <li>• Use of multisensory teaching and alternative recording methods, e.g. using photographs and typing if a child has fine motor skill difficulties when writing.</li> <li>• Awareness of sensory needs, modification of learning environment – be aware of light sensitivity, loud sound aversions, position within the classroom to minimise stress and maximise learning.</li> <li>• Modifying visual sources e.g. pictures, text – this may include enlarging resources or adapting to suit the needs of the child.</li> <li>• Always provide a range of accessible materials, e.g. chunky pencils for grip, pencil grips, enlarged texts, coloured overlays etc.</li> <li>• Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods - e.g. role-play, using the interactive whiteboard with pupil involvement</li> <li>• Use of ICT to support learning in place of writing - accessibility features are used to include pupils with physical needs as appropriate:                         <ul style="list-style-type: none"> <li>• keyboard shortcuts instead of a mouse</li> <li>• a foot-controlled mouse</li> <li>• a head-controlled mouse or a wireless mouse</li> <li>• screen filters to cut down glare</li> <li>• increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 point (24 point for screen presentations)</li> <li>• clear font type (normally sans serif, such as Arial or Comic Sans)</li> <li>• appropriate contrast between background and text, and/or " a talking word processor to read out text</li> </ul> </li> </ul>
	<b>SEMH</b>	<ul style="list-style-type: none"> <li>• Reseating of the child in class to a less 'busy' position.</li> <li>• Opportunities for small group and partner work to take stress away.</li> <li>• Careful questioning to alleviate any anxiety around 'on the spot' questions or asked to read out loud.</li> <li>• Conversation around comfort levels in class, what causes the child stress? Is there a key area of the English curriculum which may trigger a response?</li> </ul>



## AMBITION FOR ALL

Ambition for ALL   Special Educational Needs	<p>It is vital, that for all children who are not at age related expectations in their reading, that this is made a key priority for the child.</p> <p>The specific reading barriers must be identified (decoding, automaticity, fluency, understanding, accuracy) and time must be afforded to addressing the barriers accordingly. For children who are struggling readers, it is vital that they are not given comprehension reading tasks that they cannot decode – time will be better spent teaching them TO read. More age appropriate comprehension skills can be developed orally, through class texts and texts read to them.</p>
Ambition for ALL   The Most Able	<p>Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.</p>
Indicators that children may be working above their age related expectations	<ul style="list-style-type: none"> <li>Readers are able to comment on the structure and meaning of a text, make few mistakes when reading, read effortlessly, can interpret the melody of written words and can understand and use prosody – clarity, pace, pause for dramatic effect, alter volume and tone, use intonation and character voice effectively.</li> <li>Readers may be accessing books, enjoying and understanding them, with reading levels above what would be typically expected for their age.</li> </ul>

Some additional ways we might scaffold or adapt reading tasks within Whole Class Reading include:

- Adult support, including scripting responses together, discussion, further shared reading, or giving additional clues
- Minimising a task, e.g. reducing the number of possibilities
- Signposts to specific areas of a text
- Giving ad lib multiple choice options for oral or written questions
- Rewording or expanding on questions
- Modelling with similar questions, e.g. modelling speaking with a partner and agreeing, building on or challenging, modelling a written response, modelling scanning
- Thought out partnerships or groups for discussion
- Providing answer stems
- Providing an extra glossary or vocabulary list
- Modifying the text

Some additional ways we adapt reading tasks to provide additional challenge within Whole Class Reading include:

- Removing all scaffolds
- Asking probing questions, encouraging children to think deeper
- Requiring more detail when responding, for example finding evidence or additional pieces of evidence to prove thoughts
- Asking for more succinct answers
- Writing own questions
- Discussing what incorrect answers someone might find (and why)
- Producing creative oral or written responses
- Making comparisons to other texts
- Creating aids for future reading, e.g. by reading ahead and creating a glossary
- Read and respond to more e.g. where others may respond to a chunk of text, children might look at longer excerpts



## ASSESSMENT

Alongside assessment in word reading and fluency, assessment in reading for meaning is used to monitor progress and to identify any child needing additional support as soon as they need it.

### Assessment for Learning

Children's understanding of the texts being read is mainly checked within reading sessions through targeted questioning. Teachers actively listen to discussions and take note of children who have not understood. When children are ready, they begin to complete activities linked to their reading. These are also monitored by the class teacher, either through live feedback or marking or from looking at children's written work. Children also self-assess where possible, amending answers and making corrections to secure their knowledge.

### Assessment of Learning

Summative assessment is completed through teacher assessment using our Trust Reading standards. In Year 3 and above, NFER comprehension tests are used termly as one part of our basket of measures to assess children's understanding.

### Statutory assessment

Children in Year 6 sit the Standard Assessment Tests (SATs) each May. These assessments are set by the Department for Education as a way of making sure children have mastered the basics when they leave primary school.



## KEEPING UP

Through our basket of measures, we can use the Simple View of Reading to target support to the correct area: whether children are struggling with decoding, fluency or comprehension.

Where children need additional support to read for meaning, short-term limited and focused teaching of reading comprehension strategies is used. We make sure that this is time-limited and brief.

We prioritise listening to these children read, and talking to them about books, within We Love to Read independent reading time, Whole Class Reading lessons and at additional times.



## BUSY READERS

Our Busy Readers are trained volunteer readers who listen to our children read each week. They receive annual training to ensure that they are supporting our children effectively. Busy Readers focus in on children who need additional practice, read to children who don't get to experience this at home and talk about texts and their meaning with the children. Teachers identify the children that Busy Readers will work with.



## THE IMPORTANCE OF READING FOR PLEASURE

*Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

At Hurworth Primary, we strive to promote a solid and secure reading ethos, helping the children to become 'Hurworth Readers' who choose to read. We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.



## TEACHERS AS MODELS

All staff are trained in storytelling, providing an engaging model of reading for children and allowing children to regularly enjoy the beauty of a well-told story.

Teachers share their enjoyment of reading, as well as explicitly modelling the skills required to be a successful reader. We read to children every day, within We Love to Read time, Whole Class Reading, English, assemblies and across our wider curriculum. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Hurworth Primary School and our local community, as well as books that open windows into other worlds and cultures. These reading slots are timetabled carefully to ensure they do not 'fall off' the timetable; they are times to be anticipated and enjoyed.



## A READING CULTURE

### Reading Aloud

Opportunities to read aloud for pleasure at Hurworth Primary School allow our children to access rich, challenging texts and creates a class repertoire of 'texts in common' to discuss. Children are able to access a range of texts from the class libraries to read and engage with. These are often texts that have been read to them, but also include other texts that tempt them. Children have dedicated time to read aloud each week, either through child initiated time or through We Love to Read time.

### Talk about Texts

Children are given lots of opportunities to talk about the texts they are reading independently and as a class. Informal reader-to-reader talk is encouraged through book-related play and recommendations. Children also recommend books through reviews and scrap books. Staff model and encourage recommendations, developing a culture of excitement and interest around a range of texts, introducing new authors, ideas, concepts and vocabulary.

### Junior Librarians

Our Junior Librarians play a pivotal role in influencing our readers. They organise our library spaces inside and outside of the classroom, choosing books to display, advertising books that others might enjoy through post-it note recommendations. They help to curate recommendation lists and share these with the children.





### READING AROUND SCHOOL

All classrooms have a book corner that is curated by staff. We talk to children about these books to entice children to read a wide variety of books across a range of genres. Children in Reception have access to their reading corner every day in their activity time and the books are continually refreshed.

All classroom doors display the current book which they are reading as a class. Adults from outside of the class are expected to ask the children about the book in order to raise the profile of the class text and afford the children the opportunity to be experts in their current class text.

We have a 'Share a Story' library where children are able to choose a range of fiction and non-fiction picture books for their adults to share with them at home. These books are forward facing so that children are able to easily appraise books and make choices.

Our main school library is full of a wide range of engaging, interesting books, from short chapter books to graphic novels, information books to magazines. At Hurworth Primary, we believe that all reading is important reading, so children have the freedom of choice when selecting texts to read for pleasure. Teachers skilfully support children to make choices when they are unsure of what to read, but encourage them to develop their own preferences and steer children out of their comfort zone of genres they are interested in. At our school, we understand that sometimes children want to pick a book to escape into, or to learn from, or to re-read because they loved it so much the first time.

Books in our library are organised by age suitability and children are allowed to choose any books that they are interested in, as long as they are suitable for their age range. Books are also organised by genre so that children can easily find books with themes they will enjoy or can branch out into new genres. We regularly review stock and harness the children's voice regarding the restocking. This allows children to gain a wide and deep knowledge of children's fiction and non-fiction literature.

Displays around school and in classrooms remind children of reading opportunities and skills, as well as showcasing work completed linked to a book or detailing the class novel being shared. Books that are displayed are duplicated where possible so that children can choose to read them for pleasure.

# CURRICULUM OVERVIEW

## Reading



Reading for Pleasure



### READING EVENTS

Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events. Each year, we celebrate World Book Day through exciting, creative activities linked to a theme, linking children's reading to their knowledge of the wider world. We also hold events such as our 'Book Advent', the Lingfield Education Trust Poetry Recital Competition and celebrate reading beyond books through subscriptions to magazines and newspapers.

We have close links with a local bookshop, and through this have been able to organise many author visits (in person and virtually), with authors such as Sue Hendra and Paul Linnet, Alex Milway, Tom Percival, Hiba Noor Khan and local authors James Harris and Lisette Auton.

We also hold a termly 'Book Box' assembly where we receive brand new books for our school library and discuss how important books are in our lives, linking these books to our school values.

Book Fairs are held during the year and give families the opportunity to browse and buy quality books together. We also hold 'book swaps' so that children can swap their own books, from home, for free.

We also link up with Darlington Libraries, holding assemblies where children learn how a library card works, participating in the Summer Reading Challenge, engaging with author visits, accessing book boxes and visiting the local library. Our Year 5 children participate in a '100 book challenge' which is run by the library.



### READING FOR PLEASURE AT HOME

Children across the school have access to a wide range of fiction and non-fiction texts from their class reading corners or the school libraries.

Book Type	Rationale
<b>Share a Story Library Book</b> These are fiction, non-fiction or poetry picture books.	These books are for adults at home to share with the children. They are chosen by the children as a book they would enjoy sharing with their adult.
<b>Independent Library Book</b> These are fiction, non-fiction or poetry books.	Once children have completed the Little Wandle Fluency programme, they are able to choose an independent library book from our school library or class reading corners. These are organised in age categories (6+, 7+ and 9+) based on their suitability for the age range. Children are able to pick any book as long as it is suitable for them.

Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.

As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

As a school, we share the research behind the importance and impact of sharing quality children's books with parents through workshops, information meetings, parent consultations, leaflets and the Little Wandle Everybody read! resources.

# CURRICULUM OVERVIEW

## Reading



Reading for Pleasure



### WE LOVE TO READ TIME

Every day, children have a 'We Love to Read' session. In Reception and Year 1, these focus on the same book for four days of the week, developing children's engagement with the book and allowing them to securely understand it. In Year 2 and above, children have two sessions where they are read to, and two sessions where they read independently. On a Friday, all year groups have a 'Friday Book Vote' where children choose a text to be shared during We Love to Read time. Books can be chosen from our 'We Love to Read' spine, but staff are free to add to this as long as our core school values texts are covered across the course of the year.



### READING REWARDS

As a school, we aim to develop an intrinsic motivation in children to develop the habit of reading through promoting their curiosity, using recommendations and providing books which reflect their realities. We aim to keep extrinsic motivational rewards small and book-related. Children receive a 'bookworm' treat for reading three times per week at home and are entered into a reading raffle, which is drawn half-termly. Children from each year group receive a book token if their name is drawn and one parent receives a voucher for supporting their child with reading.

## IMPACT - HOW WILL WE KNOW WE ACHIEVED OUR AIMS?



By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure. They enter the wide range of worlds that reading opens up and immerse themselves in topics of interest in lessons and beyond.



As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments, and essential skills allow children to transition confidently.



Children can decode, segment and blend confidently and by the end of Year 1 are ready to move from learning to read to reading to learn. Children feel successful in reading and are more willing to read because books are matched to their needs.



By implementing high-quality Keep Ups effectively and promptly, the majority of children become fluent confident readers by the end of KS1.



Children learn to read, choose to read and love to read. They read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers; and parents/visitors actively support us.



Children read in other subject areas and as a result their skills are enhanced & understanding of the world increased.



A high number of children pass the phonics screening check and achieve the expected standard or higher, and through target intervention, those who find reading challenging are helped to catch up.