

Reading

At Hollywell Primary School we believe that reading is an essential life skill and we are committed to inspiring our children to become lifelong readers. We understand that reading develops a deeper level of emotional intelligence and empathy. At the heart of our strategy is a drive to foster a love of reading.



Intent – we aim to...

Carefully choose quality texts which are then woven throughout the curriculum and serve to underpin the teaching of both reading and writing as a whole.

Foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry.

Build a community of engaged readers who turn to reading for meaning and pleasure by engaging with parents and through inspirational reading material in our libraries.

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

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

Implementation – How do we achieve our aims?

We view reading as an entitlement for all and believe that reading is key to academic success. By centering 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.

READING FOR PRACTICE

READING FOR PLEASURE

READING FOR MEANING

READING FOR PRACTICE

A systematic approach

In Foundation Stage and KS1 we use a systematic synthetic phonics programme called 'Little Wandle Letters and Sounds' which is supported by a comprehensive scheme of reading books provided by Collins Big Cat Letters and Sounds. All children have daily phonics sessions and they take part in three reading sessions a week focused on decoding, prosody and comprehension.

Support to catch up

Teachers draw upon observations and continuous assessment to ensure children are challenged, and they identify those who may need additional support. Children requiring phonics intervention are carefully planned for by assessing their individual gaps and using Little Wandle Keep Up planning to support.

Daily reading practice

Reading and phonics takes place from 9:00-9:20am every morning across the school. In Foundation and Y1 children take part in daily phonics sessions as well as three reading practice sessions a week, based on the Little Wandle Letters and Sounds programme.

In Year 2 and Year 3 children initially take part in daily small group guided reading sessions and in the summer term this progresses into whole class reading. In Year 4, 5 and 6 the children take part in whole class reading, with some small group reading sessions. Where phonics is a primary focus in Foundation and KS1, in KS2 the focus is primarily on comprehension. The children have opportunities to develop their reading skills in other subjects.

Access to appropriate books

We recognize the importance of reading at home to practise and embed reading skills. In Foundation and KS1 books are phonetically decodable and the children take home a sharing book as well as a phonics book. Books are carefully chosen to ensure children experience a wide breadth of reading genres. In KS2, books in the library are banded by age-appropriateness and text difficulty and children freely choose the books. The texts in the library have been carefully chosen to include a range of authors and a 'reading tree' in the library is added to by children who recommend a particular book or author. Teachers monitor choices to ensure texts are appropriate for reading abilities and appropriately challenging.

Reading for Meaning – Reading to Learn

Clearly structured lessons

Whole class reading lessons are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read.

Vocabulary development

High quality texts and passages are chosen in reading lessons, appropriate to the expectations of year groups or abilities of children. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known words.

Reading across the curriculum

Teachers provide opportunities to read in different subject areas, either to further their understanding of the wider curriculum or to develop their emotional literacy.

Reading Rewards

In EYFS and KS1, children complete reading charts. Once they have completed their chart, they receive a certificate and visit the head teacher. In KS2, teachers choose two children per term that are 'Reading for Pleasure Champions' and they will have the opportunity to order a new book for the library. Children are also able to recommend books on the reading tree in the KS2 library.

Inspiration

Our reading ethos is linked to our curriculum driver 'inspiration', we aim for children to be inspired by the books they read and to become lifelong readers.

Reading for Pleasure – Reading for Enjoyment

Access to Quality Texts

Across the school, children are offered high-quality texts that reflect the diversity of our modern world. In EYFS and KS1, the classrooms have book corners and they can access a range of books in the KS1 library. In KS2, where children make choices more independently, the books are banded to ensure they are reading age-appropriate texts. The reading tree in the KS2 library enables the children to recommend books which are then purchased by the school. Each year group in KS2 has a dedicated slot to explore the range of texts in the library.

The Reading Spine

Through a collaborative process, the teachers and teaching assistants have selected key texts across a range of genres for each year group. The spine is constantly evolving and teachers and the reading lead actively look for new texts that serve to inspire. The texts are used during the daily story time and can also form a discussion point around different subjects.

Story Time

Teachers read to children in all classes and story time is a key part of the day.

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.

Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interest in lessons and beyond.

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

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

Children read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers.