



HAZEL LEYS ACADEMY

'Be Inspired'

'Placing our pupils at the heart of everything we do'

Reading Policy

At Hazel Leys Academy, we want every pupil to read at the expected reading standard or higher, as this will give them the essential skills needed to access their further education and beyond. Reading is at the heart of our curriculum, it is our intent to foster a love of reading, in each of our pupils, to give them the desire to read for themselves. Reading for pleasure is the single most important indicator of future success (OECD, 2002). At Hazel Leys, we celebrate reading and understand the importance of building home links to support pupils on their journey. Pupils are encouraged to explore texts, grow their own imaginations, and develop their own unique opinions and text preferences. We support this by immersing pupils in a range of literature and facilitating book talk within the classroom and around our school.

Through a carefully structured reading programme, guided by the National Curriculum, we expose pupils to breadth of texts whilst providing carefully planned reading lessons to teach pupils the skills to become competent, independent readers. Reading is a complex process, this is why, at Hazel Leys, pupils are given the opportunity to read in every lesson across the curriculum. Guided by the Reading Leader, children who fall behind are quickly identified. The Reading Leader works with the class teacher, and the next steps for the pupils are mapped out to ensure no child is left behind.



Aims of our Reading Approach

- To develop a love of reading in each of our pupils.

- To create a whole school reading culture that celebrates reading.
- To give pupils the experience a breadth of texts, (picture books, poetry, fiction, non-fiction), that have been carefully chosen to increase in complexity as they move through the school whilst providing a broad range of experiences.
- To provide texts that are windows and mirrors to our pupils' lives and are continually reviewed by the Reading Leader to ensure the most appropriate texts are being read in each year group.
- To teach decoding skills through our rigorous approach to the Little Wandle phonics programme.
- To establish positive reading behaviours that ensure pupils can read accurately and apply taught strategies (with increasing independence) to retrieve the desired information.
- To use high quality texts that broaden the vocabulary of our pupils.
- To enable pupils to read with confidence, using intonation and prosody accurately.
- To establish strong home links to support pupils on the reading journey.

Through this, we hope to ensure our pupils are skilled readers who have fluent execution and coordination of word recognition and text comprehension.

The Teaching of Reading at Hazel Leys Academy

At Hazel Leys, we want to ensure our pupils grow to be well-balanced, skilled readers. Therefore, our approach to the teaching of reading focusses on the explicit teaching of word recognition and language comprehension (Scarborough 2001). As pupils progress through our school, building their reading mileage, they become increasingly strategic and automatic in these processes.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Leading Reading:

The subject coordinator is responsible for ensuring that reading is one of the key focus areas for all teachers. They are accountable for leading highly effective curriculum planning, weekly planning, enrichment activities, events, displays and parental engagement, which in turn, will lead to improved outcomes and progress for all children. The coordinator will follow a monitoring and evaluation schedule and report to senior leaders on the quality of reading across the academy and the standards of teaching and learning.

Training Staff

A range of CPD is available for all staff – this includes shadowing more experienced staff, staff meetings, peer to peer support, training days and courses provided by

external specialists. CPD needs are identified through monitoring and observations of reading practice. The Reading Lead is the focal point for specific courses and will bring relevant courses and possible attendees to the attention of the Senior Management Team.

Planning

The school's English Lead will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with the National Curriculum. Medium Term Planning is carried out by individual teachers, giving an overview of lessons taught with learning objectives. Short term planning is carried out by individual teachers within guidelines set at the medium-term planning stage.

The subject leader will write an action plan annually, linking targets and actions to whole academy targets identified by OFSTED and other internal and external monitoring outcomes.

Monitoring, evaluation and review

The senior leadership team alongside the English Leader will monitor teaching and learning frequently, including pupil work sampling, pupil interviews, monitoring planning and assessment folders, lesson observations and environmental walks.

Approaches to Individual Reading

Teachers are responsible for monitoring the reading level of their pupils using the Collins Big Cat Fluency assessment. All pupils will have an individual reading book this may be a colour banded book or where appropriate a novel/non-fiction book. All children will be heard regularly to read their book 1:1 with the class teacher or teaching assistant. Teachers are responsible for monitoring pupils' levels and ensuring that they make progress through the colour bands.

Approaches to Shared Reading

Staff read aloud to pupils, in Early years and Key Stage 1, for a minimum of 15 minutes, during our shared reading time. This is an integral part of early language and vocabulary development and builds the foundations for developing a lifelong love of reading. Teachers select a range of varying genres, authors, and themes to expose children to a diverse range of text types. Where appropriate, pupils are given the opportunity to vote for the book they would like to hear, which fosters book talk happening in the classroom and enables pupils' ownership over their opinions. In Key Stage 2, shared reading takes the form of Novel Study Time. Teachers continue to read aloud to pupils daily, for a minimum of fifteen minutes. These texts are then explored in greater depth during the reading lesson. In addition to this, teachers may also read aloud their wider curriculum core texts.

Reading across the curriculum

Pupils are given the opportunity to read in every lesson through echo, choral and paired reading strategies used by all teachers across the school. Pupils are encouraged to apply their reading skills to read key information that has been co-constructed on classroom working walls to develop independent learning behaviours and to read and use the specifically chosen vocabulary in each lesson.

Core texts are read the half term before during Novel Study Time to drive the unit of writing. In Key Stage 2, this means, pupils have read a minimum of 6 novels each year, with their eyes on the text, alongside a range of non-fiction and poetry.

Alongside this, the Reading Leader has developed core texts to be used to enhance the teaching of the wider curriculum in each year group. The core texts enhance the pupils learning, cultural capital and broaden their knowledge and understanding of what is currently being taught, an example of this is in, Key Stage 1 Science, during the Autumn Term the child learn about the Human body. Therefore, a core set of texts is available for use to further enhance the teaching of this topic. Core texts for use across the curriculum contain a mixture of age-appropriate texts that children could access independently during reading for pleasure time and aspirational texts that teachers can use during shared reading or during the lesson using echo, choral and paired reading opportunities. The use of core texts across the curriculum further broadens pupils' exposure to range of text types whilst showcasing how books can be used to give us knowledge.

Novel Study Time Approach

Novel study time begins in Year 2 and continues into Key Stage 2. Novel study time is the study of the carefully selected texts that will support the pupils writing in the following half term. Novel study time happens every day for fifteen minutes. During the lesson, pupils have eyes on the text whilst the teacher models reading, there is an emphasis of teachers reading 'to' the children rather than 'at' the children. The teacher will draw attention to new vocabulary and co-construct the meaning of the text with all pupils. The teacher uses echo reading and choral reading strategies to develop the word recognition, language comprehension and prosody of all pupils. All pupils are accountable during this time, the use of rulers for pupils to follow the text may be used as a tool to ensure all are following, the teacher may pause to ask a particular child to echo read or chose a table to choral read. The Reading Leader supports all teachers to develop a bank of strategies to ensure all pupils are active and successful in their learning. Where appropriate, the teacher, may use paired reading and independent reading strategies to promote independent reading behaviours.

The texts selected for Novel Study time have been carefully chosen to provide windows and mirrors into society and our own pupils' lives. The choice was informed by the Reading Leaders knowledge of books, the five plagues of reading and the latest recommendations. Therefore, it is crucial that the Reading Leader continuously evaluates the chosen text to ensure they are the most appropriate for the pupils in that year group.

Phonics approach

Pupils begin their reading journey using the DFE accredited Phonics programme, *Little Wandle*. Pupils follow a carefully structured programme to learn the phonemes and graphemes needed to read spell. At Hazel Leys, pupils, begin phonics in reception with ten-minute lessons which quickly increase to a daily twenty-five minute lesson like the Key Stage 1 children currently on the programme. Pupils are grouped on their most up to date assessment to ensure that there are no GPC gaps. During the phonics lesson, pupils, learn new phonemes and blend to read words. They are taught the graphemes that represent the phonemes and how to apply this knowledge to spell. As their orthographic mapping increases pupils read at speed and learn tricky words. They can apply the knowledge of phonemes to read unfamiliar words accurately.

Pupils on the *Little Wandle* phonics programme have a guided reading lesson four times a week for twenty minutes, this is shorter in reception and increased slowly to meet the learning needs of the pupils. Each lesson has a focus, lesson one and two focusses on decoding the text, lesson three develops pupils' comprehension and understanding and lesson four develops prosody using echo reading and teacher modelling to support. During the reading lesson, pupils read a book that is carefully matched to the GPCs that they have already been taught. Firstly, they read key words in the book and discuss the meaning of unfamiliar words. Pupils then with their own copy of the book, read aloud for the reading teacher to monitor. At the end of the week, pupils take their, Big Cat Collins, reading book home, to practise reading.

Phonics is assessed by the reading leader every half term to closely monitor the progress of all pupils.

Reading Lesson

Once children have completed the Little Wandle phonics programme their next step in their reading journey is a daily reading lesson.

In Year 2, pupils begin with an oral repeated reading lesson for twenty to thirty minutes daily. During this lesson, pupils study a text of around 150-200 words, that they can read with around 90% accuracy. Pupils should be exposed to a range of text types over the course of their study, new vocabulary should be introduced to the children and where appropriate the use of pictures should aid this. During the lesson, the teacher uses echo and choral reading strategies to model expert reading, this supports children to increase their reading mileage alongside their fluency and expression. Co-constructing the meaning of the text also supports the development of comprehension. At Hazel Leys, we aim for our children to be reading 90 words in an age-appropriate text by the end of year 2. This enables children to develop the language comprehension extensively in Key Stage 2 because they have laid the foundations of a strong orthographic map and therefore have good word recognition.

In Key Stage 2, children have 4 to 5 thirty-minute reading sessions each week. All sessions provide opportunities for echo, paired and choral reading. Two of the sessions are focussed on the book they are reading in their novel study time. The remaining sessions are linked to the wider curriculum and may be selected to provide background knowledge to lessons. Exploration of new vocabulary is further analysed and comprehension questions that will develop pupils thinking and understanding of the text they have just read are prepared. Teachers ask questions that will ensure all children understand the text.

During the novel study reading lessons, the teacher explores the novel in greater depth. Teachers begin with a low stakes quiz that all children can access. These sessions are focussed on the part of the book that has been most recently read. The questions that are asked require basic retrieval and this is an opportunity for all children to succeed and build good moral for the remaining lessons. During the rest of the lesson, teachers ask questions that require pupils to think with their partner and to solo think. Pupils are asked to feedback verbally and in written form. Teachers support pupils with strategies of how to answer questions and to retrieve information from the text. Extracts from the book may be highlighted for the children

to look more closely at. The sessions end with a balanced argument question that require pupils to reason.

The remaining sessions give pupils the opportunity to study a range of other texts and to analyse and draw meaning, these texts can be linked to other areas of the curriculum where appropriate. They provide pupils with the opportunity to study a range of text types. Pupils are given the opportunities for paired and solo thinking. The teacher will ask questions that support all pupils understanding the text using echo, paired and choral reading where appropriate.

Library Time

At Hazel Leys, we have a whole school library for all children to access. Once a week, during lunch time, a teacher is available for library club. During library club, pupils can loan books to take home and read with their friends in a quiet, calm space. In addition to this, each class has a time slot to visit the library every week.

Celebrating reading

Our Reading Ambassadors, regularly meet the Reading Leader to develop new ideas to engage pupils in reading and to celebrate books in our school.

Reading is at the heart of our curriculum, in every classroom there is a dedicated used reading corner with a range of texts for pupils to read and share. With the support of the Reading Ambassadors, the Reading Leader continually audits reading corners to ensure there is a breadth of choice for all pupils.

Pupils are given time to read for pleasure daily, this could be silently or with their friends in class, outside or in the library. Staff encourage and facilitate opportunities for book talk during reading for pleasure time and support and recommend books to pupils that might be of interest.

Every Friday, each Teacher selects a star reader, who takes home the Reading Rucksack. The Reading Rucksack has hot chocolate, biscuits and a book for the child to share with their family to promote the love of reading at home.

Home links

Home support with reading is incredibly important to support each pupil on their reading journey. Parents are invited in, once a week, at 8:30am to read with their children in class. During this time teachers are available to support parents/guardians with their child's reading and answer any questions.

All pupils take home a banded reading book to practise and share at home. In addition to this, pupils have a reading for pleasure book that they have chosen from their class library. In EYFS and KS1 pupils select their own book and take it home every week before changing it on a Friday. In KS2 pupils can keep their book in school to have accessible on their table for reading for pleasure time and take it home to share if they wish.

Assessment

Children on the phonics programme are assessed every six weeks or sooner if needed.

Children who are not on the phonics programme, take part in PIXL testing which provides teachers with the tool for summative assessment. Teachers also use the

Big Cat Collins fluency assessments to ensure their pupils are on the correct banded book.

We also comply with the DFE statutory assessments. In Year 1 all pupils take part in the phonics screening test and Year 6 pupils complete the Key Stage 2 National Curriculum tests.

Inclusion/ Intervention

We aim to provide for all children so that they achieve as highly as they can in Reading, according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

SEND children - The Inclusion Leader will liaise with the Literacy Co-ordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Good practice in teaching reading will ensure that teachers as well as teaching assistants, support reading development for all children. Pupils with a defined special educational need are supported in their reading work, monitored by the class teacher and Inclusion Leader

Intervention Support programmes are run to scaffold the learning of children making less than expected progress and may include:

- PIXL therapy groups including speed reading
- Catch up reading
- Phonic practice
- One to one tuition
- Booster classes
- Reading progress on Microsoft Teams

Any Individual Education Plans (ILPs) will be linked, where appropriate, to the suitable Year and Term objectives from the National Curriculum. Teachers will be mindful of the literacy needs of the children and differentiate questions and activities to allow all children access. (Please also refer to the SEN policy).

Teachers will be mindful of the extra needs of all children and will use adaptive teaching strategies to enable all pupils to make progress.

Early intervention

Some children make a slower start to learning to read. Pupils who are identified as falling behind receive daily keep-up phonics or rapid catch-up following the *Little Wandle* programme.

Children who have completed the phonics programme but are identified as falling behind have interventions put into place. With support from the Reading Leader interventions can be put in place, with trained staff, that best meet the needs of the individual pupil to help them to make progress.