

Reading at Heald Place Primary School

Intent

At Heald Place Primary School, we value the impact that reading has on children's lives. Reading is a fundamental life skill and builds the foundations for lifelong learning.

We ensure the books we provide for the children serve as "*windows, mirrors and sliding doors*" (Professor Rudine Sims Bishop, 1990). This means that children can learn about other cultures and see into the lives of others; recognise themselves reflected in the literature they read; and immerse themselves in new, exciting worlds - all through sharing a book.

Alongside fostering a love of reading, we aim to provide all children with the decoding, fluency and comprehension skills needed to access age-appropriate texts independently and with confidence. As our children are often bilingual and have a rich variety of language experiences, we place additional significance on the teaching of vocabulary throughout the curriculum, including in reading. We believe that no child should be left behind in reading and so place emphasis on rigorous teaching and additional support for those that need it. Every child should leave Heald Place with the reading skills they need to succeed in the future.

Implementation

Please see below for how reading is taught throughout the school.

Early Reading and Phonics

At Heald Place, we follow the DfE-validated Anima Phonics scheme across EYFS and KS1. This approach encompasses rhymes, songs, actions and characters to engage the children whilst building their phonic knowledge quickly and securely. Starting in Nursery, a clear progression is in place and the approach is taught with fidelity across the school. We have invested heavily in decodable texts from the scheme, providing children with the opportunity to apply their learning and, crucially, re-read these books to help develop accurate and automatic decoding.

In EYFS and Year 2, phonics is taught discretely for 20 minutes each day while Year 1 delivers a 20-minute session both in the morning and afternoon. In Year 2, phonics learning focuses on fluent decoding and the reading and writing of Year 2 common exception words and spelling patterns. Ongoing assessment means that any gaps in learning are identified and addressed through targeted intervention.

The progression across the programme, adapted to suit the needs of our learners, is as follows:



	Autumn	Spring	Summer
Nursery	Phase 1: Early Worms		

	Autumn	Spring	Summer
Reception	Phases 2 & 3	Phases 2 & 3	Phase 4

	Autumn	Spring	Summer
Year 1	Phase 4	Phase 5b	Phase 5c
	Phase 5a		

	Autumn	Spring	Summer
Year 2	Phase 6		

In addition to phonics in EYFS, children listen to and discuss a range of high-quality literature being read aloud by adults and have frequent opportunities to join in with nursery rhymes, songs and poetry so they are immersed in language and develop their understanding of texts. Story-telling props and images are always available and enrichment in areas of provision is often linked to texts so children can make connections with books they have shared and their learning.

Children in Year 1 have story time daily, as well as a high-quality text as the focus of vocabulary and comprehension skills taught in two reading sessions each week. Daily reading lessons for the remaining three days in Year 1 are focused on the application of children's developing phonic knowledge, alongside their daily phonics.

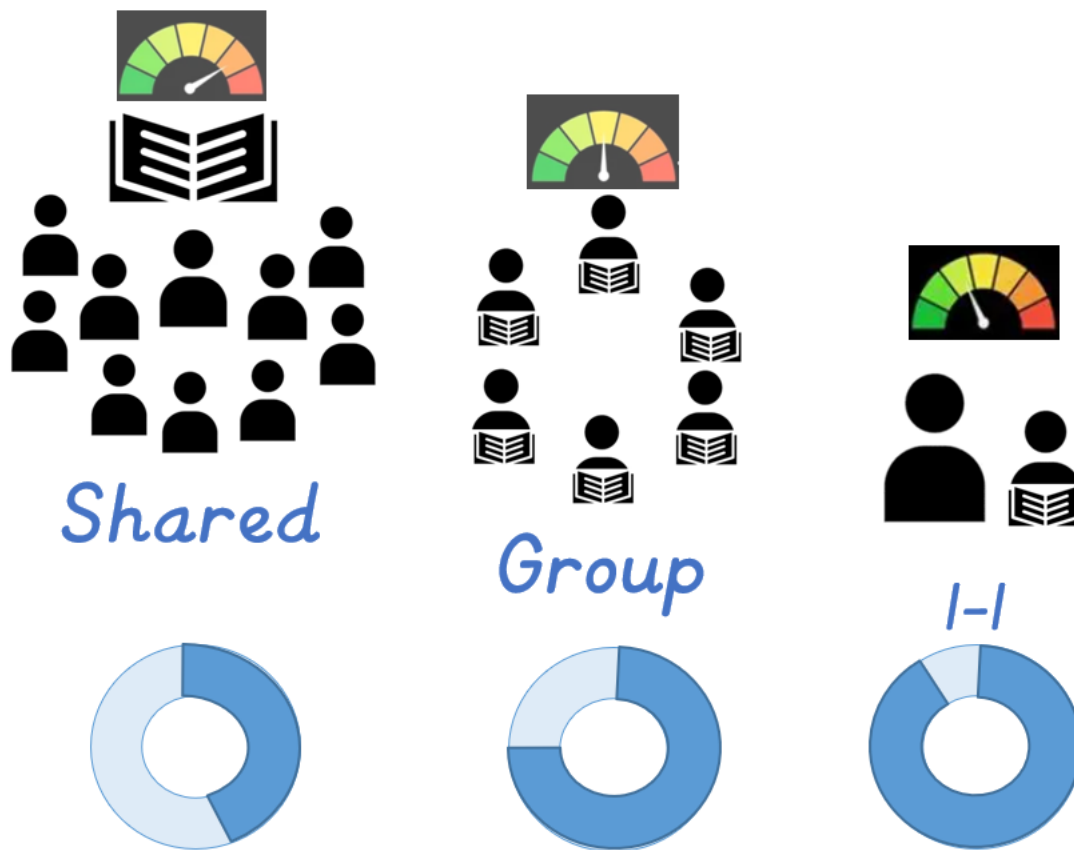
Early Reading and Phonics for Children in KS2

For children who are struggling to decode in KS2, we provide daily reading interventions following Anima Phonics. These are in small groups or on an individual level, and are personalised to teach the children the phonic knowledge and skills needed to unlock their learning across the curriculum. We have a wide range of high interest level phonics books for these pupils to access within these sessions.

We recognise and celebrate skills that children have learnt in their own language or a target language of the country they once lived. We offer a wide variety of opportunities for children who have recently arrived from another country to transfer skills from one language to another and assess their phonetical awareness. Sometimes, a family may not have been able to offer their child an early foundation in phonics or Early Reading. For these children, interventions are offered which follow Anima Phonics.



A Layered Approach to Reading



At Heald Place, we offer our children a layered approach to reading, providing them with opportunities to work with varying levels and complexities of texts. Shared Reading exposes pupils to ambitious texts which children are challenged by and which they can access alongside the teacher as a class. The teacher leads the reading experience, modelling their expertise.

Group Reading allows children to take on more independence in exploring a text. These titles are chosen to allow pupils to read some sections without assistance but still require adult guidance and group discussion to fully appreciate the themes and to aid a deeper comprehension. The teacher is still facilitating rich dialogue and using probing questions but is gradually handing over more responsibility to the children.

1-1 or Independent Reading uses instructional level texts of which children are capable of reading and understanding the large majority without adult help. At this level, the child can take a greater accountability for their reading with much less prompting and support from the teacher.

Shared Reading

From Year 2 upwards, we follow the 'Reading Gems' approach to teaching reading. This follows a set structure each week, designed to develop the children's enjoyment of reading, fluency and understanding of a wide range of texts. Following the advice from the recently published Reading Framework (DfE, 2023), we ensure teachers model to the children how all reading skills come together to enable them to successfully access a text.

KS1 Skills



KS2 Skills



Monday	Get Ready Background knowledge and experiences needed to access the text and initial predictions.
Tuesday	The Wonder of Words Exploring vocabulary and the first read of the text.
Wednesday	Exploring the Text Re-read extract with a fluency focus. Teaching and learning of reading skills and strategies in the context of the text.
Thursday	Becoming Skilled Readers Re-read extract with a fluency focus and application of reading skills and strategies.
Friday	Book Club Guided book talk based on the whole class text that week – an opportunity to read further, find out what happens next and explore character, plot and themes or read around a subject.

Group Reading

We have introduced Group Reading as a highly effective way to bridge between reading independently at a child's exact level, and reading as a whole class, slightly beyond a child's individual stage. Children each have their own copy of a text which they explore in small focus groups with their teacher for a 30-minute session once per week. Pupils are encouraged to discuss the actions and personalities of characters, how events unfold and why, the meaning of vocabulary and their opinions of the genre and style of the author. They then respond independently to the text throughout the week which they then have the opportunity to share at the beginning of the following session.

Key takeaways:

- The teacher carefully selects a text best matched to each group's ability, allowing them to build fluency and improve text comprehension while unpicking challenging vocabulary and background knowledge or themes
- The Teacher models expert reading of brief passages but hands over more responsibility to the children than in Shared Reading sessions
- Children read the entire text themselves (partly on a 1-1 basis with the teacher and also partly independently)
- Teacher prompts discussion, exploration, sharing of ideas and opinions as a group
- Allows targeted teaching for specific needs and skills
- 6 rich texts will be thoroughly covered within each year group
- Pupils will leave Heald Place with a deep knowledge of a large bank of quality texts which they can speak about confidently and passionately
- This approach truly fosters a deep, lifelong love of reading

Individual Reading

As part of our rigorous ongoing assessment of reading, all pupils read with a teacher individually at least once a week. Children who require further support read with an adult on a daily basis. To focus these sessions, each child has an individual reading tracker so the teacher can identify which National Curriculum statements the child has achieved, and which skills require further practice in order for the child to make progress. This assessment also enables staff to ensure the child is receiving the appropriate level of reading book, based on their ability.

Please see a blank example of our reading tracker below:

Year 3 – EXS		Notes:
Word Reading	Usually reads fluently and decodes new words that are unfamiliar	
	Reads longer words with some support	
	Tests out different ways to pronounce new words	
	Reads further exception words	
	Starting to use knowledge of root words, prefixes and suffixes to read and understand new words	
Comprehension	Listens to and talks about a wide range of fiction, plays, poetry, non-fiction and reference books	
	Uses a dictionary to check the meaning of words	
	Retells a wider range of books, e.g. myths and legends	
	Reads aloud and performs poems using intonation, tone, volume and action	
	Discusses words and phrases that capture the reader's interest	
	Understands what they have read by:	
	<ul style="list-style-type: none"> Checking the text makes sense, discussing understanding and asking questions to help them understand 	
	<ul style="list-style-type: none"> Making inferences about character's feelings, thoughts and actions 	
	<ul style="list-style-type: none"> Predicting what might happen using the text 	
	Retrieves and records information from non-fiction texts	
	Participates in discussions about books, take turns and listening to other people's opinions.	

Reading at Home

At Heald Place we firmly believe in the value of children continuing to read at home, consolidating their skills and enjoying books with their families. We offer subsidised Book Bags and provide Reading Records for each child so they can take home two books weekly, whilst school and parents can communicate about the child's progress.

Each week, each child will bring home:

- A decodable text (the appropriate level of Anima Phonics or ZPD Reader)

Our Reading Book Progression

Decodable Reading Books	Approximate Year Group
 <p>PHASE 1 – Early Worms</p>	<p>Birth to Three Three to Four-Year-Olds</p>
 <p>PHASES 2 & 3</p>	<p>During Reception/ELG</p>
 <p>PHASE 4</p>	<p>During Reception/ELG</p>
 <p>PHASE 5a</p>	<p>Year 1</p>
 <p>PHASE 5b</p>	<p>Year 1</p>

 <div>PHASE 5c</div>	Year 1
 <div>PHASE 6a</div>	Year 2
 <div>PHASE 6b</div>	Year 2
 <div>PHASE 6c</div>	Year 2
 <div>PHASE 6d</div>	Year 2
 <div>ZPD target 2.0 – 3.0</div>	Year 2
 <div>ZPD target 2.6 - 3.6</div>	Year 3

 Accelerated Reader ZPD target 3.0 - 4.5	Year 4
 Accelerated Reader ZPD target 3.4 - 5.4	Year 5
 Accelerated Reader ZPD target 4.0 – 6.1	Year 6

Our Reading Book Progression: Decodable Texts

Children in EYFS and Year 1 who are still accessing phonics will bring home a decodable reading book, linked to the appropriate stage of the Anima Phonics scheme. We ask that parents provide daily opportunities for children to practise the application of their phonics learning, using the decodable reading book that each child will bring home each week.

Once children reach Year 2, those who are ready will bring home Phase 6 texts from Anima Phonics. These are engaging texts that have been specifically written to contain a wider range of GPCs, that also help the children to decode accurately and automatically, so they become fluent readers.

Please remember – repeated reading is key!

Accelerated Reader

From the spring or summer term in Year 2 and throughout KS2, children who are confident in decoding phonics books accurately will access our Accelerated Reader books. Each child sits an online reading test called the Star Reading Assessment, which provides them with a reading level range, from which they can select books to read independently. This range is called a ZPD – Zone of Proximal Development – which is the optimal level of challenge for the child to make progress.

Children then work through their given levels, with the teacher's guidance.