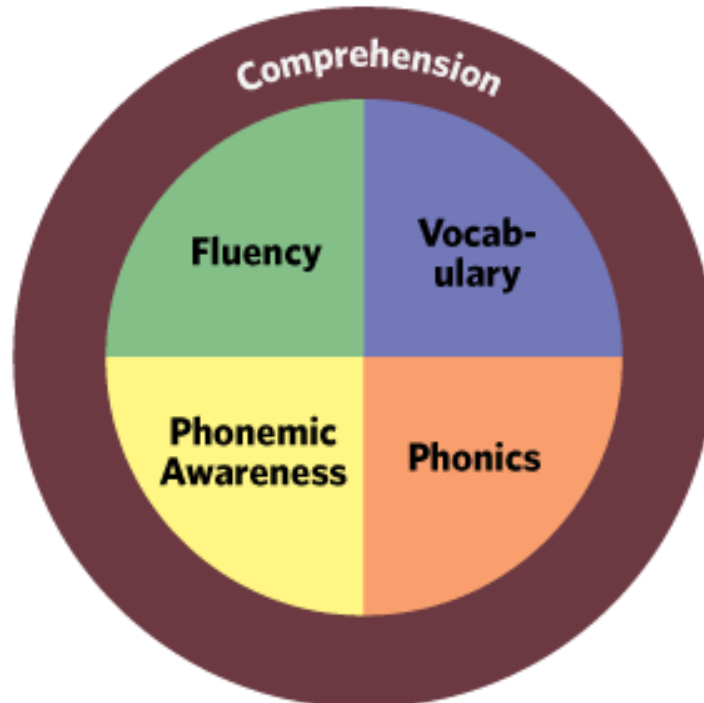


At Hawthorn, our reading learning journey encompasses all parts of the five components of reading:

## **Essential Components of Reading**



### **Intent:**

Here at Hawthorn Primary, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on the Hawthorn Reading Spine which encompasses diversity and the five plagues of reading. By the time our pupils leave primary school, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.

Early reading is the backbone of creating this ethos within school. By the end of KS1, children will be fluent at decoding, and reading with accuracy and automaticity in age-appropriate texts. By the end of age 11, we aim for children to:

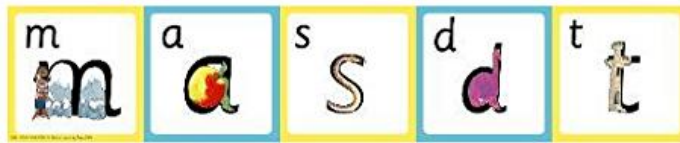
- read with confidence, fluency and good understanding;
- have an interest in a wide range of material and read for enjoyment and pleasure;
- read confidently to acquire information;
- acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading;
- meet age related expectations for reading and have aspirations to exceed them.

## Implementation - phonics

### Nursery

Our Nursery children are taught Phase One of Letters and Sounds which concentrates on developing children’s speaking and listening skills and lays the foundations for the phonic work which starts when children are ready for RWI Phonics.

In the Spring and Summer Term, our Nursery children explore the Read Write Inc Picture Freezes which gives them the opportunity to talk about ‘the shape of letters’ and link these letters to their name and print in the environment. Those children who have a secure knowledge of Letters and Sounds Phase One are introduced to Read Write Inc. Set One Sounds (RWI).



### RWI in Nursery, Reception and Key Stage One

We teach early reading through the systematic, synthetic phonics programme Read, Write INC and this begins from the first two weeks of children starting in Reception. We start by teaching children to read the first thirty sounds (Set 1 Sounds) and to be able to blend these sounds to read words (i.e. to know that the sounds d/o/g can blend to read the word dog). Once they have conquered this skill, they start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. At the same time, we teach them how to write the sounds and use this knowledge to spell words, leading to writing short sentences.

|     |     |
|-----|-----|
| mad | at  |
| dad | sad |
| mat | sat |



As their confidence and fluency grows, we start to introduce more sounds (Set 2 and then 3) and the children read texts with increasingly more complex sounds and graphemes (different ways of spelling the sounds, e.g. /igh/, /ie/ or /ay/, /ai/). They learn that a sound can be written using 2 or 3 or even 4 letters. We call this a grapheme (e.g. igh represent the /i/ sound in the word night). Equally they learn to use these graphemes to spell words.

All phonics lessons are taught for 30 – 45 minutes a day. Children are taught in small groups which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a RWI group which matches their phonic knowledge. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability

## HAWTHORN PRIMARY SCHOOL – Reading intent, implementation, and impact statement.

to read 'tricky words'; so, they experience early reading success and gain confidence that they are readers.

To ensure consistency, all phonics lessons follow either a 4 or 5-day plan:

| <b><u>Session (4-day week) Green – Orange Books</u></b> | <b><u>Phonics Focus</u></b>  |
|---|--|
| 1   | New sound/review sounds input, Story Green and Red words, Vocabulary check, illustration book look discussion (Note: Book Bag book to go home)                       |
| 2   | Spelling 'Fred Fingers' (new sounds/review sounds), Partner Practice (Story Green and Red Words) Story Introduction, First Read children, Teacher Read               |
| 3   | New sound/review sounds input, Speedy Green and Red Words, Second Read children, echo reading  |
| 4   | Spelling 'Fred Fingers' (new sounds/review sounds), Third Read children, 'Questions to talk about', Teacher Read (expression/fluency). (Note: Story Book to go home) |
| <b><u>Session (5-day week) Yellow – Grey Books</u></b>  | <b><u>Phonics Focus</u></b>  |
| 1   | New sound/review sounds input, Story Green and Red words, Vocabulary check, illustration book look discussion (Note: Book Bag book to go home)                       |
| 2   | Spelling 'Fred Fingers' (new sounds/review sounds), Partner Practice (Story Green and Red Words) Story Introduction, First Read children, Teacher Read               |
| 3   | New sound/review sounds input, Speedy Green and Red Words, Second Read children, echo reading  |
| 4   | Spelling 'Fred Fingers' (new sounds/review sounds), echo reading (fluency and expressions) Third Read children   |
| 5   | New sound/review sounds input, Fourth Read children, 'Questions to talk about', Teacher Read (expression/fluency). (Note: Story Book to go home)                     |

### Daily Keep Up Lessons:

Children are monitored closely within their small groups to ensure that they are keeping up. Any children who need extra support, are given phonic intervention during the day to help them keep up with their peers. These interventions take place with a RWI trained, and phonics group leading, adult.

### Daily Reading

In order to support our lowest 20% children, trained readers will hear children daily reading their decodable phonics books. All readers have received in house training as well as RWI training. Reading sessions are logged and data is collected to analyse children's progression.

### Providing challenge

The benefit of fluid grouping means that children are able to move through the phonics scheme at their pace rather than being held back within large groups. As a result, we often have children from Year One who have completed the Set 1, 2 and 3 sounds as well as the consolidation units. To provide challenge and ensure we are moving children forward with their early reading, some children from Year One move onto independent reading and reading and comprehension sessions.

## **HAWTHORN PRIMARY SCHOOL – Reading intent, implementation, and impact statement.**

### Commitment to Early Reading

We understand that the acquisition of early reading is crucial in children's success across the curriculum. Therefore, any children that do not pass the statutory phonics screening check in Year One continue their journey with phonics into Year Two and will resit their screening check. We do not move children away from phonics until they have demonstrated a sound phonetic awareness. Leaders in reading work very closely with phonics and reading consultants to support children requiring additional phonics input.

### **Implementation - Reading Fluency**

At Hawthorn, we know that children cannot access comprehension of a text until they are fluent readers. "Fluency" embodies a range of different skills: word automaticity, reading pace, expression and intonation and reading to punctuation. Therefore, once children have completed the RWI decodables (grey books), they move onto a fluency curriculum to prepare them to be able to comprehend texts and access content domains successfully. These sessions are daily 30–45-minute sessions.

| <b><u>Session</u></b> | <b><u>Fluency Focus</u></b>  |
|-----------------------|--|
| 1                     | Speed sounds, focus sound words, phrases work, read text and identify vocab.                   |
| 2                     | Speed sounds, fluency exercise, echo read, vocab understanding, simple retrieval q's in books. |
| 3                     | Speed sounds, phrases work, read text in pairs, model new questions.                           |
| 4                     | Speed sounds, phrases work, practise q's linked to yesterday, vocab challenge.                 |
| 5                     | Speed sounds, phrases work, unseen text.   |

### **Implementation - Whole Class Reading Lessons**

Once children have demonstrated reading with fluency, they move into whole class reading lessons which is driven by high-quality focus texts and application of the content domains. This starts in Year Two and is a daily 30–45-minute reading session. Our reading lessons follow a rigid plan which encompasses skills from the phonics and fluency curriculum which we implemented:

| <b><u>Session</u></b> | <b><u>Whole Class Reading Focus</u></b>  |
|-----------------------|--|
| 1                     | Initial discussion questions (prediction etc), background information (inc Tier 3 vocab), teacher read fluently to children, fastest finger first. |
| 2                     | Teach vocabulary (Tier 2), fluency focus activity, echo read, timed read.  |
| 3                     | Reading text, do it now vocab, content domain question modelling.  |
| 4                     | Reading text, do it now vocab, independent questions.  |
| 5                     | Do it now vocab, unseen text, timed read, questions.   |

- Teachers ensure each reading lesson is well planned, with the text previously read by the teacher and adults within the lesson. Vocabulary is pre-selected and taught to the children.
- Background information is provided to enable all children to access the context of the reading.
- Teachers ensure time is provided to model effective fluency and expression and the children are given opportunity to do this through the contiguous read, echo read and timed read.
- Teachers hear children read throughout the sessions and will document this in their reading logs.
- Teachers ensure resources are readily available to support the delivery of these sessions e.g) copies of the text, post-it notes, resources etc.

## **HAWTHORN PRIMARY SCHOOL – Reading intent, implementation, and impact statement.**

- Texts for these sessions vary depending on the focus, but are carefully selected to match the reading ability of the group, to pre-teach and retrieve previous learning. These can include poetry, short stories, longer texts, class texts from a range of genres.

### Independent Reading

Children are given dedicated time to read independently in school, usually as morning work when they come in for the day, and after lunchtime. Children can choose books from the school library, class library and can also bring books in for school which they want to read. We use Accelerated Reader to monitor how frequently children are reading. This generates a reading age, computes comprehension understanding from texts, tracks number of words read and allows us to celebrate children's reading efforts. Children's chosen books are used as a home reader and children and parents are encouraged to read at home for 20-30 minutes a day. Teachers in school understand children's fiction and encourage books to children, written by a variety of different authors.

### Reading Plus

Children identified as the lowest 20% across Year 3, 4, 5 and 6 are enrolled in a planned reading intervention – Reading Plus. Children have this intervention three times a week for 20–30-minute sessions with an adult. Children access this intervention on an online account, which allows them to choose books from a large library, read texts and answer questions linked to the material. This intervention has proven results with improving children's reading fluency due to its patented reading window, which moves along the page highlighting words at the speed children are reading. Children in Year Three are also heard read reading aloud 3x a week with a trained adult.

## **Implementation – Reading Across School**

### Sharing a Story

Every day, in every class, an adult reads aloud to the children at the end of the day before children are dismissed for home time. We choose a variety of texts from our reading spine, which has been designed with the 5 plagues of reading and representing diversity in mind. In KS1, children vote for the book they would like to hear at the end of the day. The books are always chosen for the children's enjoyment: children are not questioned; they just get to enjoy a story being read to them. Where chosen, children may have a poem shared from their class poetry book.

### Author of the Month

Each month, children are exposed to a new author. These authors have been selected by senior leaders for specific reasons: upcoming authors, authors from our local area, diverse authors, authors with inspiring backgrounds, authors with sequels of books, but the main aim is to choose authors that children may not have heard of before. Children will be shown a range of books which are in school for them to choose from, to improve their repertoire, expose children to new books and authors and help children identify authors and styles of writing they enjoy reading.

### Bookworms, Word Millionaire, Book Vending Machine

In order to promote reading for pleasure and to encourage children to develop and embed a love of reading, we have a few incentives for children to be celebrated for their efforts. Each second week, a class is awarded with the 'Bookworms Award' which is based on the amount of successful Accelerated Reader quizzes taken on independent reading books. We also celebrate children who read one million words within a year! These children stand out in our school as they wear special gold word millionaire badges. On the bottom corridor, we have a book vending machine. Children can receive a golden token for excellent reading efforts and use the vending machine to 'purchase' a book that takes their interest.

### Parent workshops

## **HAWTHORN PRIMARY SCHOOL – Reading intent, implementation, and impact statement.**

Regular parent workshops take place to provide parents with the guidance to enable them to support their children fully with phonics, fluent reading and reading comprehension. It provides the ideal opportunity for our school to provide clear messages about the expectations of reading and equipping them with effective ways to help their children progress. In Reception, parents are invited in weekly to read alongside their children and teachers.

### **Implementation – resources**

#### Class Libraries

Each class library has a selection of fiction and non-fiction books, which are used by the children in school as well as their reading for pleasure books. The majority of these books are accessible on Accelerated Reader and are ranged to guide children in choosing books, however, children can read any book which engages and interests them. In addition, they have a selection of age-appropriate dictionaries and thesauruses. All class libraries have labelled shelves, clearly identifying the types of material available. Library areas are attractive, with posters and signs on display encouraging reading and are regularly updated with new books. Recommended books are shared by teachers and children and are displayed.

#### School Library

The library is a great resource to facilitate many learning opportunities to which the children have independent access during breakfast club, lunchtimes and when selecting books. There is a wide range of both fiction and non-fiction books available for the children to borrow which are frequently updated. Books are organised in clearly labelled sections.

#### Class Displays

In each classroom you will find:

- An image on the classroom door of the class read and poetry book.
- The 'Rights of the Reader' poster in the book corner.
- Well-organised reading corners created for children to enjoy reading
- Teacher/teaching assistant and children's recommendations in the book corner
- Vocabulary which has been explicitly taught throughout reading sessions
- Posters to support with reading: 3R's posters (Root word, read around, replace), a retrieval flow chart and an inference response sentence stem.

#### Staff Training:

Reading is a priority in school and we want all our teachers to be experts in this field. All staff, including senior leaders, governors, teachers, teaching assistants and volunteer readers have been trained in phonics and teaching of early reading. New staff are equipped with our 'How We Teach Reading' guidance, which explicitly breaks down how reading is taught at each stage. All adults that practice phonics regularly, have access to an online training Portal and have lessons assigned to them, specific to the areas of need across school and groups. Regular training is undertaken by the reading lead, senior leaders and external groups to address any training needs identified from monitoring and to further improve practise and ensure high quality teaching first.

#### Role of Reading Lead

We have a designated Phonics Lead and a Reading Lead who work in tandem to drive the early reading and continued reading provision in our school. The phonics lead is highly skilled in teaching phonics and takes on a 'coaching' role within school to support the consistency of the delivery of phonics. Both leads coach staff individually where needed; provide regular training to ensure staff teach the programme with fidelity and expertise; and monitor reading within school.

## **HAWTHORN PRIMARY SCHOOL – Reading intent, implementation, and impact statement.**

### **Impact:**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. It is also measured frequently using Read Write Inc phonics assessments; these are carried out every 6-8 weeks.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. Teachers continually use formative assessments to inform the planning of Reading and tests are used termly across KS1 and KS2 to identify gaps in learning. These results are measured against the reading attainment of children nationally. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We use accelerated reader and reading intervention data to further drive pupils' reading success.

We give all children the opportunity to enter the magical worlds that books offer. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles. Our reading curriculum underpins all other subjects within our school. The impact of this is shown within pupil voice and questionnaires.