

Haydn Reading Policy

National Curriculum

The National Curriculum states that it is essential that the teaching of reading focuses on developing pupils' competence in word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

READING INTENT

At Haydn, our intent is to provide a Reading curriculum that inspires a love of reading. Leaders in our school prioritise the teaching of reading: word reading and reading comprehension. We are passionate and ambitious and aim to nurture a love of books and reading for pleasure, opening the door to a world of knowledge and imagination. We work to achieve this through experience of and engagement with, a range of high quality and enjoyable texts. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers; we believe reading is the key to academic success. We want our pupils to understand and use reading as a tool to access information and to communicate with the world. We want them to become independent learners, so that they become confident and comprehensive readers; **that they learn to read and read to learn.**

We have a consistent, whole school approach to the teaching and enjoyment of reading.

Reading is identified as a key priority on our School Improvement Plan. Leaders monitor the provision of reading through learning walks, observations and by talking to pupils in Literacy and Phonics sessions and the impact of this provision through the analysis of (i) mid and end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading) and (ii) individual pupil progress throughout the year (on going assessments).

Aims

- Develop fluent, confident and independent readers through a structured focus on phonics, whole words, sentence and text level knowledge
- Raise the standards of reading within the school for all pupils every year, with a particular focus on the lowest 20% of pupils becoming fluent readers
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts

- Develop powers of imagination and inventiveness
- Give children the confidence to read aloud with expression and clarity
- Develop and extend the children's vocabulary through shared and guided reading and listening to stories
- Help children to enjoy reading and recognise its value
- Ensure all pupils meet the expected standard for the Y1 Phonics Screening Check and go on to be fluent and accurate readers
- That all pupils make rapid progress from their individual starting points and achieve age related expectations or above by the end of Key Stage 2

READING IMPLEMENTATION - See Phonics Policy

We use a range of teaching strategies to ensure that we meet the needs of all our pupils

- **Phonics - Little Wandle Letters and Sounds Revised**

- **1:1 Reading**

Lowest 20% and disadvantaged or vulnerable children will read at least twice a week with an adult in school, one being a member of staff.

- **Reading Lessons (Comprehension and responding to texts):**

In Key Stage 1, children concentrate on comprehension in read 3 of their reading every week. In KS 2, explicit teaching of reading skills takes place weekly. The level of challenge increases throughout the year groups through the complexity of texts being read and skills being taught.

Vocabulary is developed using a range of strategies: these include explicit and implicit teaching, on display in classrooms and throughout a broad and varied curriculum. For example, subject specific vocabulary in science, humanities and maths. It is recognised that reading comprehension relies on knowledge and our broad curriculum aides reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring that knowledge to their reading.

We ensure children of all ages learn comprehension strategies and are able to respond to and engage with texts through discussion and written answers. We explicitly teach the key reading skills outlined in the national curriculum. In addition, we use VIPERS to ensure that the children understand what makes a good reader:

- Vocabulary
- Inference
- Predict
- Explain
- Retrieve
- Summarise KS2 Sequence KS1

Other strategies we teach are how to:

- **Question:** asking questions and '**wondering**' about the text
- **Visualise**

Whole Class (shared) Reading

In F1 teaching and learning is centred around a weekly story with a daily session focused on the text. The children engage with the stories and books through drama, puppets, singing and role play with an emphasis on developing vocabulary. In F2 this is developed and extended to include the shared reading of text from a book and further developed through Talk 4 Writing over a two-week period.

In Key Stages 1 and 2 children hear, share and discuss a range of high-quality texts through whole class Literacy teaching and class texts. This includes fiction, non-fiction and poetry. We have developed core book planning so texts are carefully chosen, planned for and shared in each year group (**Appendix 1***). We also have Favourite 5 books.

* Texts are reviewed and changed as staff learn about new authors and titles.

Guided Reading:

In addition to the whole class teaching of reading, we engage in guided reading. Guided reading is a teaching approach used in literacy instruction to help children develop reading skills in a supportive, small-group setting. Children with similar reading abilities and needs, work together with a staff member to practice reading strategies, improve comprehension, and build confidence in their reading abilities; texts are selected carefully to ensure match of challenge to need.

Reading Interventions:

EYFS – see Phonics Policy

Reading interventions focus on:

- Targeting the lowest 20%
- Phonics: word reading for children who are struggling to decode
- Reading skills lessons for those children who can decode fluently but do not understand what they are reading
- For children who do not have the opportunity to read at home
- Children with dyslexia

All selected intervention programmes are evidence based and are rigorous and systematic with the intention that these children catch up rapidly with their peers. They include:

- Switch-on
- Precision teaching
- Additional guided groups
- 1:1
- Active Literacy

Developing a Love of Reading:

Reading brings profound and wide-ranging benefits that can have a lifelong positive impact on children's lives.

The following strategies are used to encourage reading and to develop a love of reading:

- **Story Time:** story time takes place every day in EYFS – Year 2. We have identified which stories the children will be highly familiar with by the end of EYFS, Year 1 and Year 2. Stories and high-quality texts continue to be shared throughout Key Stage 2 at least 3 times a week. High quality texts are selected to tie in with the topics being taught and can be linked to their wider literacy work.
- Children take home a reading book to share and are encouraged to read widely across both fiction, non-fiction and poetry. These books are changed regularly. As the children develop fluency and competency, they become independent readers and with guidance, choose their own book.

In addition:

- Story Box
- Reading corners
- Stay and Read 2 x a term
- Reading Ambassadors
- Reading environment
- Celebration days - World Book Day, National Poetry Day
- Book fairs
- Weekly newsletter information eg recommended reads, top tips, signposting for guidance
- Parent workshops
- Core book planning
- High quality texts in all classrooms
- Signpost parents to quality reads
- Staff reading lives
- Reading assemblies

- Favourite 5
- Use of the Education Library Service
- Sherwood Library
- Author visits and communication
- Reading stalls at the school events eg disco, summer fair
- Books as rewards for 100% attendance

Parental Engagement:

We whole heartedly believe that parents are partners and use a variety of strategies to engage them in working with us to support their children in learning to read. These include:

- 'Meet and Greet' meetings for each year group at the beginning of the year
- Information meetings and workshops including phonics and early reading skills in EYFS and Year 1
- LIVE Phonics lessons
- Termly Parents' Evenings
- Reading Diaries stating reading expectations for each year group and as a form of communication
- Curriculum letters
- Stay and Read Sessions
- Weekly information in the newsletter eg research, book recommendations
- Nursery and F2 weekly updates on class DOJO about phonics teaching and the current 'special' book

READING IMPACT:

We have set out our expectations for each year group in the progression documents **Appendix 2**.

In summary, by the end of EYFS we expect children to:

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately eg. CvC and CCvC
- Read some common exception words eg. tricky words
- Demonstrate understanding when talking with others about what they have read.

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation
- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children at Haydn.

By the end of Year 4 we expect our children to:

- Have decoding skills that are secure and hence vocabulary is developing
- Be independent, fluent and enthusiastic readers who read widely and frequently
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently
- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects
- Be able to justify their views independently about what they have read

By the end of Year 6 pupils are expected to:

- Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school and beyond
- Have a love of reading that feeds the imagination
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live

- Have a developed vocabulary beyond that used in everyday speech
- Understand nuances in vocabulary choice
- Understand and can use age-appropriate, academic vocabulary

Assessment

Children are assessed:

- Informally, through daily teacher observation, 1:1 reading and guided reading sessions
- Phonics progress is assessed formally using GPC assessment and Phonics Tracking documents
- Formally, through use of Early Years and the Little Wandle Phonics tracking documents
- Formally, through comprehension tests – SATs in Years 2 and 6 and NTS assessments in Years 3, 4 and 5
- Reading results are tracked by the class teacher each term using the ARBOR assessment tool
- Pupil progress meetings

Underachieving pupils are identified and an updated targeted support programme is implemented as necessary and shared with class teachers, Teaching Assistants and SENCO.

Monitoring

Monitoring of the standards of children’s work and of the quality of teaching of Reading is the responsibility of the Senior Management team and English subject lead. Work involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. In addition:

- Termly focused audits
- Staff meetings/INSET to update teachers on new initiatives
- Observations and discussions with teachers
- Book audits to ensure good quality reading books in all key stages and where children see themselves in books
- Data analysis of assessment results
- Phonics tracking sheet for all children in key stage one
- Planning and work analysis carried out termly
- Monitor diaries for regular reading at home
- Reading Lead to review and update reading policy annually
- Termly liaison with linked Governor to monitor jointly

Pupil Outcomes

At Haydn Primary School the outcomes in Reading consistently match or exceed the outcomes of the top 20% of schools. Targets are set in line with FFT (Fisher Family Trust) Targets are set for the top 5% each year and these are shared with Governors. There is a clear expectation for the majority of pupils to reach the expected standard, with an ambitious number of pupils attaining Greater Depth.

Year group	2019		2020		2021		2022		2023		2024	
Y1 Phonics	86%		90%		90%		70%		90%		90%	
	EXS+	HIGH	EXS+	HIGH	EXS+	HIGH	EXS+	HIGH	EXS+	HIGH	EXS+	HIGH
Year 2	78%	33%	79%	28%	90%	20%	83%	29%	77%	12%	77%	38%
Year 6	78%	29%	89%	45%	81%	40%	78%	31%	83%	32%	90%	32%

Reading Schemes

- We use Little Wandle Letters and Sounds Revised accredited scheme to teach Phonics.
- This is supplemented by the Big Cats Scheme which is used to reinforce the sounds that children have been taught.
- Once children are secure in their phonic knowledge children move to colour coded books (book bands). The coding helps to identify reading ages - those who are above or below ARE in reading. The Education Library Service is used across all key stages and books are chosen for pleasure and to link with topic work.

Appendix 1 Core Book Planning

HAYDN PRIMARY SCHOOL CORE TEXTS AND WRITING Updated Sept 2024			
*Texts and writing will be reviewed and changed as staff learn about new authors, titles or curriculum and topic changes.			
Year group	Autumn	Spring	Summer
F1	<p>Going on a Bear Hunt Shark in the Park – Nick Sharratt Pumpkin Soup The story of Diwali Owl Babies Owl and the Star Peace at Last The Three Little Pigs</p> <p><u>Writing</u> Orally composing sentences Adults scribing children’s language Shared writing Mark making for a purpose during play Writing and recognising name Making cards</p>	<p>One Snowy Night Chinese New Year story Cuddly Dudley The Tiger Who Came to Tea Polar animals NF Handa’s Surprise The Smartest Giant in Town Mrs Mopple’s Washing Line Dora’s Eggs We’re going on an Egg Hunt</p> <p><u>Writing</u> As Autumn Guided writing Writing linked to role play – menus, taking messages, firefighter checklists, shopping lists etc. Making simple books Ordering letters in name Mark making linked to letter formation</p>	<p>Jack and the Beanstalk The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man The Very Hungry Caterpillar The Town Mouse and the Country Mouse The Train Ride The Snail and the Whale</p> <p><u>Writing</u> As Autumn and Spring Writing in response to phonics Writing name Forming letters Story maps Labelling pictures</p>
<u>Favourite 5</u>		<u>PSED</u>	<u>Transition Texts</u>
<ol style="list-style-type: none"> 1. The Tiger Who Came to Tea - Judith Kerr 2. Handa’s Surprise - Eileen Browne 3. The Smartest Giant in Town -Julia Donaldson 4. Shark in the Park – Nick Sharratt 5. Pete the Cat and his Four Groovy Buttons K & J Dean 		<p>I Like Myself The Same But Different The Skin You Live in Farmer Duck Ruby’s Worry Nancy No-Size</p>	<p>Starting School Come to School Too Blue Kangaroo</p>
F2	<p><u>Key Texts</u> We’re Going on a Bear Hunt The Little Red Hen The Leaf Thief Owl Babies The Gingerbread Man The Christmas Story</p> <p><u>Writing</u> Name writing Simple words Captions Labelling pictures Story maps</p>	<p><u>Key Texts</u> One Snowy Night Lost and Found Up and Down Goldilocks and the Three Bears Snow White and the Seven Dwarfs The Chinese New Year Race</p> <p>Focus on Oliver Jeffers texts</p> <p><u>Writing</u> Simple sentences Recount of a story Making their own information books</p>	<p><u>Key Texts</u> Jack and the Beanstalk The Gingerbread Man Supertato The Very Hungry Caterpillar The Snail and the Whale Commotion in the Ocean</p> <p><u>Writing</u> Sentences (HA introduced to describing what they can see in pictures) Recount of stories Writing their own stories</p>

		Story grid (writing about characters/setting/beginning/middle/end)	Labelling life cycles
<u>Favourite Five</u> We're Going on a Bear Hunt – Michael Rosen Whatever Next – Jill Murphy Wiggle and Roar – Julia Donaldson and Nick Sharratt It's Okay to be Different – Todd Parr Lost and Found – Oliver Jeffers			
Year 1	<u>Key Texts -</u> Robin Hood Martha Maps it Out <u>Writing</u> Holidays / Myself & my world Writing simple sentences Information texts Stories & Poems Recounts Simple instructions	<u>Key Texts -</u> Great Explorers Poles Apart The Bear Man on the Moon Beegu <u>Writing</u> Polar Regions/ Space Visual literacy Writing stories Recounts Instructions Diary entries Poems	<u>Key Texts -</u> Alan's Big Scary Teeth Animals are Coming Stomp Midsummer Night's Dream Herman's Holiday Meerkat Mail <u>Writing</u> Dinosaurs Descriptive writing –setting descriptions Fiction writing Poetry Phonics Reading skills (comprehension)
<u>Favourite Five</u> Chocolate Cake – Michael Rosen Ruby's Worry – Tom Percival Dogger – Shirley Hughes Stickman - Julia Donaldson Billy and the Beast – Nadia Shireen			

Year 2	<u>Key Texts</u> The Tiger Who Came to Tea Lost and Found The Magic Box by Kit Wright Say Hello to Hedgehogs	<u>Key Texts</u> Booktime Book of Fantastic First Poems - Michael Rosen Twisted Jack and the Venus Fly Trap Mr Gum The Selfish Giant	<u>Key Text</u> Great Women in History WWII texts Bedtime Books for Girls – Amelia Earhart The Lion and the Unicorn WW2/ Ahoy there! WW2 Nonfiction texts.
	<u>Writing</u> The Tiger Who Came to Tea- Description Lost and Found – informal letter Poetry – Creating own Dragon Stoorworm - description Say Hello to Hedgehogs – Non-chronological report Letter to Santa	<u>Writing</u> Nonsense/ Venus Fly Trap Non fiction- Venus Fly Traps Nonsense poems - The Booktime Book of Fantastic First Poems - Michael Rosen Acrostic poems - Animals Instructions- How to plant a magic bean Traditional tale- Twisted Jack and the Venus Fly Trap Mr Gum- book review	<u>Writing</u> Great Women in History Non-fiction text and Jamaica Amelia Earhart- Non fiction text- Talking story- Adventure story Letter to David Attenborough - Jamaican animals Birdfish - Animal description Diary entry - Mary Seacole

Favourite Five

The Day the Crayons Quit – Drew Daywalt
The Bear and The Piano - David Litchfield
I Want My Hat Back - Jon Klassen
Somebody Crunched Colin - Sarah Roberts
Here We Are – Oliver Jeffers

Year 3	<u>Key Texts</u> Flotsam - David Weisner On Sudden Hill - Linda Sarah Escape from Pompeii - C Balit Julius Caesar - William Shakespeare	<u>Key Texts</u> Fantastic Mr Fox – Roald Dahl The Story of Blue (literacy shed film) Grandma Bird	<u>Key Texts</u> The Chocolate Tree – A Mayan Folktale. Linda Lowery The Great Kapok Tree - Lynee Cherry Iron Man – Ted Hughes The Lost Thing – Shaun Tan Nim’s Island – Wendy Orr
	<u>Writing:</u> To inform - non chronological report to build tension - description Poetry - calligrams and performance poetry Instructions	<u>Writing</u> Newspaper article Diary Information texts – holiday leaflet	<u>Writing</u> Letter writing How to take care of... leaflet Non-chronological reports

Favourite Five

Aaron Slater, Illustrator - Andrea Beaty
The Tear Thief - Carol Ann Duffy
Grandma Bird - Benji Davies
On Sudden Hill – Linda Sarah
If All the World Were – Joseph Coelho

<p>Year 4</p>	<p><u>Key Texts</u> The Dot - Peter Reynolds Ancient Egyptian Sleepover - Stephen Davies Macbeth - Shakespeare</p> <p><u>Writing</u> Poetry Diary Narrative Letter Playscript How to Protect Hedgehogs - persuasive leaflet</p>	<p><u>Key Texts</u> The Dam – David Almond The Rhythm of the Rain – Grahame Baker-Smith Water Cycles - DK UK</p> <p><u>Writing</u> Rivers – information text Miraculous Journey of Edward Tulane – Kate Di Camillo I Talk Like a River – Jordan Scott Poetry Letter Newspaper report</p>	<p><u>Key Text</u> How to Train Your -Dragon Cressida Cowell</p> <p><u>Writing</u> Recount (residential) Instructions Poetry – memory box Myths Narrative – Descriptive story</p>
<p><u>Favourite Five</u> The Dot - Peter H Reynolds How to Train Your Dragon- Cressida Cowell How to Help a Hedgehog and Protect a Polar Bear - Jess French Miraculous Journey of Edward Toulane - Kate DiCamillo My Name is Not Refugee – Kate Milner</p>			
<p>Year 5</p>	<p><u>Key Texts</u> The Graveyard Riddle – Lisa Thompson Podkin One Ear – Keiran Larwood Where the Forest Meets the Sea – Jeannie Baker Leon and the Place Between – Angela McAllister Poetry</p> <p><u>Writing</u> Forests – descriptive writing Poems to celebrate Nat Poetry Day Biography – link to BHM Claudia Jones Persuasive writing – film trailer Instructions Inspirational people (RE) - Speech writing Reading skills (comprehension)</p>	<p><u>Key Text</u> The Tempest - William Shakespeare (2025) performance Who Let the God’s Out? -Maz Evans</p> <p><u>Writing</u> Francis film clip - fiction Letter writing Instructions Script writing Historical narrative in the style of Michael Morpurgo Reading skills (comprehension) Grammar</p>	<p><u>Key Text</u> Street Child - Berlie Doherty</p> <p><u>Writing</u> Recount – life in a workhouse. Empathetic writing Writing in character role Poetry Film narrative Explanation of states of matter and separating materials - science Reading skills (comprehension)</p>

<p>Year 6</p>	<p><u>Class Text</u> Wonder – R J Palacio Letters from the Lighthouse – Emma Carroll</p> <p><u>Writing</u> Empathetic writing Black History Month celebration – biographies Diary writing Fiction – descriptive writing The Tempest National Poetry Day Celebration – poems inspired by parent author Gareth Peter Letter writing – formal and informal Grammar Reading skills (comprehension)</p>	<p><u>Class Text</u> The Titanic Detective Agency – Lindsay Littleton</p> <p><u>Writing</u> Fiction - Alma Journey - Aaron Becker Non-fiction: Arguments Grammar Information texts - The Octopus Oktapodi – film clip (fiction) Persuasion - Iceland linked to Geography Reading skills (comprehension)</p>	<p><u>Class Text</u> The Final Year – Matt Goodfellow</p> <p><u>Writing</u> Moving On Narrative Fiction: The Long Walk The Arrival Information texts Recounts - residential Play scripts/assembly planning Grammar Reading skills (comprehension)</p>
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Appendix 2:

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