



Reading intent, implementation and impact



Intent

 Purpose and Pride	At Coney Hill, we pride ourselves on reading being a top priority and a key driver for our curriculum. We want our children to become confident, fluent readers, with excellent oracy, discussion and comprehension skills, enabling them to access a wide range of texts and genres. We intend for our children to become lifelong and enthusiastic readers; gaining a wide vocabulary and a strong linguistic knowledge. In the early years setting, teaching of reading emphasises phonics. This enables our children to apply their phonics knowledge to help decode unfamiliar words with increasing accuracy and speed. By the end of their primary education, we intend for all our pupils to be able to read with fluency and confidence and have motivation to continue to read as they move on in their education.
 Respect	Our children will learn to respect a variety of genres and appreciate our rich and varied literary heritage. They will be exposed to a range of stories, poems and non-fiction, which will assist with helping them understand the world in which they live in and establish an appreciation and a love of reading, books and other reading devices. Through our reading approach, we take into account key dates or events throughout the year, such as Black History month, Remembrance and International Women's Day, as well as Environmental focused units – all of which aims to develop our children's positive attitudes and respect for the world around them. In the Early years, resources used to develop language and reading are of a varied heritage and reflect the cultures and beliefs of the families in the settings.
 Enjoyment	We aspire for our children to gain a love of reading for enjoyment. We believe that it is essential that reading feeds pupils' imaginations and opens up a treasure house of wonder and joy for curious minds. We encourage a culture of reading by reading in all areas of the curriculum, so that pupils' will find enjoyment in subjects that interest them. We prioritise fluency and oracy lessons, to help our children fully engage and enjoy our class novels and extracts. In Early Years, we use the environment, both indoors and outdoors, to support the development of language and reading in a fun and engaging way.
 Achieve & Aspire	We fulfil the requirements of the National Curriculum for Reading and The Early Years Foundation Stage framework for Communication and Language, and reading; focusing on developing pupils' competence in both word reading and comprehension. Reading should be fully inclusive to every child ensuring the progressive development of phonics, fluency, oracy and comprehension. We aspire for all children in the Early Years to have a competent and secure knowledge of phonics - by the end of Year One to be working at Phase 5 phonics and at the end of Reception children to be secure with the phase 3 sounds and phase 4 concepts. We aspire that all children will become confident, fluent readers and understand that through reading, new worlds are open to them.
 Community	We raise our children's aspirations and extend opportunities to the world beyond their immediate environment. We are committed to using our local environment in our teaching of reading by giving the children cultural capital experiences, such as Cheltenham literature festival, Library visits and visiting authors including local authors. We celebrate the works and lives of local famous authors e.g. J.K. Rowling, Beatrix Potter. In the Early Years, children are exposed to texts that will give them a knowledge of themselves and the world around them.
 Health & Well-being	We want children to understand that reading is a great tool for our emotional wellbeing and can provide a world of escapism and wonder. We provide our children with an awareness that books can provide a range of knowledge and skills to assist with their health and wellbeing. Oracy is essential for our health and well-being – our children should leave us with proficient skills which enables social equity. In Early Years, children will be supported in their Personal, social and Emotional development through the use of books, songs and poems and will focus on their language development to express their needs, emotions and relationships.

Implementation

Big Picture

- We have high quality planning and teaching, which covers the National Curriculum for Reading.
- Skills and knowledge are delivered through phonics, guided reading and whole class “Rocket Reading” lessons – *see The Teaching of Reading document*
- Phonics is taught consistently through Early Years and KS1, with short 1:1 intervention in KS2 where necessary, using Unlocking Letters and Sounds.– *See our Teaching of Reading document to see how reading develops as children move through our school.*
- We use a “Keep up to Catch up” approach to reading which starts with phonics in preschool and extends across the rest of our school – *see our Teaching of Reading document for more details of this.*

Individual Reading

- Children read to adult using a levelled fully decodable reading book at least once a week in Early Years and KS1.
- Children who are not reading at home are targeted for additional reading support in school.
- Volunteer helpers from our community are used in school to assist with hearing children read and checking their understanding.

Our Reading Culture

- Reading is celebrated across our curriculum, such as in our weekly “Reading Rocks!” assemblies – including our authors of the term; whole school theme weeks and World Book Day.
- Our “Wild about Reading” boxes are jam-packed with specially selected, quality texts. From here, classes chose their “class reader” which they read together daily
- Our classrooms are language rich environments.
- Cross-curricular links are used wherever possible, including geography, history or science.
- Cultural capital: Wherever possible we will give our children experiences that broaden their vocabulary and literary understanding. We encourage them to visit the local library and give them experiences of literature in the wider world – Cheltenham Literacy festival, visiting authors, storytellers and drama groups, theme educational visits with a literacy link.

Promotion of Reading – see also Home learning and Home engagement

- Children are challenged to read regularly through our “Reading is out of this world” incentive – they collect stars if they have read a minimum of 3 times a week, at the end of the term they can earn a certificate and at the end of the school year, a celebration treat!
- Every week, we hold a “Reading Rocks” assembly led by all different staff; this introduces the children to new books and authors on a range of topics and a great opportunity to enjoy and discuss texts – including Author of the terms to support children in widening their reading diets.
- Whenever we can, we like to D.E.A.R! (Drop everything and read!)
- Social media is used to keep the profile of reading high. It is used to share new reading opportunities, give new reading challenges, share Hiller Bedtime Stories and celebrate the great learning in class.
- Hiller Bedtime Bears are sent home weekly with children in Preschool, EYFS and KS1, giving them a choice of stories share with their family, a diary to record their experience, alongside hot chocolate and a teddy.
- A buddy system is in place to allow children to read to a buddy in another class. This takes place once a term and gives the children the chance to pair up with a different class and enjoy

reading to each other.

- Parents are kept informed regularly with a termly reading newsletter – this is emailed to all families and on the school website.
- Over holiday periods, we offer a reading challenge to engage the children whilst away from school.

Our Learners

- In Early Years and Year 1, reading is taught in short phonics sessions using our phonics scheme – Unlocking Letters and Sounds and through guided reading sessions.
- In Year 2 from Spring 1 and in KS2, reading is taught daily through whole class reading – focusing on VIPERS skills (vocabulary, inference, prediction, explanation, retrieval, summarise) alongside fluency and oracy to improve their reading comprehension, using a range of extracts, clips and the class the novel.
- Children are made aware of their next steps through live marking and verbal/written feedback.
- Phonics is taught as a whole class mastery approach, with intervention groups to support where needed. A fun and lively approach is used, following our SSP Unlocking Letter and Sounds.
- Learning is inclusive; lessons are scaffolded to support learners and deepened to challenge the more able readers. The recording of work is also appropriate to the child's reading ability and not hindered by the child's writing ability. Children needing extra support for whole class reading, receive a "pre-teach" to help expose them to the text and build confidence.
- Learning is enhanced with rich discussion and immersion in a variety of text types. This is to improve and consolidate children's linguistic knowledge and oracy skills.
- In Early Years, children are physical learners and will be encouraged to develop the language of story and texts through story making, talk4writing and helicopter stories where they physically walk through the stories. The environment will embed and immerse the children in the text and all aspects of continuous provision will support this.

Learning Environment

- The school environment reflects our commitment to attainment in reading, for all pupils, by providing children with high quality reading displays to encourage a culture for reading
- All classrooms have a simple, yet engaging reading display and book corner, which is regularly updated and reflects the interests and needs of the children in the classroom, as well as the current theme. They also have a wide variety of genres to hold children's interest.
- Reading displays show the current class novel and author, as well as previous class novels.
- Early Years outdoor spaces have book nooks and are rich in text and language.
- Text rich indoor and outdoor environments in the Early Years support our children's independence in reading and are led by the children's interests.
- Phonics is displayed in each EYFS and Key Stage One classroom and is consistent in format.
- Book boxes are available at lunch times for children to access at their leisure. Boxes will also include props and costume materials to encourage drama and play acting.
- The Reading Shed is open at playtimes to provide a cozy space to read, as well as access to big books and puppets.
- VIPERS posters are displayed in every classroom and regularly referred to, to ensure all children are confident in all aspects of reading comprehension.
- The 6P's of reading are displayed and referred to, in order to support the children's developing fluency skills.
- All classes read their class book during the school day, every day, and are encouraged to read books with a greater level of challenge for the ability of the children to encourage deeper thinking

and greater comprehension skills. The class book will be of an age appropriate context and from a given list of year group texts from the "Wild about Reading" boxes.

- Classes have book lists they chose from throughout the year to ensure continuity and progression.
- The library is inviting to all learners and is actively used by all, including children in the Early Years.
- Classrooms are language rich environments: Vocabulary is displayed in the classrooms, when taught, including high frequency words, general vocabulary and subject specific vocabulary.

Home Learning and Home engagement

- We work in partnership with parents, so pupils develop a love of books and reading. We encourage daily home reading, whatever the age, through our home reading initiative "Reading is out of this World!" which tracks and rewards children's reading at home 3 times+ a week. Children's reading records are checked every Friday and certificates and bookmarks are awarded at the end of each term.
- Children take home books that are matched to their reading ability and their phonic phase in Early Reading. They also take home a richer reading book which is selected from the library.
- Phonics and common exception words are taken home and practised weekly, and regularly revisited throughout the week in class.
- Reading challenges are set over half term holidays to encourage engagement of all pupils, through use of social media, email and on the school website – this year so far we have had a "5 in 5" reading challenge – reading 5 times in 5 different places, and a Readathon in support of the Reading for Good charity.
- We have an EYFS "YouTube" channel to support parents, carers and children at home with phonics and engaging with reading.
- Termly "Reading Rocks" newsletters are sent out to update parent/carers: including items such as the termly class novels, tips for fluency reading with children and on all things reading at Coney Hill. These are emailed out and available on our school website.
- Preschool, Reception, Year 1 and Year 2 have Hiller Bedtime bears. These bears go home from school for a week, along with a few chosen books, hot chocolate and a diary to record their exciting week away!
- Theme learning maps are sent home once a term and include at least one reading themed activity.
- Phonics and reading workshops are provided for parents to help them support their child's reading at home.
- Reading surveys are sent home periodically to capture parental/carer points of view on aspects of reading at Coney Hill – these are analysed and responded to with our actions then re-shared with parents. This feedback forms the next steps and tweaks to our reading approach in school and at home.

Impact

The Hiller Reader will have a love of reading; for fun, but also to gain powerful knowledge!

The quality of education that all pupils receive is quality assured throughout the year in a number of ways:

- 'Deep Dive' methodology – this includes discussions with leaders, visits to lessons; discussions with teachers; discussions with pupils; work scrutiny
- Standardised assessments (Autumn / Spring / Summer in Reading, mathematics to identify gaps to inform future planned teaching and learning
- Target Tracker Data analysis (Half termly)
- On-going teacher assessment based on fluency and VIPERS

- Summative assessment in Years 2-6
- Statutory assessment (EYFS / Y1 Phonic Screening / Y2 Phonic Screening Re-test / Y2 SATs /
- Weekly Triangulation Meetings with Staff and SLT

Reading is the key to all learning, and therefore the impact of our reading curriculum is wide and multi-faceted. Foremost our children will have a love of reading; for fun, to learn, to relax, to expand their knowledge and feel powerful, and to have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures, subjects and styles is enhanced.

As a Year 6 reader, transitioning into secondary school, our children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

The findings of this monitoring will be used to inform next steps for the children and the implementation of reading across the school as a whole

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records, be well-informed by termly newsletters and be in communication about love of reading challenges and any interventions their child may be receiving.
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)