



TEACHING READING AT HOPPING HILL **PRIMARY SCHOOL**



*"Reading for pleasure is the single biggest factor in success in later life outside of an education. Study after study has shown that those children who read for **pleasure** are the ones who are most likely to fulfil their ambitions. If your child reads they will succeed – it's that **simple**." Bali Rai, author*

INTENT

Golden Threads

Fluency

I am a reader who confidently decodes words

Enjoyment

I am a reader who chooses to read for pleasure

Vocabulary and Knowledge

I speak and understand like a reader

Reflective

I can make links like a reader

Purposeful

I am a reader who chooses information books to help with my learning

At Hopping Hill Primary School, we strive to generate a life-long love of reading in our pupils by encouraging children to become enthusiastic, independent and reflective readers who choose to read for pleasure.

Our school community is one where a significant number of children have limited access to high-quality books at home and do not necessarily grow up in a home where people read for pleasure. It is therefore essential that we provide daily opportunities for pupils to **access and discuss high-quality texts** from a variety of genres. We aim to ensure children understand the importance of reading whilst also ensuring children are taught effectively to **read with fluency, accuracy and understanding**.

We feel it is important for teachers to act as reading role models demonstrating a love of reading and a good subject knowledge.

Children are taught **to use non-fiction books as an aid to their learning** both independently and within a classroom environment.

Whole class reading sessions involve much discussion to help pupils to **make links between texts** and to use what they know about the world to **understand the text that they are reading**.

In order for children to reach their true potential in reading we aim to engage parents and encourage them to support their children to continue reading at home with their child.

J.K. Rowling once stated, "If you don't like to read, you haven't found the right book yet."

We at Hopping Hill strongly believe this; therefore, pupils are encouraged to explore the high quality, up-to-date books we have in their classrooms and the school library to develop a **genuine pleasure for reading**. We strive to provide the children in our school with a rich diet of reading material to ensure they have access to literature from a range of cultures, genres, styles and formats.

Developing early phonics skills is of high importance to us to ensure that children can decode texts from an early age - learning to read but more importantly reading to learn.

We feel it is important to **inspire an interest in words and what they mean** to enable children to develop an increasing oral and written vocabulary. At Hopping Hill, **English lessons actively promote discussion** and encourage children to elaborate on their ideas and explain them to others.

IMPLEMENTATION

The direct teaching of reading.

The following techniques for teaching reading will be used -

Shared Reading

Focus: introducing and practising planned objectives

Whole class reading lessons using a challenging and carefully selected text which will interest and challenge the class. The level of the text should be above the general level of most of the children in the class and not a text that they could easily read independently. This will be used to directly teach planned reading and comprehension strategies. Teachers have access to texts from the Literacy Shed.

The teacher's role here is that of the expert reader, modelling the planned reading comprehension strategies to the class.

Guided Reading

Focus: Reinforcing and extending strategies previously taught in shared reading

This will be a group reading session with children who are drawn together because they have a similar need whether that be a challenge or scaffold needed. These groups should be led by the teacher whilst the other children in the class are engaging in other independent and useful reading tasks. The text should be at an instructional level for the children within the group so that they can learn to apply the strategies introduced in shared reading to a text matched to their ability.

The teacher's role here is to support the children to apply the skills and strategies they have been learning.

One-to-one Reading

Focus: achieving fluency with texts matched to child's decoding ability

It is important to keep in touch with individuals so that we know our children as readers. This can be done as a teacher/pupil activity based on the pupil's independent reading material. The other children in the group can be reading their chosen books whilst the teacher spends between 3 and 5 minutes with each child discussing their book and hearing them read a small section. Teachers must hear each child in their class read in this way AT LEAST twice a term.

One-to-one reading also forms part of our intervention programme of reading and is therefore carried out by support staff and other volunteers on school.

Skills

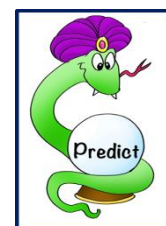
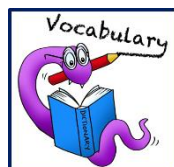
The reading skills taught at Hopping Hill Primary School are based on the consistent use of the Reading Vipers.

The consistent images are displayed in each class and guidance booklets are provided for all teachers, teaching assistants and parents. These booklets support the teaching of the VIPERS by providing appropriate types of questions that can be asked when teaching each skill.

Vocabulary

Infer

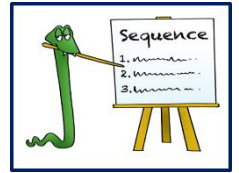
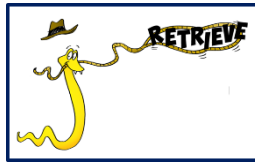
Predict



Explain

Retrieve

Sequence/summarise



These skills are consistently taught across the school and teachers plan (from a whole-school progression of VIPERS skills document) careful questions to ensure the children are able to apply these skills in discussions and written recorded answers about the texts they read to ensure that they become reflective readers. Vocabulary is discussed in every reading session to develop pupils' ability to speak and understand like a reader.

To encourage the children to be able to answer SATs style questions teachers plan to use SATs style questions within their reading lessons in all year groups so that the children become familiar with the language used.

Developing Fluency

It is important to ensure the children are able to read age-appropriate texts (see above) fluently generally reading at a speed of 90 words per minute.

There is a fluency element of many of the shared reading and guided reading task. The children are encouraged to practise reading texts and perform them to develop their fluency. They often work with a 'Fluency Partner' to read texts and develop an appropriate fluency rate.

Fluent reading will have a direct impact on all subjects in school. SEN/LA children will read with TA during some of the independent working times. They will also continue on phonics intervention during spelling lessons.

Daily Read Aloud

Time has been allocated on each year groups' timetable for teachers to read aloud to their class. This is non-negotiable. It is a chance for teachers to share and model an enthusiasm for reading whilst developing the children's vocabulary and understanding of books. Teachers are encouraged to read a range of genres and high-quality texts chosen from a whole-school book list that contains inclusive books which must be read each term.

Individual Reading Books

Assessment

In Reception and Year 1, reading is assessed using teacher judgements through questioning, observing and marking. Children are assessed on their phonic knowledge at termly intervals using the Little Wandle assessment tool and phonics screenings. Appropriate learning is planned accordingly and the children are allocated a Big Cat Collins eBook matched to their phonic ability.

In Years 2 to 6, in addition to teacher judgements, reading is assessed formerly using previous SATs Tests. Children in 3, 4 and 5 are assessed using tests from NFER that mimic the style of SATs tests. The tests include questions based on previous learning within that key stage, rather than only the content that has just been taught. We also teach children the skills needed to take a test. Teachers complete a question level analysis (QLA) for each paper and use this to identify 'gaps in learning' (for objectives taught) for individuals / small groups and the class as a whole. Small groups interventions are put in place if necessary – outside the reading lesson.

Salford Reading Assessment

Children from Year 1-6 complete the Salford Reading Assessment once a term which allows teachers to monitor the children's reading ages.



When planning for learning using the school's medium-term plans or EYFS overview, teachers will ensure they have knowledge of the learning in the previous years and where this will progress to. This includes EYFS who will be aware of what their pupils will be learning the following year through a sound understanding of the Year 1 reading curriculum when planning provision.

ACCESS THE LINK BELOW TO FIND OUT MORE ABOUT THE NATIONAL CURRICULUM PROGRAMME OF STUDY FOR READING.

[English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/English-programmes-of-study-key-stages-1-and-2.pdf)

INTENDED IMPACT

- ✓ Pupils will have a love of reading.
- ✓ Pupils will read across a range of genres; feeding their imagination and developing knowledge of themselves and the world in which they live
- ✓ Pupils of all abilities will be able to succeed in all reading lessons and can participate in discussions about high quality books
- ✓ Pupils will use a range of strategies for decoding words, not solely relying on phonics
- ✓ Pupils will have a good knowledge of a range of authors
- ✓ Pupils can use books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.
- ✓ Parents and carers will have a good understanding of how they can support reading at home
- ✓ All pupils are exposed to and begin to utilise a wider vocabulary.
- ✓ The % of pupils working at ARE within each year group will be at least in line with national averages.
- ✓ The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- ✓ There will be no significant gaps in the progress of different groups of pupils