

READING IN EYFS

Language rich environment in EYFS: phonic washing lines reflecting current learning, keywords displayed in and around environment (high frequency words, decodable words, phonic decodable words, topic based words)

Books and Nursery Rhymes to parents for children to borrow and read at home from Nursery

Trips based around books in EYFS/KS1 e.g. Summerhill 'Room on the broom', 'Smartest Giant in Town', Squash and a Squeeze etc. combining outdoor learning with story book language (oracy).

Communication, Language and Literacy - Hartlepool LCC screening, RBA and Blast/Talk Boost

Nursery Rhyme week and focus on nursery rhymes across phase as majority of children start Nursery unable to retell basic rhymes and songs.

Focused reading areas across EYFS

Author of the moment (also across whole school but starts in EYFS, then into KS1 then KS2)

Voting on a book—expressing likes/dislikes and justify preferences/choices made - this continues into KS1

EYFS floorbook: reading evidence reflects reading progress, capture pupil voice,

Daily reading of a story, activities linked to reading,

Talk for Writing is linked to reading and is embedded in setting

Traditional Tales based for term in setting every year

Diversity books in continuous provision areas

Reading working walls

Inviting reading areas—inside and outside areas in setting

DEVELOPING CHILDREN AS READERS ACROSS SCHOOL

Class stories across school with adults reading to children each day

8 key basic skills for reading in guided reading, reading comprehension each week

Targets for reading are also sent home—children with SEND have bookmarks shared with parents

Teachers as readers displays—staff recommending their favourite books in class

Reading working walls show progress and skills children are working on currently in class—non negotiable skill of inference is on every working wall

Reading areas that are used by all children and attractive to encourage love of reading

Children who do not read at home —reading in school 2 to 3 times a week with adult

Comprehension of language—guided reading and 1:1 reading with adults in school

Exploring vocabulary: finding and adding to their own vocabulary by exploring the origins of words and their meanings

High quality texts which engage and challenge

Intervention which is individualised for a child depending on needs

Book of Adventures to inspire reading at home (KS2)

Author of the moment

8 skills for reading taught across school and embedded with children - underlining, Find and Copy, retrieving information, labelling, multiple choice, matching, true or false and sequencing

Non negotiable for Reading—Inference



PHONICS

Phase 1 is taught throughout Nursery by aspect. This is a crucial stage of early phonics as children learn to listen, distinguish and identify sounds from environmental to instrumental as well as common sounds linked to topic and their own life experiences. Nursery rhymes are taught as they are crucial to early phonic development, sound awareness and very early literacy skills.

SOUNDS WRITE SYSTEMATIC SYNTHETIC PHONICS APPROACH

Teaching the Initial Code: At the start of the programme, simple, one sound/one spelling, one-syllable, CVC words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs.

The Sounds-Write programme teaches pupils to understand the way the alphabet code works. Very often, in the early stages of learning to read and spell, because of the complexity of the code, pupils will not be able to spell some sounds by using the correct spellings. However, pupils taught using Sounds-Write will be able to write almost anything they want to write by using plausible (phonetic) spellings for sounds. In this way, pupils, teachers and parents can read anything the pupil has written. As they progress through Key Stage 1, pupils learn systematically how words are spelled in English. This ability to express oneself in writing from the start of school gives children enormous confidence, which naturally feeds back into the other kinds of learning taking place within the school curriculum.

The Extended Code and Polysyllabic Words: Thereafter, from Y1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

A multi-sensory programme: Throughout, Sounds~Write promotes the use of multi-sensory engagement with the materials pupils are working with in a manner that is commensurate with the level and abilities of the children being taught. Visual, auditory and kinaesthetic activities are at all times com-

EARLY READING

Sharing a story and Nursery Rhymes are given immediate priority as soon as children start Nursery.

Books to share at home are kept in the cloakroom/parent information area in Nursery. Parents and children are actively encouraged to take books home to share plus the environment in Nursery is rich in reading opportunities. This continues into Reception where children can take home books to share with parents at home. Books are kept for longer so that children embed skills

We hold story nights regularly to promote reading to parents and model how to share stories with children at home. They are well attended and help to promote a love of reading with children and parents alike which always well attended by parents of children in EYFS/Y1.

Children use voting system in EYFS to make choices and express preferences of books they like/enjoy. Voting stations are in Nursery and Reception. Pupil voice is captured and practitioners use speech bubbles which go on reading working walls, near voting station, in reading area so children's opinions and preferences are visible to all.

Targets for reading are shared with parents in EYFS.

Daily readers in school who do not read at home. - targeted by practitioners



CPD

BLAST intervention programme (1 and 2)

EARLY TALK BOOST programme for intervention for CLL

WELLCOM training (GL assessment) alongside HLCCT tool developed to screen children for SLCD and to plan intervention for SLCD for identified children alongside referral for SALT.

SOUNDS WRITE systematic synthetic phonic programme across school from Nursery to Y6

Fisher Family Trust; Reading Comprehension training programme (SLT trained for Y2 and Y6) rolled out across school

Fisher Family Trust; Power of Words training—vocabulary enrichment

Royal Shakespeare Company programme for schools via Archibald Primary Academy (Middlesbrough) as lead school. Staff trained to deliver Shakespeare programme of reading and writing to boost literacy skills, enrich language.

Key Stage 1 and Key Stage 2; age related expectations in reading training delivered by local authority (STA moderation and reporting arrangements for end of key stages

EYFS; moderation of evidence for reading to secure judgements at cluster level and BHCET

Moderators within school working at local authority level for Y2 moderation where reading is moderated externally by LA and internally

PARENTAL ENGAGEMENT

Parent workshops for EYFS—Sounds Write synthetic systematic phonics programme

Story nights during regular — role modelling reading skills to parents, importance of reading as well as a love of reading to both child/parent

Parent questionnaires for reading

Shakespeare performance in school and in Middlesbrough working with hub school —shared on Seesaw during 2021, class invites for parents to see production in 2019. TBC for this year onwards.

READING ENRICHMENT

Royal Shakespeare company satellite school linked to Archibald School (Middlesbrough). Now in its 3rd academic year staff are trained in active approaches to teach Shakespeare from KS2 including Romeo and Juliet, MacBeth and The Tempest which children have performed (oracy) in school and as part of a multi school performance (Middlesbrough). Work for Reading and then linking into Writing for KS2. Language enrichment (oracy) in performance and into reading, decoding and performing Shakespeare's work. Parental performance and feedback is positive (parent voice).

Topics linked to books e.g. The iron man, Stone age boy, Harry Potter, Macbeth and Terry Deary historical texts

Trips based around books e.g. Summerhill outdoor learning for 'Room on the broom' etc.

Learning centred around books e.g. Stone age boy for History

Story nights regular to promote a love of reading and the importance of reading with children at home to share a story,

Communication, Language and Literacy - Hartlepool LCC screening, Wellcom Intervention

World Book day celebrations with trips or visitors linked to books

Focus on vocabulary — word rich learning throughout the curriculum

Staff meetings and CPD to embed the key principles of reading e.g. 8 core skills, Guided Reading, boys reading, Sounds Write CPD for phonics for all staff across 2022—2023.

Book wizard home once a term - books home to children who have read consistently at home as a reward for children across school.

Books are given at parties as prizes (Christmas) to embed the value of books

Reading spine—core texts across school from EYFS to Y6

DIVERSITY— texts that promote diversity (taught in the summer term)

Chatterbooks targeting children in lower KS2 to engage children in reading and develop an incentive to read more (love of books)

KS2 children taking part in Hartlepool Art Gallery creative reading/writing project with storyteller Elizabeth Baker

Reading Adventures KS2 class book



READING INTERVENTION

LEXIA PHONIC/READING INTERVENTION FOR COMPREHENSION is used as an intervention for those children who may have 'lost' skills from Year 2 upwards into KS2. Children are targeted and work on iPads to complete focused sessions during the week and progress is tracked via online reporting and progress measures which teacher/TA track and report back on.

Guided Reading Intervention in KS2—targeting key reading comprehension skills e.g. inference

NON NEGOTIABLES

Each year group has specific non negotiables starting at Nursery through to Y6.

Reading non negotiables focus on inference skills which children acquire as they progress year group to year group—evident on reading walls and in class reading areas

