

Reading at HSA: A Guide for Everyone

Reading should not be presented to children as a chore, a duty, it should be offered as a gift.
- Margaret Fuller

Where and when are children reading?

Children read a wide range of texts in all year groups. There are opportunities to enjoy reading and encounter new writing in:

- Daily guided reading lessons
- Daily phonics lessons – with a focus on decoding, recoding and blending
- Individual reading – with an adult, with a peer or independently
- Daily English Lessons – writing is inspired by carefully chosen texts
- Class readers – the teacher reads a book to the class
- Reading clubs – at lunchtime or after school
- Reading tuition – in groups before or after school
- Use of non-fiction resources across the curriculum for information and learning
- Use of the class reading corner
- Home reading of decodable books in EYFS/KS1 – reading a book matched to the child’s reading skills to an adult and talking about it
- Home reading of a book in KS2
- Home reading of Sharing and Stretch Books – listening to an adult read the story or reading together

What are children reading?

These texts are taught in Reading Lessons.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Little Wandle reading practice sessions					
2	Little Wandle reading practice sessions					
	Fantasy	Mystery	Sci-fi & action	Thriller		Fantasy
3	Sam Wu is not afraid of the dark by Katie and Kevin Tsang	The Iron Man by Ted Hughes	The wild robot by Peter Brown	Into the dark forest by Liz Flanagan	Fables	A Charmed Life by Diana Wynne Jones
4	The Boy at the Back of the Class By Onjali Q Rauf	Agent Zainab Investigates by Annabelle Sami	The Demon Headmaster By Gillian Cross	Call me lion by Camilla Chester	Loki: A bad god’s guide to being good by Louie Stowell	Wee Free Men by Terry Pratchett

5	Skellig by David Almond	The London Eye Mystery by Siobhan Dowd	The Midnight Fox by Betsy Byars	Where the river takes us by Lesley Parr	Who Let the Gods out? By Maz Evans	The Children of Green Knowe by Lucy M Boston
6	Percy Jackson & The lightning thief by Rick Riordan	The Secret Garden by Frances Hodgson Burnett	The many worlds of Albie Bright by Christopher Edge	Pig Heart Boy by Malorie Blackburn	The Wolf Wilder by Katherine Rundell	Tristan Strong Punches a Hole in the Sky by Kwame Mbalia

Every class also focuses on a newspaper article and a non-fiction text relating to relevant curriculum areas each term.

Reading Stamina

We aim to build reading stamina so that children can read independently for increasing periods of time whilst maintaining comprehension and enjoyment of the text. This is important preparation for KS3 and 4. By Key Stage 2 this is communicated with children so they know they should try to read regularly for at least:

Year 3: 10 minutes

Year 4: 15 minutes

Year 5: 20-25 minutes

Year 6: 30 minutes.

Home reading is an opportunity for success. All children take home a book matched to their skills each Friday. This can be read with no help.

EYFS – A fully decodable LW book and a sharing book

KS1 – A fully decodable book until Phonics Check passed, then a skills matched book.

Opportunity to also take a sharing or stretch book to read with parents.

KS2- A skills matched book that can be read successfully and understood without help.

Reading in school is an opportunity to encounter more challenging texts and those slightly beyond what children can read independently.

Skills development

All reading opportunities develop skills. However, reading skills are taught specifically and explicitly in reading lessons. Learning objectives are drawn from the [National Curriculum Reading Objectives](#) and ensure progression across year groups so that children leave HSA with all the skills of fluent, analytical readers.

Daily reading lessons (Y2 to Y6) and phonics lessons with reading practice sessions (Nursery to Year 2) follow a teaching sequence each week to cover all skills appropriate to their year group and ensure a good pace of learning.

Reading Plan Y2-6

Daily reading lessons are whole class, but during this time children may work in smaller groups for more targeted learning. Each lesson uses a range of strategies to meet the objective from the Planning Platform. We would expect to see the following structure guiding all teaching:

- Re-cap or introduction: pre reading, vocabulary learning, context questions, focus on front cover, blurb, key ideas and explanation
- Strategy check/new strategies: re-reading, visualising, predicting, choral and echo reading, fluency practice, phonics, prosody, summarising, retrieval questions
- Independent reading: individually, in pairs, in groups, focus on accuracy, automaticity and fluency
- Return and response to text: feelings, inference, comparison with other texts, comparison with own experiences
- High quality activity – complex questions, questions with multiple answers, questions moving from who through to how

Adjustments and support	Scaffolded activity sheet Adult support Recap Pre-teaching	Adult support to engage and follow Pre/Post teaching	1:1 reading with adult Small group reading Scaffolded support for activities Paired work	Scaffolding Additional time 1:1 support
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In every lesson, children are reading.
As in phonics, teachers give and share information in explicit teaching.

Phonics plan

Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading
- **The Education Endowment Foundation (July 2021)**

We follow the National Curriculum using a systemic synthetic phonics programme called Little Wandle Letters and Sounds.
Over their 4 years in EYFS/KS1, children will learn the six phases of phonics, alongside the National Curriculum requirements for spelling and grammar.

Year	Term	Phase	What do children learn?
Nursery	All Year	Phase 1	Phonological awareness – noticing syllables, words, sentence structure, onset, rhymes and finally phonemic awareness: recognising individual sounds
Reception	Autumn	Phase 2	<p>Grapheme phoneme correspondence (GPC): the first 29 phonemes/sounds that make up the English language and the letter groups/graphemes we use to write them</p> <p>Oral blending – making sounds/phonemes into whole words</p> <p>Decoding – ‘sounding out’ words: making phonemes from graphemes</p> <p>Encoding – writing words: making graphemes from phonemes</p> <p>The first 12 words that are ‘tricky’ : harder to read and spell (HRS)</p>
Reception	Spring	Phase 3	<p>The remaining 29 sounds/phonemes used in English.</p> <p>Oral blending</p> <p>32 HRS ‘tricky words’ that can’t easily be sounded out accurately – recognising these words without decoding helps children get fluent quicker</p> <p>In total, first 50 high frequency words – the words they will see/hear most often in English</p>
Reception	Summer (continue to Year 1 Autumn if consolidation is needed)	Phase 4	<p>Oral blending: especially blending two consonants together (No new GPCs or HRS words here)</p> <p>To recognise and read more tricky words</p> <p>Learning to decode and encode different combinations of consonants and vowels: CVC, CVCC and CCVC words</p> <p>By the end of Reception: to write all the letters of the alphabet and write words and sentences</p>
Year 1	All year – including	Phase 5	That phonemes/sounds can be written in different ways – alternative spellings

	consolidation time		<p>71 new GPCs</p> <p>Oral blending of all GPCs</p> <p>Recognising, reading and spelling words that they can't decode – 29 HRS words</p> <p>In total, the first 100 high frequency words</p> <p>Decoding and encoding skills to build on what they've already learned</p> <p>Consolidation of Phase 2-4</p> <p>Handwriting</p>
Year 2	All year	Phase 6 National Curriculum spelling and grammar	<p>Consolidation of all the decoding, encoding, blending and GPC learning from earlier years – some children may need additional support with Phases 2-5.</p> <p>To use these skills to read many more words</p> <p>To develop a larger 'at a glance' vocabulary that enables a good reading speed. This speed developed from accurate decoding which reinforces learning.</p> <p>HRS words are taught carefully and the tricky bits unpicked to support readers to learn them and develop fluency when reading them</p> <p>Begin to learn associated grammar and punctuation, including apostrophes for contraction</p> <p>Begin to learn spelling rules, including prefixes and suffixes. This prepares them for spelling learning throughout KS2</p>
KS2 and beyond	Key Stage	Spelling rules and grammar from National Curriculum	<p>Continue to use and apply phonics skills and knowledge when reading for the rest of their lives, including adulthood.</p> <p>Spelling rules of increasing complexity, according to the National Curriculum word lists for Y3/4 and Year 5/6</p> <p>Grammar requirements of the National Curriculum for each Year group</p>

Assessment

The aims of assessment are ensure that children are making progress at a good pace, to inform planning and to identify early any children with specific difficulties or at risk of reading failure.

Teachers keep daily assessment notes for all reading and phonics lessons to enable them to target support, address misconceptions and ensure all children are keeping up.

In EYFS/KS1, weekly assessment of learning in phonics sessions, and teacher assessment of how children are using and applying these skills, informs book matching for home reading and planning to help children keep up.

Children in EYFS/Y1/Y2 are also assessed in phonics using our GPC and blending trackers every three weeks as a minimum until all they are becoming secure in Phase 6. This is combined with teacher assessments of applied reading skills (eg in writing).

Children in Year 1-6 are assessed for school's three data collection points. Appropriate assessment tools are used for children's ages and stages.

Adjustments and support

All teachers make reasonable adjustments for children with additional needs in all teaching and learning as part of their high quality teaching practice.

Adults always support children to choose books so they experience success in independent reading.

In addition, children may take part in interventions to prevent them falling behind their peers or to address specific difficulties. HSA only uses evidence based interventions. All interventions are short and focused to minimise time out of class.

Phonics interventions follow Little Wandle Keep up and Catch up programmes:

In addition children may be supported by:

- Daily 1:1 reading with an adult in school
- Precision teaching of HRS/HFW/GPC
- Precision teaching of spelling rules and patterns

Some children with higher support needs or specific difficulties or disabilities that make acquiring the phonological route to reading more challenging will have individualised curricula. These are co-ordinated by the SENCo with support of external professionals.

Speaking and Listening

Speaking and listening skills are essential to reading, as they are for all learning. They are developed throughout EYFS through their curriculum and daily opportunities for high quality talk with adults. This is especially important for beginning readers who do not yet have the fluency

to broaden their vocabulary through reading and need an oral language focus or for children with a language gap (DfE Reading Framework Jan 22), and including learners with EAL.

We focus on building vocabulary in guided reading throughout the school, recognising the dynamic relationship between reading and language learning.

In language development we help children learn:

Tier 1 words: in daily high quality talk and general chat

Tier 2 words: initially through talk, but by KS2 children will need to be reading to encounter Tier 2 words at their level. They are unlikely to hear them in everyday talk.

Tier 3 words: through reading high quality texts and ensuring that there is a focus on vocabulary building in all subject areas.

As children progress through the school they increase their oracy skills through discussion, debate and drama, as well as ongoing modelling of good dialogue by adults.

If children continue to find developing these skills difficult, adjustments will be made and children may take part in evidence based interventions. Some children with more extensive needs may work on programmes from Speech and Language Therapists.

And most importantly... love of reading

We want all children to love reading.

The teaching of reading at HSA is lovingly planned to bring our children the very best reading experiences combined with the skills they need to get the most out of those experiences. Children have regular opportunities to read for pleasure in school, hear stories read and celebrate reading through Book Week and other events. Class story time, where a teacher reads aloud with complete focus on the class, is an important part of children's lives at HSA. We provide opportunities to re-read books children have heard or shared: this increases emotional attachment to stories and greater engagement.

Class book corners are warm, inviting places to read where the books are the stars. They are designed to help children find the right book for them. We also want children to see themselves in our books, and so our books are increasingly chosen so children of all cultures, ethnicities, backgrounds, families and lived experiences are included.

Daily Reading in 10 for 10 gives children the opportunity to read something of their choice – a book or magazine or anything that provides a happy reading experience. Teachers guide children in choices so they can experience a wide range of genres and styles and to make sure the reading material is accessible to them as independent readers. It's not fun to read if you can't read!

We know that reading fiction increases important qualities like empathy (Bal & Vetkamp, 2013) and tolerance (Capozze & Giovanni, 2014) and that reading widely and deeply is therefore key to ensuring our children grow up to be change-makers and assets to their community. Children

who are able to 'lose themselves' in books will experience many different lives and perspectives beyond their own and we encourage, model and want this for our young people.

As children become more independent in their reading, we consider Pennac's 10 Rights of the Reader and this is shared with children. Pennac says "You can't make someone read. Just as you can't make them fall in love, or dream". We believe that our teaching of reading should help all children choose to read and that, with our guidance, children will discover a whole world of books to love, to laugh with or cry with, share their triumphs and challenges with and see those very human experiences reflected back at them.