



HOBLETTS MANOR JUNIOR SCHOOL

READING POLICY

‘Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.’

(The Reading Framework January 2022)’

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Dr. Seuss

Our Aims

At Hobletts Manor Junior School, we have a deep love for books, and strive to develop ambitious and curious learners, who read confidently and fluently with a passion for new knowledge.

- We teach children that reading matters, and we aim to build their confidence, to produce confident, independent and engaged readers.
- We understand the importance of our parents and carers, the role they play and how regular reinforcement is key.
- We model to our children, how we as adults, value, enjoy and learn from reading, and encourage parents and carers to read to their children and engage in shared reading.
- We help our children to enjoy reading, understanding and learning from a wide range of texts, including fiction, non-fiction and poetry for pleasure, both inside and outside of school.
- We encourage and support all children to read widely and often to increase their vocabulary, spark their imaginations and to provoke their curiosity.
- We teach children to practise and apply their reading skills throughout the curriculum, to develop their comprehension skills and enjoyment.
- We support our children to master phonic decoding to work out how to pronounce unfamiliar words with automaticity and fluency.

“Books are powerful. They allow us to escape into different worlds, give us insight into other lives, widen our horizons, and offer us escape routes.”

Atinuke

Author of *Africa, Amazing Africa*

Teaching and Learning

At Hobletts Manor Junior School, the teaching of reading remains a high priority, recognising the direct impact it has on children’s learning and progress across the curriculum.

Whole class: Modelled and Shared Reading

- English modules provide children with the opportunity to study a particular genre using key texts, leading the children to write in the same genre
- Teachers read aloud daily and model automatic reading, including fluency, accuracy, rhythm, rhyme and expression, immersing them in new vocabulary and grammatical structures, using strand trackers for progression.
- Children gain a deeper understanding of texts, including fiction, non-fiction and poetry, through discussion in all areas of the curriculum
- Our developing reading diet includes a range of texts, from heritage literature, and social, moral, ethical and cultural issues, to contemporary novels.

- Including dedicated reading time, teachers model engaging with rich and varied texts, and unpick them to answer ‘the big question,’ following deep discussion and high-quality responses, and allowing children to ask their own questions.

Group: Guided Learning

- Daily timetabled reading sessions provide an opportunity for the children to work as part of a group to develop their decoding and a range of ‘VIPERS’ comprehension skills (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary)
- Children are encouraged to discuss and summarise what they have read, justifying their opinions with evidence as a group
- Children read and explore high quality, attainment appropriate texts with adults, who offer support and challenge for individuals
- Direct feedback is provided to the children during their guided lessons, allowing learning to move on quickly
- Children work collaboratively and independently, with a specific focus using carefully selected whole texts or extracts.
- Children, who are at risk of falling behind, in terms of attainment or progress, are given additional adult lead group reading to close their gaps.

Individual: Independent and Supported 1:1 Reading

- Children are given time to read texts at their own level, silently and independently, where they can practise applying the skills they are developing.
- Children are given the opportunity to re-read for enjoyment, confidence, understanding and fluency.
- We expect children to use and apply independent strategies to decode and comprehend what they are reading.
- Children, who are struggling to learn how to read (eg, the first 20%) are given additional 1:1 intervention by trained and prepared teaching assistants.

The Structure

- Daily timetabled Reading sessions focus on the individual needs of the children, building confidence as a whole class, in small groups or in independent 1:1 sessions.
- Sessions are dependent on the needs of the class, including phonics, fluency, comprehension and vocabulary development.
- Each group or whole class lesson focusses on a specific VIPERS skill identified using AfL (eg, readers in my room document) and scaffolds this using explicit modelling, collaborate learning and independent application.

The Wider Curriculum

- Class readers provide further opportunities for children to enjoy reading and to hear high quality, challenging texts as well as models of well-developed fluency
- A wide range of texts are embedded across the curriculum, including key texts in English and other subjects, including non-fiction texts and allow children to transfer their knowledge and skills.

“There is more treasure in books than in all the pirates’ loot on Treasure Island.”
Walt Disney

The National Curriculum

Years 3 and 4 programme of study

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading - comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Years 5 and 6 programme of study

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

Reading - comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Assessment for Learning

At Hobletts Manor Junior School, we celebrate the successes of all children, and we know that they all learn in different ways; teaching and learning is adapted to meet the needs of all.

Word Reading

- Children struggling to decode are supported through a rigorous phonics programme to fill gaps and to catch up with their peers
- Children who are working below age related expectations in word reading follow their year group program of study, in terms of comprehension so they are exposed to age-appropriate vocabulary, grammatical structures and texts, etc.
- Pupils working within our phonics scheme are closely monitored to ensure they are making accelerated progress and are on track to close the gaps by the end of the key stage.
- For group and one-to-one interventions, we use consistent resources to support the teaching of reading and phonics, including Essential Letters and Sounds, and a range of well-founded, evidence-based phonics materials for one-to-one and group interventions that align with and complement our SSP including ranges of high interest, low level phonic-based reading books. (High vocabulary yet simple to complex code)
- For those, who have completed ELS, they move on to Essential Spelling which supports the next step of fluency and decoding.

Comprehension

- Reading sessions have a specific focus and children of all abilities are involved in discussions through carefully-planned, focused and varied questions.
- Challenge is provided through careful planning and differentiation of independent tasks, and with questioning to promote deeper thinking in shared and guided reading

Fluency

- We check that children can read their home and school books with 100% accuracy, ensuring they can understand what they have read
- For children who are still working within our phonics scheme, the books they take home will be completely matched to their correct decoding level to enable them to read confidently and with fluency, before moving on.
- Our library provides children with a wide choice of texts within their reading attainment, where they can choose with increasing independence, including phonic phase books, and free reader books, including those offering more challenge.
- Children have the opportunity to choose books that appeal to their developing interests, with support from their teacher, within a selection that matches their phonic phase, so they can develop a love of reading and feel a sense of achievement
- 'We choose, I choose' allows the children to succeed and love what they are reading.
- Within our selections of fully decodable books, matched to phonics, each sub-phase has been sub-divided into: introducing the graphemes with not so many words in the books; same graphemes and more mileage and trickier vocabulary; same graphemes, more mileage and age related vocab and sentence structures.

An Individual Approach

- We have a whole school approach to individual assessment, using the Herts for Learning Teacher Assessment Frameworks – a whole school phonics tracker is used to identify gaps in learning, building on key stage 1 screening checks and previous year's learning, and tracking back where necessary.
- AGART texts are also used to support teachers' ongoing assessment
- Reading is always a focus at Pupil Progress Meetings, where we can identify individuals who might need extra provision or challenge
- Intervention programmes will be devised, based on the needs of individual pupils where necessary, and in consultation with our INCO.
- Disadvantaged children are supported further with additional Golden Mark reading sessions

"Books train your imagination to think big."
Taylor Swift

Our Reading Community

At Hobletts Manor Junior School, we value and recognise the importance of a strong partnership between home and school, and the role parents and carers play in contributing to their children's reading development.

The School Environment

- Our reading environment is used to challenge and reward children in all year groups
- Our library is an inviting place, where children enjoy and immerse themselves in reading
- We regularly display the children's work, including book reviews to inspire others
- Our newly-stocked library gives the children, who are using book bands, a breadth of choice so they can find books that appeal to them at each stage, giving them the opportunity to read and enjoy interesting stories, encounter rich language and build on their knowledge.

At Home

- All of our children are also expected to read widely and often at home, with five times per week being our minimum expectation
- We communicate with parents and carers through the children's individual reading records, giving rewards for their achievements
- Reading records/logs are checked at least weekly by teachers and teaching assistants, and support will be offered in school to those who need help with regular reading
- Following its launch in 2016, we continue to run our half-termly reading challenge with assemblies to celebrate children, who make every effort to read at least seven times each and every week
- We ensure reading is a focus of our Family Consultations and support parents and carers with next steps

- Annual written reports allow parents and carers to see an overview of progress and identify next steps
- We have developed a 'Reading Tips Booklet' to support parents and carers with reading at home

The Wider Community

- Our children enjoy paired reading with their peers across the school, including the infant school, where they can read to each other and share their favourite books
- We receive visits from the local librarian to promote further community challenges throughout term time and during holidays to keep everyone reading
- World Book Day is celebrated each year, where parents and carers invited to read with their children, along with further opportunities at our termly family breakfasts
- West End Schools deliver 'Bring Books to Life' workshops, which allow children to explore texts in an exciting and active way.
- Visits to the local library will continue, giving the children time to explore and share further reading opportunities.

'Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Without this, as Wolf said, they cannot experience 'the exquisite joys of immersion in the reading life.'

The Reading Framework, January 2022

Leadership of Reading

At Hobletts Manor Junior School, reading is prioritised by leaders at all levels. 'Colleagues practice shows a huge amount of reflectiveness and adaptations and this shows a massive commitment by leaders to continually aiming to get the teaching of reading right for learners.'

HFL Advisor visit, April 2022

- Subject leaders and teaching staff regularly undertake CPD, including one-to-one sessions with an English teaching and learning adviser or subject leader, and include peer observations.
- Pupil Progress meetings are carried out termly, and are attended by class teachers, INCO and the head teacher, to identify children requiring extra provision
- All interventions are monitored termly and jointly with teaching assistants, class teachers and the INCO
- Reading skills sessions are regularly monitored by the English subject leader, including pupil voice.

"If you are going to get anywhere in life, you have to read a lot of books."
Roald Dahl