READING AT HAMER

Vision and Intent

The ability to read is fundamental to pupil's development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment, pupils need to be skilled in word recognition and comprehension. Reading development is linked to that of writing, speaking and listening and this policy must be implemented in conjunction with all other curriculum policies, here at Hamer Primary School.

AIMS

We aim to include and engage all children in high quality learning experiences in order to foster passions for life-long reading; while providing the confidence to communicate effectively in both speech and writing. Through reading in particular, pupils have a chance to grow culturally, socially and spiritually. We will strive to ensure every child develops the confidence and competence to embrace literature in its many forms. Our goal is to ensure that all staff teach Reading in the most effective way possible, through the implementation of the English Programmes of Study in the National Curriculum and daily synthetic phonics programme.

General

- To raise the standards of reading;
- To establish an entitlement for all pupils
- To establish expectations for teaching staff in the teaching of reading;
- To promote continuity and coherence in reading throughout school;
- To state the school's approaches to reading in order to promote understanding among parents and carers.

Specific

Children will be enabled to:

- perceive reading as not only a lifelong enjoyable activity, but a purposeful, lifelong skill:
- develop a wide vocabulary and a knowledge of the grammatical and linguistic conventions for different genres
- use reading independently to support learning across the curriculum;
- use a range of reading strategies to support them with unfamiliar texts;
- be knowledgeable about authors, illustrators, different genres and styles;
- appreciate our rich and varied literary heritage.

To do this we offer children the Hamer Reading Spine, which is comprised of; quality texts from key authors, a range of poetry and the Hamer Top 100.

Content and Sequencing - Implementation

The National Curriculum Programmes of Study provide the detailed framework for implementing the statutory requirements for reading in school.
At Hamer our Reading Curriculum is delivered through the Reading Spine. The Reading Spine comprises of a core of quality texts including, fiction, non-fiction and poetry and is supported by a reading comprehension scheme, reading across the curriculum materials and daily phonics teaching using the Ruth Miskin Read Write Inc. scheme.
All children have a daily reading lesson incorporating one or more of the following

EYFS

- **phonics using Read Write Inc materials**
- **Reading Spine core texts focusing on teaching vocabulary and comprehension using a range of strategies**

KS1

- **phonics using Read Write Inc materials**
- **Reading Spine core texts focusing on teaching vocabulary and comprehension using a range of strategies**
  phonics using Read Write Inc materials
- **Reading Spine core texts focusing on teaching vocabulary and comprehension using a range of strategies**
- **Comprehension using the Read Write Inc Next Steps materials**

KS2

- **Reading Spine core texts focusing on teaching vocabulary and comprehension using a range of strategies**
- **Comprehension using the Schofield and Sims scheme**

Throughout the reading provision, children will experience shared, guided, whole-class and independent reading. Each lesson is working on reading strategies as defined by the EEF. Our focus is to develop comprehension alongside of decoding in order to enable children to maximise their potential.

Reading at home involves text from our Hamer Top 100, reading scheme and the Purple Mash reading platform. We encourage a partnership between home and school and there are many motivations for children to read, including 'Reading Destinations' (class collection of kilometres per read) and the reading book vending machine (for specific prizes throughout the year).

Links We seek to incorporate reading into a wide range of cross-curricular subjects and take advantage of the multi-cultural aspect of reading, e.g. culturally linked texts, bi-lingual texts etc. We have a wide range of material in our 'Rich and Diverse' collection. This is organised into three broad groups: Ages 3 – 4, ages 5 – 8 and ages 9 – 11. All books in each collection will be shared in assemblies, during lessons or will be available to borrow for independent reading. We also have a selection of books covering Mental Health and Well-being and LGBTQ+. Additionally, children will experience a range of texts linked to our literacy heritage, including a number of classics as writing stimulus and key works throughout our cultural capital assemblies. These texts will also be accessed during assemblies, lessons and for independent reading.		**Progress and Assessment – Impact** Hamer Pupils are assessed against the Early Years Foundation Stage Profile (EYFSP) and the National Curriculum. These provide guidance for teacher in understanding how their children will progress through the three stages of the primary curriculum – EYFS, KS1 and KS2. Teachers assess children against these frameworks to determine starting points and targets for children in their class. On a termly basis, pupils are assessed using standardised reading assessments. All pupils also complete a STAR reader assessment three times a year in order to monitor fluency. Pupils in year 1 complete the Phonic Screening Check, as well as pupils in year 2, who did not meet the threshold.
British Values Throughout our cultural capital assemblies and curriculum provision, children are provided with opportunities to consider and discuss the British Values through key texts and characters.		
Retrieval Revisiting key comprehension skills Questioning	**SEND** All children are given the opportunity to access the English curriculum at Hamer. Where additional support is required, adaptations will be made to ensure that individual children access learning that is meaningful to them.	**Enrichment** At Hamer, we strongly believe that the core texts we have selected as being key for our children take precedence. We use good examples and give first-hand experiences where possible. We participate in World Book Day events, take part in Reading University with other Connect schools and regularly update the Hamer Reading Spine to incorporate current authors.