

Reading

Intent

At Hatch Warren Infant School, the intent of our reading curriculum is to foster a lifelong love for reading while equipping children with the essential skills to become confident and independent readers. We aspire to:

- **Develop Fluency and Comprehension:** Children will experience a structured phonics programme (Supersonic Phonic Friends) that prioritises early reading skills, ensuring they can decode text accurately and comprehend effectively.
- **Cultivate a Love for Reading:** By providing a rich selection of texts across varied genres and cultures, we aim to inspire curiosity and passion for reading within our pupils. This is included in our reading scheme and Library.
- **Promote Inclusivity:** We ensure that reading materials reflect diverse perspectives, allowing all children to see themselves represented and encouraging empathy and understanding of others' experiences.
- **Support Holistic Development:** Reading will not only enhance literacy skills but also enrich children's vocabulary, imagination, and critical thinking abilities, fostering overall cognitive and social development.

Implementation

To achieve our reading intent, we have implemented the following best practices and strategies:

- **Structured Phonics Programme:** We employ a systematic synthetic phonics programme that begins in the Early Years Foundation Stage (EYFS) and continues into Key Stage 1. Daily phonics sessions explicitly teach grapheme-phoneme correspondence, allowing all pupils to progress at their own pace with post teach interventions to support those children who require it. Children in Year 2 then move onto spelling rules when their phonics knowledge is secure.
- **Engaging Reading Environment:** Our school invests in a vibrant library and reading corners filled with a diverse range of high-quality, age-appropriate books. Each classroom is designed to stimulate interest and provide a cosy, inviting space for independent reading and shared story time.
- **Reading for Pleasure:** We regularly organise themed events and assemblies, such as 'Author Assembly' and 'World Book Day', where children are encouraged to explore different authors and genres. Visits from authors and storytellers further immerses pupils in the joy of narratives.
- **Parental Involvement:** We engage parents through phonics workshops and reading events, providing guidance on how to support their children's reading at

home. We encourage parents to participate in shared reading experiences, fostering a reading culture beyond the classroom. We send out parent newsletters to support families with our Supersonic Phonics Friends scheme and their child's progression.

- **Individual Reading:** In Year R, the children take home phonics books matched to their phonics level and class progression. They read individually and within a guided group to a class teacher and TA throughout the week. The children progress as the scheme matches the phonics books they read in class and take home. The children in year 1 also take home an individual reading book matched to their phonic progression. When the children are competent readers, fluently reading phase 5 (Switch it Mitch), they return to the banded reading scheme. This is usually at the start of Year 2.
- **Guided and Whole Class reading:** From Year R, children read a phonic book matched to their phonics level, which is in a guided group with the class teacher for TA. In Year 1 guided reading, the children read 3 times a week in the classroom with either the teacher, TA or peer to promote fluency and confidence in practising taught phonemes. They also take a phonics book home matched to their learning to practise at home. In Year 2, when the children are confident in their phonic knowledge and fluency, they take part in whole class reading and guided reading focusing on learning journeys through comprehension, reading for pleasure and inference skills.
- **Assessment for Progression:** Continuous assessment is integrated into our reading programme through Phonics Tracker to monitor each child's progress and inform tailored interventions when necessary. Regular formative and reading assessments allow us to celebrate successes and identify areas for development.

Impact

The impact of our comprehensive reading strategy is evident in multiple facets of our pupils' academic and personal development:

- **Reading Age:** Many pupils meet their expected reading age by the end of Year 2, demonstrating the effectiveness of our phonics programme and targeted interventions.
- **Engagement and Enjoyment:** Observations of reading sessions reveal high levels of engagement and enthusiasm among pupils. Through discussion and feedback, children speak enthusiastically about reading and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.

- **Cultural Understanding and Empathy:** By providing access to diverse texts, pupils express a greater understanding of different cultures and experiences, promoting a sense of belonging and community within the school environment.
- **Lifelong Readers:** Our children leave us with a strong foundation in reading that not only supports their future learning but fosters a genuine love for literature, demonstrated through their eagerness to explore new titles and share stories with others.
- **Assessment and Monitoring:** At Hatch Warren assessment and monitoring comes in many forms. These include:
 - lesson observations, book monitoring and learning walks;
 - skills progressing throughout the school is evident in children's books;
 - gathering pupil voice through pupil interviews;
 - moderating pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made;
 - tracking pupils' progress each term and this informs planning and any intervention needed;
 - pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress;
 - parents and carers understand how they can support spelling, vocabulary, reading and writing and contribute regularly to home learning;
 - monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups.

Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.

We are committed to continually reviewing and enhancing our reading strategy to ensure all children flourish as readers, prepared to embrace the challenges of their educational journey.