

Scapegoat Hill J & I School



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Scapegoat Hill J & I School Reading Policy

Reading Intent Statement

“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.” [The Reading framework July 2023]

At Scapegoat Hill, reading is integral to our whole curriculum. We recognise the impact of improving reading standards on a child’s future academic achievement, wellbeing and success in life. It is our belief that it is an essential life skill, and we are committed to enabling our children to become life-long readers. We strive to ensure every child at our school learns to read fluently.

From the start of their journey with us, until the time they leave, children are supported to develop a love of reading. They are exposed to high quality texts and through a consistent approach to the teaching of phonics and reading, they are provided with the skills they need to read and comprehend confidently. Children will learn to read as well as read to learn.

Implementation

We have used the National Curriculum as a basis to create an ambitious and engaging curriculum. We have developed an approach to reading which supports children to become passionate and confident learners. Leaders have planned, supported by Pearson Bug Club Phonics and Bug Club Comprehension, a reading curriculum sequenced from the beginning of Reception through to clearly defined endpoints at the end of Key Stage 2.

Every child will experience reading sessions that support the development of phonic, fluency and comprehension skills considering the age-related expectations for each year group. We want pupils to become expert readers capable of discussing and debating around a stimulating array of text types.

Our process of choosing the books we teach in each year group is not random. We follow the Pearson Bug Club Phonic and comprehension programmes across school to ensure a consistent approach. We consider what we are teaching in reading to be every bit as important as how we are teaching it. All books children are asked to independently read are carefully matched to their phonic knowledge and reading ability.

As part of our reading curriculum, we also value the importance of cultural literacy. This is the idea that reading comprehension requires not only formal decoding skills but also a broad

range of background knowledge. We ensure children have access to this through the varied and interesting texts they encounter in our reading comprehension programme, as well as through a carefully sequenced, broad, and balanced curriculum from EYFS to Year 6. Additionally, many on and off-site enrichment activities contribute to this goal. The entire curriculum is designed to celebrate and embrace the different backgrounds, heritages, languages, and traditions of all people living in this country.

Early Reading in Reception and KS1

Children in Reception and KS1 are given whole group phonic sessions five times a week. Here they are taught grapheme/phoneme correspondence, word reading, sentence reading and irregular (tricky) words. The sessions follow the progression and planning provided by the Bug Club Phonic scheme. Children are taught two or three new phonemes a week and they have a 'tricky word' day. Other days are used to revisit and review, practise and use and apply the weeks new phoneme/graphemes.

Our phonic reading books offer a diverse range of fiction and non-fiction texts and are closely matched to the phonemes and graphemes taught within phonics sessions. Each child is allocated books to meet their individual phonic progression to challenge them at their appropriate level. These 'decodable' books are also shared at home for children to practice until fluent. We believe this helps children build confidence in their own ability as a reader.

As well as their daily phonic session, the children in Reception and KS1 have an additional daily reading session. This follows our Bug Club comprehension programme. These books *'have been developed with the latest phonic guidance in mind'* (Bug Club planning guide) and are aligned with our phonic programme. They may also contain a small number of 'context' words but these are introduced, explained and revisited throughout the week to support children's understanding and recognition of more challenging vocabulary. These are necessary so the texts being shared can also support children's development of the vital skill of comprehension.

After phonics – in KS2

Daily taught reading sessions continue throughout KS2. They continue to follow our Bug Club Comprehension programme with the teaching and learning moving to improved fluency and comprehension strategies.

The programme draws on eight key strategies to support comprehension skills, these are:

- Clarifying
- Summarising
- Activating prior knowledge
- Visualising
- Connecting
- Predicting
- Questioning
- Evaluating

Learning each week is supported by three key questions; 'looking, clue and thinking'. Looking questions assess how children make sense of the text. Clue questions move beyond the literal and involve children finding connections and evidence to deepen their understanding. Thinking questions encourage children to apply their own knowledge of the world to the text being read through opinions or by making moral judgements.

The comprehension strategies ensure that there are clear stages in every teaching session and that the three types of targeted question focus collaborative learning conversations on developing the three main types of comprehension:

- Literal comprehension,
- Making links within texts
- Making connections beyond texts

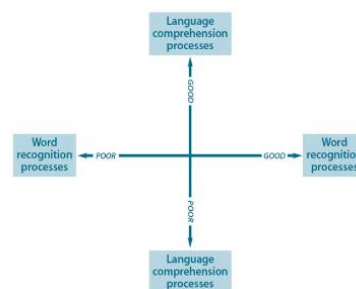
During these sessions, children are also discreetly taught reading fluency. *'Reading fluency can be defined as reading with accuracy, automaticity and prosody.'* (EEF – Reading fluency information guidance in the reading house). Through guided oral reading and repeated reading, children are given the opportunities to develop these skills.

Assessment of Reading

We monitor children's reading using statutory assessments and a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. Assessment is used to monitor progress and to identify children in danger of falling behind.

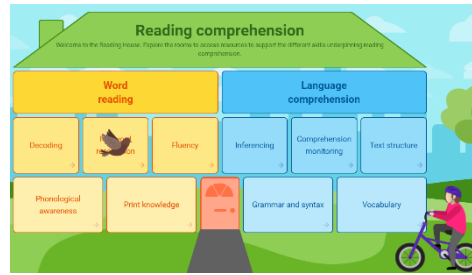
Both Pearson programmes are underpinned by the simple view of reading (Gough and Tunmer -1986) which is also in the reading framework.

Simple View of Reading



It is a formula demonstrating the widely accepted view that reading has two basic components: word recognition (decoding/word reading) and language comprehension (understanding of what is being read). To be an effective reader, children need to be good at both word recognition processes (decoding) and language comprehension. If they struggle in one or more of these areas, they will struggle reading to a good level.

The Education Endowment Foundation Reading House breaks down the 'Simple View' into smaller steps.



We use this to further identify more specific areas in children’s learning and to research the most appropriate support they may need. Targeted interventions for the individual child will then be used.

We use Bug Club phonic tracker each half term to identify children falling behind and then implement one to one/small group interventions as required. Phonic interventions follow the Bug Club intervention planning guidance and progress is monitored at more regular intervals to make sure children are ‘keeping up and not catching up’. They are also given more frequent independent reads with an adult.

Children in Year 1 throughout the country take part in the Government Phonic Screening Check during the same week in June. Children in Year 2 also take the check if they did not achieve the required result when in Year 1. The phonics screening check is designed to confirm whether individual children have learned the required phonic decoding and blending skills.

What Happens During the Screening?

Children sit one-to-one with a familiar, trained member of staff and read words aloud. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words). The pseudo words will be shown to children with a picture of an alien. Pseudo words are included because they will be new to **all** pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

Feedback to Parents on how children do is given during the next parent teacher conference. Children who do not achieve the expected level will retake the test when they are in Year 2. These children will quickly be assessed to identify their exact need and interventions will be implemented straight away (or continued if they were already receiving them).

If children do not reach the expected standard again in Year 2, their interventions will continue (if this is deemed appropriate) but a different approach will be considered.

We use the Tim Rasinski fluency rubric to assess and monitor children’s accuracy (in sound talking and blending to decode words), automaticity (sight reading) and prosody (reading with appropriate stress, intonation and expression). Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others).

In KS2, we also assess using the comprehension skills taught in the Bug Club Comprehension programme which we have carefully linked to the National Curriculum objectives.

Following summative and formative assessments, we may identify that a child is struggling with a particular area of fluency or comprehension. We use diagnostic assessment to identify which more specific area of fluency or comprehension a child needs support with; for example, a child may struggle with pace or visualising what they have read. Using the simple view of reading or the EEF reading house, we provide timely support in that specific area to ensure a child's pace of reading progress is aligned with their peers.

Our Home-School Reading Partnership

Reading at home is strongly encouraged and promoted through books being sent home on a weekly basis. We use Boom Reader as an electronic reading log for parents to encourage and support their children to read at home. It also helps us to hear how children have accessed their reading book.

All children will have a carefully matched reading book which they use in school and at home. In Reception and KS1, this will be a phonically decodable book but, as they become more proficient, children will be provided with more challenging choices.

Books borrowed from the library to take home and share are to develop a pleasure of reading and will have been selected by themselves. They may not be able to read this on their own but it can be shared with an adult to support their comprehension and reading for pleasure.

The phonics programme allows e-books, games and other interactive activities to be allocated to children and their engagement with reading at home can be monitored and then discussed with parents.

Meetings to help parents understand both our phonic and reading programmes, Boom Reader and the value of reading for pleasure are held during the year and updates are sent regularly to keep parents informed.

To promote reading for pleasure and to attempt to instil a love of reading we...

- Create class libraries (book corners) which are inviting, well-organised and contain a wide range of diverse books to encourage reading at every opportunity. They also contain books which have been carefully selected to ensure all children can be successful at reading.
- We have invested in high quality reading books to develop a love of reading with introduction of both our Bug Club Phonic and Comprehension programmes.
- Have daily 'class read' sessions where teachers read to children. Books are carefully chosen. They may have links to other areas of the curriculum or, have been chosen to develop and enrich a topic that children are particularly interested in. These sessions are also an opportunity to support and encourage children's enjoyment and pleasure in reading. It is a time when new and ambitious vocabulary can be introduced and discussed and fluency can be modelled. It is also used as a way to introduce children to authors, genres and text types.
- Host book fairs and reading events such as book swaps
- Everybody Reading In Class Silently (ERICS) sessions begin in Class 2 with children being expected to read a book which has been carefully provided for their reading level.
- Encourage author and/or illustrator visits both in school and events online.
- Make connections between reading and wider issues; for example, through the 'MyHappyMind' stories, children learn about building resilience, self-esteem, and happiness.
- Displays are also used which enhance and enrich children's learning across the curriculum and celebrate reading.
- Provide weekly timetabled library sessions, led by our trained school librarians. Children are able to come and use the library, have a story session with the librarians, stay and read a book or check out books to be shared at home.
- We tell students what we have been reading including what we gained and learned from these texts.

Impact

Through the explicit teaching of phonic, fluency and comprehension skills, children will become confident, capable readers by the end of their school journey with us.

With sound talking and blending being the main decoding strategy taught to early readers, as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the programme. We aim to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children.

We want the impact of our Reading curriculum to ensure our pupils are academically prepared for life beyond primary school. Children will possess the reading skills and love of literature which will help them to have high aspirations and be able to access any aspects of life they encounter in the future.