

Intent

At Heald Place Primary School, we value the impact that reading has on children's lives. Reading is a fundamental life skill and builds the foundations for lifelong learning. We ensure the books we provide for the children serve as "*windows, mirrors and sliding doors*" (Professor Rudine Sims Bishop, 1990). This means that children can learn about other cultures and see into the lives of others; recognise themselves reflected in the literature they read; and immerse themselves in new, exciting worlds - all through sharing a book.

Alongside fostering a love of reading, we aim to provide all children with the decoding, fluency and comprehension skills needed to access age-appropriate texts independently and with confidence. As our children are often bilingual and have a rich variety of language experiences, we place additional significance on the teaching of vocabulary throughout the curriculum, including in reading. We believe that no child should be left behind in reading and so place emphasis on rigorous teaching and additional support for those that need it. Every child should leave Heald Place with the reading skills they need to succeed in the future.

Implementation

Please see below for how reading is taught throughout school.

Early Reading and Phonics

At Heald Place, we follow the DfE-validated Anima Phonics scheme across EYFS and KS1. This approach encompasses rhymes, songs, actions and characters to engage the children whilst building their phonic knowledge quickly and securely. Starting in Nursery, a clear progression is in place and the approach is taught with fidelity across the school. We have invested heavily in decodable texts from the scheme, providing children with the opportunity to apply their learning and, crucially, re-read these books to help develop accurate and automatic decoding.

In EYFS, Year 1 and Year 2, phonics is taught discretely for 20 minutes each day as children progress through the curriculum. In Year 2, phonics learning focuses on fluent decoding and the reading and writing of Year 2 common exception words and spelling patterns. Ongoing assessment means that any gaps in learning are identified and addressed through targeted intervention.

The progression across the programme, adapted to suit the needs of our learners, is as follows:



	Autumn	Spring	Summer
Nursery	Phase 1: Early Worms		

	Autumn	Spring	Summer
Reception	Phases 2 & 3	Phases 2 & 3	Phase 4

	Autumn	Spring	Summer
Year 1	Phase 4	Phase 5b	Phase 5c
	Phase 5a		

	Autumn	Spring	Summer
Year 2	Phase 6		

Reading at Heald Place Primary School

In addition to phonics in EYFS, children listen to and discuss a range of high-quality literature being read aloud by adults and have frequent opportunities to and join in with nursery rhymes, songs and poetry so they are immersed in language and develop their understanding of texts. Story-telling props and images are always available and enrichment in areas of provision is often linked to texts so children can make connections with books they have shared and their learning.

Children in Year 1 have story time three times a week (focussing on a high quality text), where vocabulary and comprehension skills are taught. Daily reading lessons for the remaining two days in Year 1 are focused on the application of children's developing phonic knowledge, alongside their daily phonics.

Early Reading and Phonics for Children in KS2

For children who are struggling to decode in KS2, we provide daily reading interventions following Anima Phonics. These are in small groups or individual, and are personalised to teach the children the phonics knowledge and skills needed to unlock their learning across the curriculum. We have a wide range of high-interest level phonics books for these pupils to access within these sessions.

We recognise and celebrate skills that children have learnt in their own language or a target language of the country they once lived. We offer a wide variety of opportunities for children who have recently arrived from another country to transfer skills from one language to another and assess their phonetical awareness. Sometimes, a family may not have been able to offer their child an early foundation in phonics or Early Reading. For these children, interventions are offered which follow Anima Phonics.

Shared Reading

From Year 2 upwards, we follow the 'Reading Gems' approach (One Education) to teaching reading. This follows a set structure each week, designed to develop the children's enjoyment of reading, fluency and understanding of a wide range of texts. Following the advice from the recently published Reading Framework (DfE, 2023), we ensure teachers model to the children how all reading skills come together to enable us to successfully access a text.

The outline of this teaching sequence is:

KS1 Skills



KS2 Skills



Monday	Get Ready Background knowledge and experiences needed to access the text and initial predictions.
Tuesday	The Wonder of Words Exploring vocabulary and the first read of the text.
Wednesday	Exploring the Text Re-read extract with a fluency focus. Teaching and learning of reading skills and strategies in the context of the text.
Thursday	Becoming Skilled Readers Re-read extract with a fluency focus. Application of reading skills and strategies.
Friday	Book Club Re-read extract with a fluency focus. Guided book talk based on the whole class text that week – an opportunity to read further, find out what happens next and explore character, plot and themes.

Individual Reading

As part of our rigorous ongoing assessment of reading, all pupils read with a teacher individually at least once a week. Children who require further support read with an adult on a daily basis. To focus these sessions, each child has an individual reading tracker so the teacher can identify which National Curriculum statements the child has achieved, and which skills require further practice in order for the child to make progress. This assessment also enables staff to ensure the child is receiving the appropriate level of reading book, based on their ability.

Please see a blank example of our reading tracker below:

Year 3 – EXS		Notes:
Word Reading	Usually reads fluently and decodes new words that are unfamiliar	
	Reads longer words with some support	
	Tests out different ways to pronounce new words	
	Reads further exception words	
	Starting to use knowledge of root words, prefixes and suffixes to read and understand new words	
Comprehension	Listens to and talks about a wide range of fiction, plays, poetry, non-fiction and reference books	
	Uses a dictionary to check the meaning of words	
	Retells a wider range of books, e.g. myths and legends	
	Reads aloud and performs poems using intonation, tone, volume and action	
	Discusses words and phrases that capture the reader's interest	
	Understands what they have read by:	
	<ul style="list-style-type: none"> Checking the text makes sense, discussing understanding and asking questions to help them understand 	
	<ul style="list-style-type: none"> Making inferences about character's feelings, thoughts and actions 	
	<ul style="list-style-type: none"> Predicting what might happen using the text 	
	Retrieves and records information from non-fiction texts	
	Participates in discussions about books, take turns and listening to other people's opinions.	

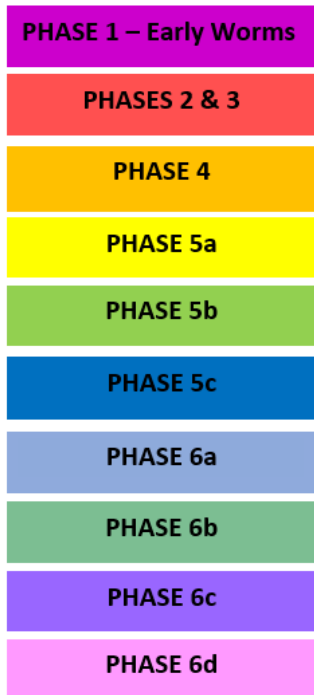
Reading at Home

At Heald Place we firmly believe in the value of children continuing to read at home, consolidating their skills and enjoying books with their families. We offer subsidised Book Bags and provide Reading Records for each child so they can take home two books weekly, whilst school and parents can communicate about the child's progress.

Each week, each child will bring home:

- A decodable text (the appropriate level of Anima Phonics or Accelerated Reader)
- A reading for pleasure text (from our Reading Spine)

Our Reading Book Progression:



Accelerated
Reader

Decodable Texts

Children in EYFS and Year 1 who are still accessing phonics will bring home a decodable reading book, linked to the appropriate stage of the Anima Phonics scheme. We ask that parents provide daily opportunities for children to practise the application of their phonics learning, using the decodable reading book that each child will bring home each week.

Once children reach Year 2, those who are ready will bring home Phase 6 texts from Anima Phonics. These are engaging texts that have been specifically written to contain a wider range of GPCs, that also help the children to decode accurately and automatically, so they become fluent readers.

Please remember – repeated reading is key!

Accelerated Reader

From the spring or summer term in Year 2 and throughout KS2, children who are confident in decoding phonics books accurately will access our Accelerated Reader books. Each child sits an online reading test called the Star Reading Assessment, which provides them with a range of reading levels, from which they can select books to read independently. This range is called a ZPD – Zone of Proximal Development – which is the optimal level of challenge for the child to make progress.

Children then work through their given levels, with the teacher's guidance, completing a quiz at the end of each book they have read.

Reading Spine

We have invested in our reading spine: a wide range of high-quality children's books to promote reading for enjoyment. These book lists, updated half-termly in each class, are the basis of children's reading within English lessons, at story time and to be taken home and shared with family members. These are current, diverse and bespoke to each year group, chosen first and foremost for literary merit and enjoyment, as well links to the children's interests and their learning across the curriculum. We ask that these books are well cared-for, so they can be enjoyed time and time again with the children.