



Hangleton Primary School

Dale View

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The Orchard Schools Partnership



Reading Principles at Hangleton

Establishing a love of reading:

Reading at Hangleton:

We believe that our teaching of phonics sets our children up with the essential ability to recognise sounds and decode words-key to their progress as readers and writers

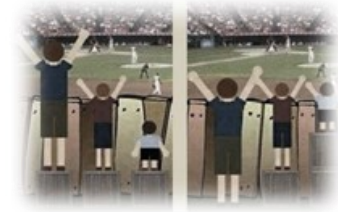
Our children read every day and are read aloud to every day so that children experience reading as joyful, nurturing and positive.

Children's **oracy and language development** is a vital part of developing as a reader and talk is weaved into all aspects of the teaching and learning of reading. We immerse the children in a language rich environment in order to maximise their communication skills and help them widen their vocabulary.

We believe that equipping children with reading skills leads to success in all areas of their education, inspires creativity, boosts self-confidence and offers greater potential to lead rewarding and enriching lives.

- Using the Little Wandle phonics scheme, teaching of phonics starts in Reception, to equip children for the best start in reading. However, we know how essential it is to harness a thirst for reading and therefore put great emphasis on reading as fun, exciting and something to be proud of.
- As the children progress, we use a whole class reading approach to teach VIPERS skills (VOCABULARY, INFER PREDICT, EXPLAIN, RETRIEVE, SUMMARISE) and these are a focus of each reading lesson.
- Quality core texts are planned for each year group. By the end of their time at Hangleton, children will have an extensive bank of these.
- Children are encouraged to self-select a book and we try to facilitate 1:1 reading with an adult whenever possible.
- Our Hangleton lending library ensures all children have access to high quality texts to borrow and take home as well as it being a calm space to enjoy hearing a story read aloud. Our 'Reading Ambassadors' also act as librarians to keep the library space tidy and take great care of our books, offering recommendations to other pupils and promoting the power of reading!
- We feel that children reading aloud in class is important to build fluency, stamina, accuracy and confidence.
- Children read lots of different types of texts cross all subjects: short extracts, a class story, fictional books, non-fiction, short texts, song lyrics and poetry.
- Author visits are organised to welcome guest speakers to talk about and celebrate reading e.g. we often participate in the annual Brighton Festival **City Reads** events and visit Brighton Dome to meet an author.
- Cosy Storytime with class teacher is a regular occurrence-with immersion in a well-loved story often with, blankets, cushions, calm lighting. We promote an enjoyment of sharing a great book together with teachers modelling their own passion for books and reading.

Supporting Reading at Hangleton



We recognise that there are similarities and differences between individuals and groups and we will strive to ensure that our differences do not become barriers to participation, access and learning. We have deliberately created inclusive processes and practices, where the needs of individuals and groups are identified and met. We believe that we cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but we all have different needs.

Scaffolding and Challenge

- Phonics: the daily teaching routines are in place so that ALL children rapidly progress. Some children will be identified as needing swift intervention to support and maximise their progress.
- VIPERS skills are taught explicitly and tasks and questions are adapted in order to challenge and extend our more able readers.
- Whole Class Reading allows all children to experience the rhythm, pace and flow of reading and of a story: everyone is given opportunities to read aloud, including the teacher. All children are encouraged to talk about the text and share their thoughts, ideas and interpretations.
- Oracy and book talk: we encourage children to talk in full sentences and we have high expectations for all children in terms of book talk, use of key vocabulary, joining in class discussion, sharing their ideas and learning how to evidence them. This then develops into written responses to what they have read.
- We use stem sentences to facilitate conversation, to support and extend children's ability to talk about their understanding of what they have read.

How do we support our early readers?

- Our robust assessment systems ensure that children at risk of not making expected progress are rapidly identified.
- Interventions (phonics) are tailored to children's needs and are led by an experienced phonics practitioner.
- Pupil Progress review meetings ensure that interventions and progress is carefully tracked-this includes targeting children who are showing accelerated learning and making sure they are stretched.
- Specialist literacy Support and reading programmes are created for our children who have difficulty with reading or an additional need.