

Reading at Hangleton

Our Intent:

Becoming a confident reader is central to all that we do. Using a rich and varied reading diet of high quality texts, children read every day and are read aloud to every day so that they experience reading as fun, calming, nurturing and enjoyable and quickly see themselves as readers. Equipping children with reading skills allows them to access the wider curriculum, leads to success in all areas of their education, inspires creativity, boosts self-confidence and offers greater potential to go on to lead rewarding and enriching lives. Embedded in the Teaching and Learning of reading are inclusive processes and practices, where the needs of individuals and groups are quickly identified and interventions carefully planned to ensure that no child is left behind.

Implementation:

- Planning for the teaching of reading deliberately ensures a varied reading diet that provides inspiration, excitement and maximise engagement
- Children read in class across all subjects and text types: extracts, fictional books, non-fiction texts, short texts, poetry, song lyrics, comic strips, wagolls.
- High quality core texts are used in each year group, often linked to topics. By the end of their time at Hangleton, they will have an extensive bank of these.
- Whole class reading is used in KS1 & 2, using VIPERS skills to develop effective higher order reading skills and challenge and scaffolding is offered through differentiated activities and targeted questioning.
- All reading sessions have a clear, VIPERS skills learning intention
- All planning is informed by end of year ARE objectives so that pitch, pace and progression is tight and precise.
- Children who need additional support regularly read 1:1 with an adult
- Children at risk of being left behind in their reading are quickly identified and tailored reading interventions are carefully planned for with expert support from our Literacy Support Specialist.
- Rigorous phonics teaching (Little Wandle) begins in week one of reception, to equip children for the very best start in reading and any children that require interventions receive these in addition to whole class reading.
- Children are assessed termly using NFER reading assessments that inform future planning.
- Reading journals are used to evidence progress and reading diet in all classes, using a scrap book approach to allow for creativity and enjoyment.

The joy of being a reader:

- Reading buddies allow **all** children to feel successful in whole class reading
- Children are read to aloud each day, exposing them to a wide range of text types and stories including cosy story-times with class teacher and blankets, cushions, calm lighting.
- Hangleton Library is regularly accessed for children to choose and borrow books and is a calm space to enjoy reading together.
- Reading happens all over the school, including outdoors, in forest school, in the sensory garden and on the reading chair!
- Author visits and book celebration events inspire and excite children's love of reading e.g. Brighton Festival **City Reads** events and visit to Brighton Dome to meet an author!
- Reading Assemblies where adults read aloud, gives additional opportunities for our children to be exposed to a wide range of shared stories and texts.
- Staff model a love of reading and share recommendations.

Reading and Oracy:

- **Oracy, conversation and classroom talk** is a top priority and is weaved into all aspects of the teaching and learning of reading.
- At Hangleton, children are immersed in a language rich environment in order to maximise their communication skills.
- We have high expectations for children to speak in full sentences and communicate their ideas cohesively.
- Pitch, progression and use of high quality vocabulary across the curriculum is modelled by the adults and displayed and 'bumped into' frequently.
- 'Talk About' sessions allow children to share the things that are important to them and that they are passionate about.
- 'Ask ME About' stickers help facilitate learning conversations with adults at home and at school.
- This bridging of the vocabulary gap underpins progress and attainment in reading and writing: children learn to *read as a writer and write as a reader*.