

What does Reading at



look like?

1. The Curriculum: What do we teach, when and how?

At Lark Hill the systematic teaching of phonics has a high priority throughout Reception and Key Stage 1. This also extends into KS2 where necessary. Phonics is taught daily to all children in Reception, Year 1 and Year 2, moving to 'No Nonsense Spelling' when they are ready. In KS2 any children who need to be on the phonics programme do so at the correct level. All children who are 'on track' follow the No Nonsense Spelling programme.

It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently, accurately and with confidence. We believe that reading for pleasure is an entitlement for every child and at Lark Hill we actively promote a love of reading. We want the children to become enthusiastic readers, seeing the point of reading and actually loving stories. Reading for pleasure is at the heart of our curriculum and is promoted throughout all subjects. Teachers enthuse about books and read quality texts to the children, during English lessons and at other times of the day. The children are also able to share these and other quality texts at home. Quality Story Time is an integral part of the teaching day. It is timetabled across all Key Stages.



2. Creativity & Challenge in Writing



Reading is a key priority at Lark Hill. There is always a reading focus for the children in regards to homework and the children are accountable for this. When on the RWI programme, the children are given a book dependent on their ability. They are able to have some creativity in choosing a library book which can be read to them for pleasure. When the children move off the RWI programme they have more creativity in choosing their own books. Staff help ensure these books are appropriately challenging but give the children the freedom to choose the books and themes they enjoy. All teachers regularly hear the children read (at least once per week.) This enables teachers to ask appropriate questions and check that the children are reading at the appropriate level. It also shows the children that reading is important. At Lark Hill we also want children to be able to re tell stories they know and love. We actively encourage the children to use drama and role-play in the classroom. Acting stories out helps embed story language and also helps make stories memorable.

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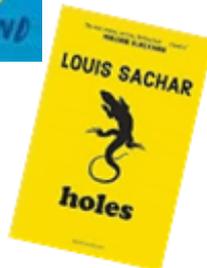
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3. SEND & Inclusion

We believe that all children have the right to learn how to read. We ensure that anyone who needs to receive daily systematic phonics teaching do, no matter their age. We also ensure the lowest 20% of children in all classes receive daily 1:1 tuition, tailored to their individual needs. Children are assessed every half term by the Reading Leader and re-grouped according to this outcome. Reading groups are fluid to ensure all children are appropriately supported and challenged. Books are sent home according to the child's RWI group and when off the program the teachers ensure that they are still reading at the appropriate level. We work closely with SALT (speech and Language), LSS (Learning Support Service) and offer further support through additional phonics sessions, Tales Toolkit, Language Link, Leicester Inference Project, DEAL (Drama, Engagement & Active Learning) and tailored interventions to support individuals in accordance with their individual plans.



4. What would you see in the classroom?



During phonics sessions you will see pupils: Decoding words using their phonic knowledge. Reading common exception words on sight. Understanding what they read by answering questions linked to the text. Reading with some fluency and expression. Spelling words by segmenting the sounds.

Read, Write Inc has 5 underlying principles which will be seen in lessons:

1. PACE – Children are active and involved in a fun and creative way. The aim is for the children to complete the programme as quickly as possible.
2. PRAISE – teachers praise the children throughout the teaching sessions.
3. PURPOSE – each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
4. PARTICIPATION – all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.
5. PASSION – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme. We want this enthusiasm to rub off onto the children. Quality texts will be in the classroom and book recommendations from the teachers and children. Children will have time to read for pleasure and time in the day will be given for reading to the children.

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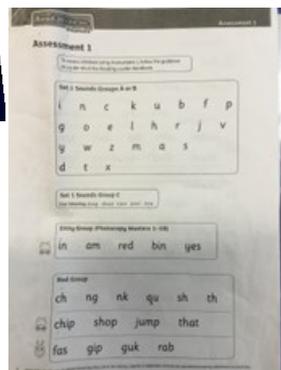
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5. How much, how often?

At Lark Hill, Phonics and Guided Reading is taught daily throughout the school for a minimum of 40 minutes. All children also have a daily reading for pleasure time, which is separate from the English lesson. Quality texts are used in daily English lessons, alongside story maps and drama activities to help embed the texts.



6. How do we know how children are doing? How do they know themselves?



Children who are on the RWI program are assessed at least every 6 weeks by the Reading Leader. The children are then re-grouped according to this outcome. Children know where they are in the RWI program and know what they need to work on next. In Reception the sounds the children are learning are sent home via Seesaw with a link to how to say and write the sound. This enables the parents to continue their learning at home. Reading homework is a priority throughout school and it is expected children read their reading books at least three times per week. Parents and children are encouraged to write in reading diaries to ensure this has been done. Teachers also hear children read weekly and record progress in reading files. The reading leader checks on these files termly.



7. Cross-curricular links and Enrichment

At Lark Hill we celebrate reading successes in assemblies, on Seesaw and in the classroom. Reading for pleasure is at the heart of our curriculum and is promoted throughout all subjects. The children enjoy recommending great books to their peers and the children love to hear recommendations from the teachers. We enjoy celebrating World Book Day with a focus on sharing stories and poetry, not dressing up. The children are encouraged to bring in their own story or nonfiction text to share with their class. The children go on visits to the local library and we regularly re-stock our school library, focussing on age appropriate, quality texts we know the children will enjoy. We believe that visits from authors, illustrators, poets and storytellers are vital. Meeting an author, illustrator or poet in real life and hearing them convey their passion for their work can ignite a love of reading. Within class, we engage children in regular drama and role play activities, bringing books to life and helping embed the story language.

