Hawes Primary School ~ Reading Rationale

Through analysis of PISA data, the OECD found that whether or not a child enjoys reading is more important to their educational success than their family background, with reading four times more influential on intellectual progress in adolescence than having a parent with a degree. Kirsch, I., de Jong, J., Lafontaine, D., McQueen, J., Mendelovits, J., & Monseur, C. (2002)

'Decades of research show a reader for pleasure is more likely to be happier, healthier, to do better at school, and to vote – all irrespective of background…Put simply, libraries change lives. Literacy changes lives.' Cressida Cowell 2019

At Hawes Primary School, we highly value reading - a crucial life skill.
By the time children leave us, we want every child to read confidently for meaning and regularly enjoy reading for pleasure.
We give our readers the tools to tackle unfamiliar vocabulary and encourage our children to see themselves as readers for both pleasure and purpose.

We ensure children to learnt to read and love to read by:

- Delivering high quality daily phonics lessons
- Matched decodable books for every child in Reception, Year 1 and Year 2
- Reading practice sessions at least twice a week for all children
- Bespoke keep up and catch up sessions
- Focus on fluency – automaticity and prosody
- Explicit vocabulary instruction
- Teaching background knowledge and making links in learning
- A text rich curriculum offering high quality texts as windows and mirrors
- Reading aloud to children every day
- Teacher knowledge of texts and promoting a love of reading
- Engaging in book talk and making reading recommendations
- Offering inviting reading spaces

Phonics and Early Reading

Phonics (reading and spelling)

- At Hawes Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through **Pearson Bug Club phonics,** which is a systematic and synthetic phonics programme. All staff show fidelity to the scheme which ensures consistency across school.
- We start teaching phonics in Reception and follow the **Pearson Bug Club phonics** progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.
- We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.
- We have a strong focus on vocabulary and language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Implementation

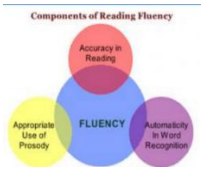
Daily phonics lessons in Reception and KS1

- We teach phonics for 20 minutes a day.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the **Pearson Bug Club phonics** expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Daily Keep-up lessons ensure every child learns to read.
- Regular review weeks are also planned within the teaching scheme to support children's memory and knowledge.
- Additional keep up lessons ensure that every child learns to read. These are taught by a fully trained adult and use the same procedures and resources as lessons.

- We use the **Pearson Bug Club phonics** assessments to identify the gaps in their phonic knowledge and teach to these.
- Additional phonics sessions are timetabled for any child in Year 2 or KS2 who is not fully fluent at reading or has not passed the Phonics Screening Check. These support children to quickly catch up, so the gap between themselves and their peers does not widen.

Teaching reading in KS1



- We teach children to read through reading practice sessions three times a week.

These:
- are taught by a fully trained adult to small groups
- use books matched to the children's secure phonic knowledge.

- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
  - (During comprehension lessons, there is a focus on vocabulary instruction as well as developing literal and inferential skills and supporting children to make connections within and across texts._
- In Reception these sessions start as soon as possible (week 2 or 3).
- Children who are not yet decoding have additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books from the school library also go home for parents to share and read to children.

Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- Daily assessment within class identifies children needing keep-up support.
- Summative assessment is used every six weeks **(Bug Club Phonics)** to assess progress, to identify gaps in learning that need to be addressed and to identify any children needing additional support.

Statutory assessment - Children in Year 1 sit the **Phonics Screening Check.** Any child not passing the check resits it in Year 2.

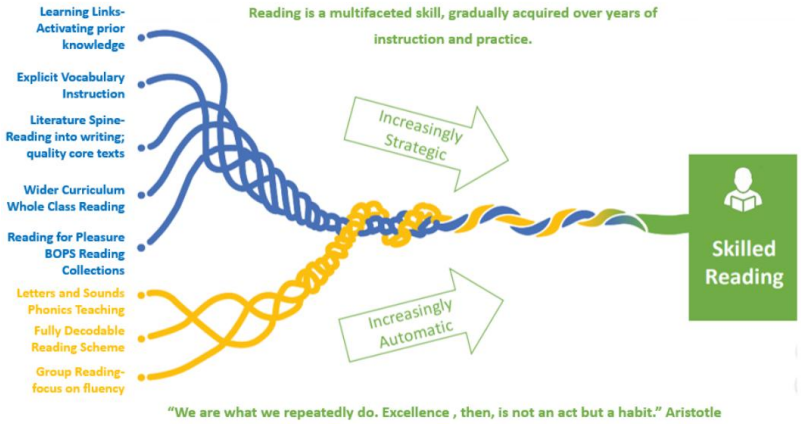
Reading

- At Hawes Primary School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school.
- They learn to read and then read to learn.
- Our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure.
- We provide children with a range of reading opportunities and strategies in order to do this:

<table>
<tr><th>Nursery</th><th>Reception</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td></td><td colspan="3">Pearson Bug Cub phonics programme (daily)</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="7">Individual Reading Books</td></tr>
<tr><td></td><td colspan="3">Group Reading (3 x per week)</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td colspan="4">Group or whole class reading lessons 4x per week</td></tr>
<tr><td colspan="8">Literature Spine that drives the English Curriculum</td></tr>
<tr><td colspan="8">Daily class story</td></tr>
<tr><td colspan="8">Library visits (weekly)</td></tr>
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The Reading Rope

The reading rope demonstrates the multi-faceted knowledge needed to become a skilled reader and how each element is woven together.



Teaching Reading

- Our reading lessons support children to:

- explain the meaning of words in context;
- make considered predictions from what has been said and done;
- retrieve information from the text;
- interpret the meaning of the text;
- and consider authorial choices.

- We use the essential skills progression document in Key Stage 2 to support teaching and learning.
- Teaching reading across a week consists of: scaffolded reading, fluency reading, extended reading and close reading. Within this children are taught and apply new vocabulary, decode for meaning, practice reading for fluency, prosody and retrieval and learn and apply inference and other comprehension skills as is appropriate to the text.

- Discussion and oracy forms a large part of reading sessions with children encouraged to discuss and build on their ideas and opinions using evidence from texts to show their understanding. This is scaffolded and guided in LKS2 and becomes more independent in UKS2.

Fluency

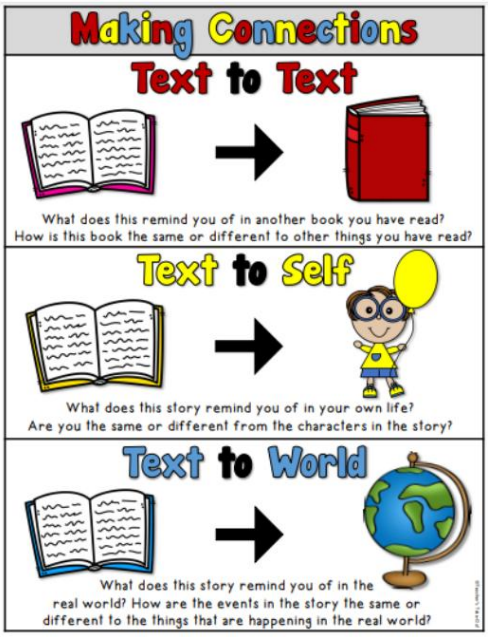
- We understand the importance of fluency for comprehension. In Year 5 and 6, all pupils complete the Reading Plus program for 15-20 minutes 4x per week to support this.
- Fluency through re-reading passages is also part of the weekly teaching structure.

Vocabulary

- Vocabulary is one of the most significant factors in academic performance.
- We explicitly teach vocabulary in order to close the word gap, enabling access to our curriculum and success at school. New vocabulary is practised and there are frequent opportunities to consolidate learning.

Making links

- We know that children who make connections are better at understanding the text that they are reading.
- We help our children to draw on their own prior knowledge and experiences to connect with their reading.
- When they are making connections, they are more engaged and they can access the text at a deeper level.



Mixed Age Classes

Teaching in KS2 is split into LKS2 and UKS2. Children focus on a common text but questions and tasks are linked to core year group objectives. Teacher support and text adaptations are made to support all learners to achieve.

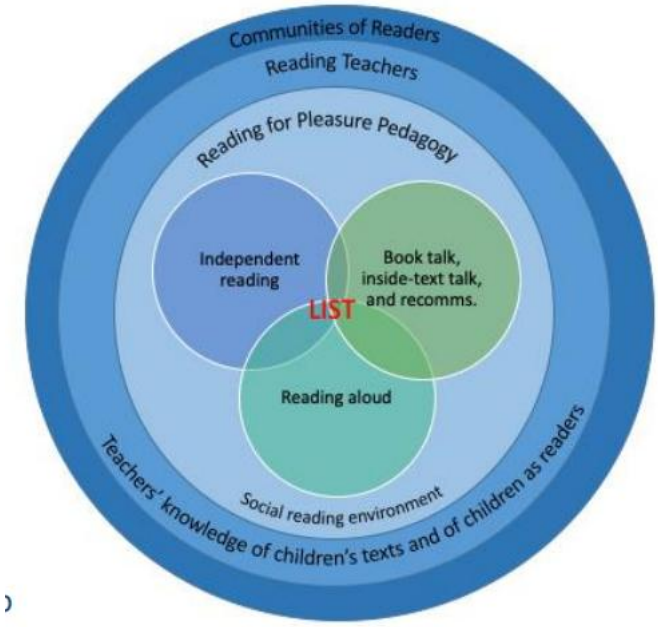
Reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

- We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.
- Teachers read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Hawes Primary School and our local community as well as books that open windows into other worlds and cultures.

- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their learning time and the books are continually refreshed.
- Children all have opportunities to visit the school library each week, including timetabled opportunities.
- Time is made for children to talk about books and recommend them to their peers and to adults.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (author visits and workshops, national events etc).



Reviewed September 2026

To be reviewed September 2027