



Vision

At Henham, our vision is to develop confident and motivated readers. We want all pupils to become deeply engaged with reading and emerge as fluent readers who are well equipped for future learning.

Why is reading important?

Reading is a vital skill in education and allows children to access a deeper understanding of the world around them. Studies show that reading for pleasure is strongly linked to children's educational performance. It is suggested that children who read for enjoyment every day, not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. Therefore, reading matters emotionally, culturally and educationally and it matters to everyone.

Aims

- Promote an enjoyment and pleasure for reading amongst all pupils.
- Develop fluent, confident and expressive readers.
- Deliver high quality teaching of reading and ensure it is taught consistently and robustly.
- Ensure pupils have an interest in words and their meanings, developing a rich and varied vocabulary.
- Ensure pupils read regularly and broadly, responding to a wide range of different types of literature.

Strategy for implementation:

- Develop a reading for pleasure culture across the whole school, through wider opportunities such as world book day, author visits, whole school poetry week and Shakespeare day.
- All teachers will read aloud to children with regular reading of a class book that is age appropriate.
- Update and organise our school library so that children feel enthused about it as a learning space and are accessing a wide variety of different texts and genres in an organised manner.
- KS2 children use our Accelerated Reader programme to assess their reading band level and to quiz on books they have read. KS2 Teachers will monitor reading tests to ensure that each of their pupils are reading an appropriate level book.



- Deliver Star Reader assessments four times a year to ensure students reach high levels of literacy through universal screening, progress monitoring and goal setting.
- Identify pupils who are at risk of not meeting the expected standard with their reading early on, providing them with extra practice and ensuring that they are on a class Daily Reader list.
- Reading comprehension sessions (from pupils in Year 2 and older) will be taught twice a week using the Fred's Teaching programme.
- Promote language-rich environments where in-depth discussions take place regularly about new vocabulary and children are using dictionary skills to check the meaning of words that they have just read.

Curriculum provision:

In line with the National Curriculum 2014 we aim to ensure pupils:

- Read easily and fluently with good understanding.
- Develop the habit of reading often, for pleasure and to gain information.
- Acquire a wide vocabulary and an understanding of grammar through reading.
- Use discussion in order to learn; they should be able to discuss and elaborate their ideas and understanding.

Phonics

Phonics is the step up to word recognition and automatic reading of all words – decodable and tricky – is the ultimate goal. In order to become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon their own understanding and learning.

At Henham, we follow the ***Jolly Phonics programme***. Discreet phonics sessions are taught daily and are fun and multi-sensory to appeal to the different learning styles. We use ***Jolly Phonics*** to help the children learn the first 42 sounds via songs and actions.

Jolly Phonics is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. This means that we teach letter sounds as opposed to the alphabet. These 42 letter sounds are phonic building blocks that children, with the right tools, use to decode the English language. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word they identify the sounds and write down the corresponding letters. These skills are called blending and segmenting. These are two of the five skills that children need to master phonics:

Learning the letter sounds: Children are taught 42 letter sounds, which is a mix of alphabet sounds (1 sound – 1 letter) and digraphs (1 sound – 2 letters) such as sh, th, ai and ue. Using a multi-sensory approach each letter sound is introduced with fun actions, stories and



songs. We teach the letter sounds in 7 groups of 6 letters. Children can start reading after the first group of letters have been taught.

Learning letter formation: This is taught alongside the introduction of each letter sound. Typically, children will learn how to form and write the letters letter down during the course of the lesson.

Blending: Once the first few letter sounds are learnt, children begin blending the sounds together to help them read and write new words.

Segmenting: When children start reading words, they also need to start identifying the phonic components that make the word sound the way it does. By teaching blending and segmenting at the same time children become familiar with assembling and breaking down the sounds within words.

Tricky words These are words with irregular parts, such as 'who' and 'I'. Children learn these as exceptions to the rules of phonics. Introducing the common tricky words early in the year increases reading fluency (as they frequently occur in those first simple sentences you might expect them to read).

Alongside these skills children are also introduced to the main alternative spelling of vowels. These five skills form the foundation that children build on with each year of grammar teaching.

The National Phonics Screening Check

The National Phonics Screening Check is a quick and easy check of your child's phonics knowledge. It helps school confirm whether your child has made the expected progress and helps teachers identify which children need extra help with phonic decoding. It is for Year 1 children and it takes place in the Summer term. The check contains a mix of real words and 'non-words' (or 'alien words'). The purpose of including alien words is to check that the child knows the sounds and can blend them together to read the words. They will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Children who have not met the standard in Year 1 will retake the check in Year 2.

Key Stage One Reading

In Key Stage One, the emphasis on reading is foundational and multifaceted. Students are introduced to the basics of phonics, decoding, and sight words, fostering essential early literacy skills. The curriculum incorporates a range of literature, including fiction and non-fiction texts, to broaden vocabulary and comprehension. Reading comprehension strategies are gradually introduced, encouraging students to engage with texts on a deeper level. Teachers employ various approaches, such as shared reading, class discussion and independent reading activities, to cater to individual learning styles. Overall, there is a greater focus on developing pupils' interest and pleasure as they learn to read independently and with confidence.



Key Stage Two Reading

At Key Stage Two pupils meet a broader range of texts in fiction, poetry and non-fiction. There is a greater focus on developing pupils' reading skills, such as predicting and making inferences. Reading becomes an integral part of cross-curricular learning, connecting with other subjects to enhance overall knowledge and critical thinking skills. Comprehension strategies are honed through explicit instruction and continued practice, and students are encouraged to articulate their interpretations and opinions about the texts they encounter. Assessments are designed to gauge comprehension, fluency, and analytical skills, ensuring that students are well-equipped for the demands of future learning. Overall, the KS2 reading curriculum aims to nurture a love for literature, equipping students with the skills necessary for academic success and lifelong learning.

Guided Reading

Teaching guided reading contributes to the overall literacy development of students' comprehension skills, fluency & decoding, active participation and assessing student's reading progress regularly.

At Henham, our Guided Reading sessions are taught twice a week from Years 1 upwards using the *Fred's Teaching* programme. By using this resource, we are able to foster a structured, whole class learning approach, whilst offering a wide range of age-appropriate and engaging texts.

Class Reading

Across the school, each class has a class book that is read out loud on a daily basis. This provides a chance for all students to be read to regularly and gain access to the same high-quality texts. It also allows students to share ideas and promote discussion about plot, characters and vocabulary. Reading aloud is a crucial practice as it fosters positive attitudes, enhances pupils' motivation to read, and develops vocabulary and other knowledge, including of books, authors and genres that they might not choose to read for themselves. It also contributes indirectly to their fluency, as they listen to an accomplished reader bring a text to life.

Home Reading & Reading Records

Parents play a crucial role in fostering a love for reading and supporting their child's literacy development. The practice of reading at home not only reinforces the skills introduced in the classroom, but also strengthens the parent-child bond. Reading at home is not solely about decoding words; it's about instilling a passion for storytelling, expanding vocabulary, and nurturing critical thinking skills. At Henham, we highly encourage all students to read at



Henham & Ugley Reading Whole School Policy



home on a daily basis and we aim to work closely with parents, in order to support the consistent practice of reading at home with your child. All students are provided with a Reading Record book, where parents can record the books read together and share brief reflections. This allows teachers to stay informed about the child's reading progress and ensure consistency between reading inside and outside of school.

Wider opportunities

At Henham, we aim to incorporate wider opportunities beyond the traditional classroom setting, in order to promote pleasure for reading. We provide initiatives such as World Book Day, author visits, book fairs, Shakespeare Day and Whole School Poetry Week, as a way of captivating young imaginations and cultivating a love for literature. Additionally, we create inviting and comfortable reading spaces within the school environment, such as cosy reading corners, in order to provide children with a conducive atmosphere to explore books at their own pace.

Homework

Daily reading is regarded as a regular homework activity and parents are encouraged to respond to books pupils read by using the home/school reading diaries. In addition to this, Teachers may set extra guided reading tasks related to their current class book, in order to practise and target key reading skills.