



Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’



Reading Implementation

As part of our Gold Level Rights Respecting School, our intent is to ensure that every child receives a well-rounded learning experience and becomes a fluent reader, a skilled writer and confident speaker, so that children can be the best that they can be and have aspirations of themselves now, and in the future.

At Timothy Hackworth Primary School, we implement learning through a range of high quality, engaging and purposeful learning experiences. We deliver learning in a variety of ways to ensure access for all of our pupils. We use the Systematic Synthetic Phonics Programme, Essential Letters and Sounds (ELS), and use the Oxford Reading Tree book scheme all the way through school to ensure progression of reading skills. Learning has been carefully planned to maximise the development of skills and retention of knowledge.

We are very clear about what we want our children to achieve in Reading as they move through school, and therefore support our children in every way towards being the best that they can be.

	2s	N	R	Y1	Y2	KS2
Phonics	A range of language and phonological awareness activities developing children's speech, language, and communication skills, including auditory discrimination, receptive language and listening and attention.	Further development of phonological awareness: <i>Aspect 1: Environmental Sounds</i> <i>Aspect 2: General sound discrimination – Instrumental Sounds</i> <i>Aspect 3: General sound discrimination – Body Percussion</i> <i>Aspect 4: Rhythm and Rhyme</i> <i>Aspect 5: Alliteration</i> <i>Aspect 6: Voice Sounds</i> <i>Aspect 7: Oral Blending and Segmenting</i>	ELS Phase 2 to Phase 4 Children will experience some exposure to Phase 5.	ELS Revision of Phase 3 and Phase 4 ELS Phase 5 Additional after-school phonics interventions as appropriate. Y1 Government Phonics Screen Check - June	ELS Revision of Phase 5 to consolidate due to recent adoption of ELS Programme. Gaps identified through phonics screening. Interventions completed with necessary pupils. Application of phonics to ensure fluency in reading. Y2 Government Phonics Screen Check Resit – June	Gaps identified through phonics screening. Interventions completed with necessary pupils. Internal Phonic Screen Check resits for children who have not yet passed.
Spelling (links to phonics)			Children focus on common exception words and the practising of ELS Phase words. Words are shared with parents via a Sound Book.	Children focus on common exception words and the practising of ELS Phase words.	Spelling Shed Stage 2	Spelling Shed Stages 3-6

Guided Reading	<p>Daily 1:1 and group sharing of stories and rhymes.</p> <p>Adult focussed and child-initiated indoor and outdoor tasks linked to identified stories and non-fiction.</p>	<p>1:1, group and whole class sharing of stories and rhymes.</p> <p>Adult focussed and child-initiated indoor and outdoor tasks linked to identified stories and non-fiction.</p> <p>ORT Lilac books introduced during the Summer Term before entering Reception.</p>	<p>Guided Reading groups read at least once a week.</p> <p>Guided Reading books are matched to the phonic level the children are accessing during their phonics lessons (challenge level).</p> <p>Targeted daily 1:1 reading for identified children.</p>	<p>Guided Reading groups read at least once a week.</p> <p>Guided Reading books are matched to the phonic level the children are accessing during their phonics lessons (challenge level).</p> <p>Targeted daily 1:1 reading for identified children.</p>	<p>In the Autumn Term, Guided Reading books are matched to the phonic level the children are accessing during their phonics lessons (challenge level).</p> <p>Once the children are confident with Phase 5 and move onto ORT Turquoise level, they will undertake Guided Reading in ability groups.</p> <p>Pupils who are not reading to an adult will engage in independent reading tasks.</p> <p>Targeted daily 1:1 reading for identified children.</p>	<p>Whole class Guided Reading using Literacy Shed texts. These are linked to Curriculum Overviews where possible.</p> <p>Small group reading takes place for pupils who are working at different curriculum levels.</p> <p>Years 4, 5 and 6 use Comprehension X for 10 weeks to teach explicit reading comprehension strategies.</p> <p>Targeted daily 1:1 reading for identified children.</p>
Reading at home	<p>In Summer Term 2, the children moving into Nursery (3-4 year olds) in September access a library book.</p> <p>An information leaflet about helping children with reading at home is shared with families.</p>	<p>Children take home a library book in order to read for pleasure at home with their families.</p> <p>An information leaflet about helping children with reading at home is shared with families.</p> <p>Children are given an ORT Lilac level (wordless) reading scheme book and Reading Record Book in the Summer Term before starting Reception. Families are encouraged to comment in the Reading Record about how their child has enjoyed the book and how successful they were in making up a story using the illustrations.</p> <p>Termly Stay and Play sessions model to families the importance of positive reading behaviours and attitudes and how to read a story.</p>	<p>Children take home a library book of their choice (picture or non-fiction) to share with parents.</p> <p>ORT reading books are matched very specifically to a child's phonic ability. The reading book a child takes home is matched to the phonics that they have learned. It is one level below the colour of the book that the children will be reading in school.</p> <p>ORT coloured book stages have been sequenced to reflect appropriate progression within each band.</p> <p>Sound Books allow children to practise their sounds and matching letters, blending, and "tricky" words at home with their parents.</p>	<p>Children take an ORT reading book home every Monday for the week.</p> <p>ORT reading books are matched very specifically to a child's phonic ability. The reading book a child takes home is matched to the phonics that they have learned. It is one level below the colour of the book that the children will be reading in school. This will help to develop their reading fluency.</p> <p>Children are to read at home daily and rewards are given to those who read frequently.</p> <p>Children are encouraged to re-read texts to develop fluency.</p>	<p>Children take an ORT reading book home every Monday for the week.</p> <p>Initially, ORT reading books are matched very specifically to a child's phonic ability. The reading book a child takes home is matched to the phonics that they have learned.</p> <p>The book a child takes home is one level below the colour of the book that the child will be reading in school. This will help to develop their reading fluency.</p> <p>Children are to read at home daily and rewards are given to those who read frequently.</p> <p>Children are encouraged to re-read texts to develop fluency.</p> <p>Fiction Express is used to promote reading at home, giving the children access to a range of texts and genres to read independently or with an adult.</p>	<p>Children take an ORT reading book home every Monday for the week.</p> <p>The book a child takes home is one level below the colour of the book that the child will be reading in school. Books are of increasing length and complexity to develop comprehension, vocabulary, reading stamina, confidence and increased fluency.</p> <p>Children are to read at home daily and rewards are given to those who read frequently.</p> <p>Fiction Express is used to promote reading at home, giving the children access to a range of texts and genres to read independently or with an adult.</p>