

Horsell CofE Junior School

Early Reading Strategy

Intent

At Horsell CofE Junior School, we believe that reading is the key to unlocking the entire curriculum and to flourishing as an individual, and therefore is an essential life skill. As such, we are committed to enabling our children to become confident, fluent and lifelong readers. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

Implementation

All children are assessed as they enter the school. This could be new starters in Y3 or children who arrive in other year groups. Children who did not pass the Y1 phonics check, and additional Y2 additional check are identified and allocated a place within a Phonics intervention group. Some children who join the school will not have completed the DfE Phonics Check. We use the Rapid Phonics programme to plan and provide regular engaging phonics sessions across the school for children who still require intervention. Rapid Phonics (Pearson) was chosen due to the main feeder infant school using Bug Club (part of Pearson) and also due to the fact that the books represent diverse subjects which are best matched to the needs of a KS2 audience. The books are fully decodable texts which are closely matched to each child's secure phonics knowledge.

Children are assessed using Phonics assessments (where needed), decoding, fluency and comprehension. The school uses FFT Reading assessments, benchmarking, alongside NTS baseline assessments. Teachers and teaching assistants complete reading assessments 1:1 with all children. These assessments are used to set children in year 3. We have classes working on our Guided Reading programme (Hooked on Books) which teaches the children how to read for pleasure. Children in the third set are taught through a daily phonics warm-up to support decoding, modelling of reading, choral, echo and peer practice. The teaching uses FFT Lightning Squad planning as a resource. Children are taught key vocabulary to support those with EAL or additional needs. Children are given an opportunity to re-read texts to build fluency, collaborate with peers through oracy activities. When children are confident with the text, they are challenged through comprehension activities supporting their skills to read for pleasure. Children are regularly assessed to ensure they are making progress and whether further SEN intervention is needed. Where a child is identified to require a highly personalised programme, advice from professionals is sought alongside EHCP targets. Programmes such as Toe-by-Toe are used to support these children.

Children will be provided with a book which matches their phonics knowledge/their reading band. These are sent home as an opportunity to build fluency and develop a routine of reading with an adult. Children are given the opportunity every day to visit the school library where they can borrow a reading book for pleasure.

Impact

Horsell Junior has strong SATs results in reading at the end of KS2. 84% of children meet age-related expectations at the end of KS2. 50% of children achieve 'Greater Depth' standard. Children in our Y4/5/6 cohort have developed through our Early Reading programme despite their KS1 and EYFS years being impacted through COVID lockdowns. Children have a love for reading. Pupil Voice shows that children enjoy reading, they engage positively in whole school events such as author visits and regularly visit the library to select their own books for pleasure.

