



# Henleaze Infant School

## Our Reading Curriculum



### **Intent:**

At Henleaze Infant School, it is our ambition to create a reciprocal and interactive reading community to foster a love of books. Through reading a range of high-quality texts, we will transport our children into new worlds, enable them to discover new information, support their emotional, social and cultural development, and make them think and question the world we live in. Children's life outcomes are improved by becoming successful, enthusiastic readers; therefore, our aim is for all pupils to meet or exceed age-related reading expectations.

Through our continued commitment to work with the English Hub we ensure all our teaching staff are kept up to date with the latest pedagogies. Developing reading teachers, who talk about books, model reading practices to the children, and connect themselves and their pupils to each other through texts.

It is our intent to develop strong home-school partnerships which enable parents and carers to understand how to confidently support skills taught at school and to build a wider reading community. We strive to build a culture where reading is valued, promoted and actively encouraged at school and home.

### **Implementation:**

Reading is at the heart of our curriculum. To ensure we are developing expert, enthusiastic readers who can understand and respond to texts we teach phonics skills through 'Letters and Sounds', focus on fluency, explicitly teach comprehension, and provide opportunities for children to read for pleasure.

Children take part in daily phonics lessons which follow the detailed and systematic approach of the 'Letters and Sounds' programme. Alongside teaching children how to apply phonic knowledge and skills to reading and spelling new words, children are taught to spell 'common exception' words or 'tricky' words. Once children are secure in their phonic knowledge, they build on this learning with spelling lessons to learn how to accurately read and spell more complex words to support independent reading.

We provide access to fully decodable books both through an online scheme and books in school. Reading books that are closely matched to phonemic understanding enables children to develop decoding and blending skills and increases fluency.

Books are ordered based on the phonics sets they contain, following the Letters and Sounds progression. From Phase 5, books are sorted into 3 larger sets, following the order of Letters and Sounds, considering the wide number of phonemes covered up until and including this phase as well as the variation between publishers. Children will be given books that only contain phonemes they have been taught and assessed to understand. Once children are securely applying their phonics knowledge to reading (typically in Year 2), we use books from a range of reading schemes that are ordered by nationally recognised reading 'colour bands'.

We actively encourage home support and involve parents in supporting reading through the provision of information in meetings and through our website.

In school, once they have learned a range of phonemes, Reception children begin with one-to-one reading skills sessions, followed by alternate weekly guided reading or one-to-one reading sessions with the class teacher. Year 1 and Year 2 children engage in a weekly guided reading session where they are exposed to a range of texts. Teachers select books that match and challenge childrens' reading attainment and provide space to practise expression, prediction, information retrieval, and comprehension skills. Linked reading activities are provided so children can practise and consolidate their skills.

Across the school, whole-class reading sessions are delivered to support children's skills in fluency, expression, and comprehension. This time allows children to explore texts in depth, share their thoughts, and talk about their reading. Teachers model and extend comprehension skills – supporting children to develop prosody and to make inferences and deduction through a shared connection to the text.

High-quality texts form the cornerstone of our literacy provision. The development of oracy, vocabulary, and grammar is planned around a class text, chosen to extend children's vocabulary. We encourage story-telling to enable children to master new words.

Each class has a cosy reading space, where children can discover their favourite types of books and where teachers and children can engage in informal book-talk. Classroom book selections are linked to class topics, offering opportunities for children to apply their skills across the curriculum, as well as offering a range of stories to share. Books are celebrated in book-themed days, including World Book Day. Our brand-new library is being developed into a relaxing, social reading environment where children are able to access a wide variety of texts to inform and entertain.

### **Impact:**

We aim for all children to meet or exceed age-related related expectations for reading and to meet the expected standard in the Year 1 Phonics Screening Check. By the end of Key Stage 1, children will be able to read with accuracy, fluency, speed, confidence, and understanding and be ready to access all other subject areas. They will enjoy reading many different genres and have experience of a range of diverse authors and characters. Children will feel part of a reading community through engagement in book-talk.

### **Phonics statement:**

At Henleaze Infant School, teachers use the Letters and Sounds phonics programme as an ambitious progression to teach the knowledge and skills required for reading and writing. In Reception, children begin to learn the 44 main sounds heard in the English Language, as well as learning 'tricky' words for Phases 2 and 3. They use these sounds to read and write simple words and sentences. Children leave Reception being able to apply the phonemes within Phase 2 and 3.

Year 1 children begin at Phase 4 to ensure they can securely apply all taught phonemes. Through Phase 5, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered all of the Letters and Sounds phonics programme. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, any child who does not meet age-related expectations in Year 1 will continue to be taught phonics to close identified gaps.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to catch up through precision teaching, and segmenting and blending interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have impact. The Reading and Phonics Lead reports on this each term.

For more detailed information on 'Letters and Sounds' [click here](#)

For more information on developing our pupils as readers [click here](#)

For more information on questions to ask to during reading [click here](#)