



Henleaze Infant School

Our Reading Curriculum



Intent:

Intent: At Henleaze Infant School, it is our ambition to create a reciprocal and interactive reading community to foster a deep love of books. Through reading a range of high-quality texts, from a range of genre, 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 greatly improved by becoming successful, enthusiastic readers; therefore, our aim is for all pupils to meet or exceed age-related reading expectations.

Implementation:

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 de-coding skills through a 'phonics first' approach, with daily phonics teaching, explicitly teach comprehension skills, and provide opportunities for children to read for pleasure.

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.

We facilitate access to fully decodable books that are matched to each child's phonics knowledge and follow our teaching progression. Texts are available through online texts and books in school. We develop fluency through re-reading texts and enable children to experience success right from the beginning of their reading journey through precise matching of knowledge and skills to texts. We work closely with Unlocking Excellence English Hub, to ensure our practice is excellent.

Each class has an appealing 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 and through the library Service summer reading challenge. Our new school library is being developed into an enriching, social reading environment where children are able to access a wide variety of texts to inform and entertain.

In school, 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 children's 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, develop vocabulary knowledge, 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.

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

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, we use the Letters and Sounds progression as the basis for the planning of our high quality, systematic phonics programme. We begin teaching phonics in the first term of Reception and children make rapid progress in their reading journey. In Reception, children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'common exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4. In Year 1 through Phase 5a, b and c, 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 using phonics to de-code and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check. In Year 2, phonics continues to be revisited to ensure mastery and any child who does not meet age-related expectations in Year 1 will continue to receive support 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 bespoke 1-1 precision teaching, and segmenting and blending interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have impact.

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

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