

## **Reading and English at Mount Hawke Academy**

A reading rich environment is at the core of our love of reading, in which books are valued and promoted throughout the school - via the environment and daily activities. Latest quality books (and a wide variety of genre) are regularly purchased. Children can request a book that is of particular interest to them and we will aim to get it the next time the Library Van visits.

Shared reading across the Key Stages and the buddy reading scheme encourages positive role models and a culture of cross age reciprocal learning. This is very popular with the children, who love supporting each other in reading development. The pleasure of reading books is strong, and our whole school library is a place of calm and enjoyment, celebrating books and reading.

We continue to purchase Gold Level access to the Education Library Service. ELS visits termly to replenish our library and enables us to receive many topic boxes of books per term to enhance our curriculum. Our children select the books to be changed and are responsible for the library, overseen by Miss Mccloughlin, one of our TAs, and some volunteer parents. We are also used as 'advisors' for the ELS, and take part in surveys and discussions to further links with the Service.

Every year, many of our children participate in the Summer Reading Challenge and we hold a special assembly to celebrate this, when local librarians visit us. Our school also participates in book events and special reading challenges.

Reading at home is always actively encouraged and parents are supported with this by suggested prompts and questions to ask their child whilst they enjoy a book together. A copy of this is in each child's Reading Record. We also hold regular open mornings, where parents are encouraged to come into school, and, following a talk by a member of staff, can visit our classes to see reading in action.

Technical development is through quality phonics teaching, word recognition techniques, reading schemes and the NELI programme. Regular written comprehension, using a wide variety of sources appropriate for age is available when ready. We also make great use of visual texts, encouraging the children to articulate what they can see. Part of our whole school encouragement of reading comprehension is the use of ERIC – asking children to read or look at a text or video clip and then Explain, Reason, Infer and Choose – ensuring that our children develop the skills to dig deeper into their reading. One to one reading time for children who do not have regular reading at home or require extra time is provided. Our staff are dedicated to quality, consistent provision and have all been trained in phonics teaching, using Letters and Sounds as our base. The research documents on Literacy from the Education Endowment Fund underpin our staff development and the interventions emphasised for Literacy. We are now considering how the metacognition approach can translate to classroom practise for reading.

## **EYFS**

An interest and a love of books is paramount to foster from the beginning. The school is a book and text rich environment with excellent access for quality books in all learning spaces. Daily access is arranged for story and book sharing led by an adult. Observing reading and sharing books ensures pleasure of texts but also helps the child learn the direction of text and understanding of contextual clues and discussion of pictures and narrative to promote good understanding of exciting vocabulary.

Word recognition, matching and patterning letters are introduced, and the phonics programme begins in week one with daily games and rhymes. Activities are available throughout the day, reflecting the phonic focus and embedding the learning. Our children and parents are introduced to songs and actions to reinforce learning. Parents and volunteers are invited to a workshop to ensure they understand the sounds taught to support learning at home. Children take home readers with a phonics focus and these can sometimes be pictorial for discussion. Our children also take home a library book of their choice to further foster a love of reading and a passion for books. Daily reading is recorded in the home school reading book.

The development of clear speech and comprehension of vocabulary and sentence structure is also seen as a vital element to support reading skills. Our children followed the NELI programme to ensure language skills are strong and the research carried out demonstrated good development for the children engaged with this programme. We are continuing to monitor these children into their later school years. Children may also follow a programme organised by the Speech and Language service (SALT) to assist with vocabulary, pronunciation and comprehension. Role play areas are provided and staff are trained in ways to question to enhance reading and speech skills.

## **Key Stage One**

Shared group reading experiences occur daily and targeted guided reading with adults occurs several times every week. Children are exposed to high quality texts to expand their understanding of words and text structures. Access to high level discussion for the age is provided, accompanied by the pre-teaching of vocabulary for those who need extra support. A high quality 'class reader' is shared. This can relate to the topic but may be a request from a child.

Children are also heard regularly one to one and, if parents are not supporting reading at home, the school aims to fill this need and encourage the parents to support their child's reading. Access to the library is at least weekly and children are encouraged to share books at home and be read to for vocabulary development and the joy of books. Daily reading is recorded in individual Reading Records.

Rapid Phonics is available to support all children who require extra revisiting of phonics skills. It is a snappy, fast and comprehensive programme that assists with

the basic technical development of reading and allows children to catch up with their peers.

More formal comprehension skills are introduced as the children progress, and the discussion of story and books is prioritised. More formal books are used in Year Two onwards for comprehension to provide a framework for practising written responses to questions.

A daily phonics session is provided developed from Letters and Sounds. This is also linked to the spelling patterns explored. Children progress through the phases and are regularly screened and assessed. One to one support can be provided if needed.

Guided reading groups, supported by volunteers and teaching staff, give regular access to high quality discussion on texts and ensure those who need support with technical aspects can still access high level vocabulary.

Performance of narrative is regular to explore the structure, rhythm and sound of text. Children learn songs, play scripts and poetry to perform in class, assembly and community events. Children also have the opportunity to read aloud to peers and the community and are supported to achieve well and build self-esteem. Thus the curriculum emphasises the reading of a wide variety of texts shared with a wide variety of audiences.

## **Key Stage Two**

Listening skills are developed in music lessons and also with other opportunities. Group reading with the emphasis on high quality discussion of key texts is vital to developing vocabulary and comprehension skills and awareness of text structures. These texts will cover nonfiction, biography, poetry, plays and narrative genres. Some will be key texts linked to the topic, others will be stand alone and are suitable for the particular age group.

Daily personal reading opportunities are provided with time to change books. The class teacher provides discussion and reviewing of home reading weekly to promote whole class culture of reading. Daily reading is recorded in Reading Records (Y3 & Y4) and in Planners (Y5 & Y6). Children are made aware of genre and authorial intent. Children needing support can access pre-teaching of vocabulary and other intervention programmes.

Comprehension skills are developed through discussion of texts, performance and film. Various comprehension resources are available for a variety of levels, looking at the development of inference and information retrieval. Challenge is provided through access to quality texts offered by the class teacher.

Children perform an annual musical/performance which involves reading and performing a play script - everyone has a speaking part – any many take part in spoken word classes at Cornwall Music Festival. Throughout the year children also read to audiences in assembly and community events. Poetry is often performed with dance and drama.