

## Intent:

**Live** – All children will have the chance to live and breathe a range of texts from different cultures, genres and access exiting grammatical and writing sessions related to these.



**Love** - Children will foster a love of all things English, learning which authors they love and enjoy reading for pleasure. Children will start to recognise the pieces of writing they thrive in producing, finding a style that works for them.



**Learn** - Children will have the knowledge and understanding to go into the next stage of life with the ability to accurately read, comprehend any text in which they are face and also the ability to write successfully.



Throughout all lessons at Hobmoor children will learn to be resilient when faced with new vocabulary, have the confidence and communication skills to question and explain what they have read, be reflective when improving their answers, show enthusiasm for the novels they read and show empathy for the characters in novels.

- **All children** will have access to a range of quality texts to enjoy and cherish.
- Objectives (balance objectives which have been chosen to enhance the NC framework) are carefully sequenced to build on prior knowledge and challenge to move forwards. These are mapped onto curriculum maps.

### Reading Approach

- Comprehension is based around the character curriculum theme to enhance understanding of topic area and ensure children have a depth of vocabulary understanding.
- Comprehension uses spaced learning to ensure we are assessing children's long-term memory. We revisit domains for retention and consolidation.
- Timetabling allows for AR lessons as well as Whole class reading sessions. Phonics sessions are daily for EYFS and Year 1.
- Children are challenged through high quality texts, texts that are depth driven which teaches them new vocabulary and how to comprehend a quality text.
- Reading is valued throughout all areas of the curriculum, e.g. Our humanities lessons might involve Atlas exploration and reading a range of historical sources, whereas our science lessons might involve reading up about a famous scientific discovery.
- All children have access to a range of quality texts from the Innovation zone/library to ensure they have books to share with their families at home.

### Key Priorities:

1. Continue to enhance the strength of vocabulary teaching and retention.
2. Monitor the delivery of bespoke reading sessions for equal coverage.
3. Opportunities for extended writing exist weekly and these show progression of key compositional skills.

## Implement:



### Reading coverage:

- We follow a novel study approach which allows children to become immersed in a high quality texts. We dive into the language, characters, sequence and themes within a story. Our whole school text provision map ensures equal coverage of domains and genres and drives progression of skills.
- Expectations are delivered through CPD sessions to ensure all staff are providing quality provision.
- Children gain an understanding of the world through reading a range of text topics e.g. 'Goodnight Mr Tom', 'Christophe's story' and 'A Giant Leap'.
- Home reading is valued and monitored to ensure all families understand the importance of sharing reading.
- Children use self-marking to reflect on their own learning and enhance answers where necessary.
- Therapies focus on gaps in children's learning identified through assessment (see below). Rapid reading/ PIXL therapies used.

### Assessment:

- Summative assessment in novel study lessons. Comprehension questions marked and feedback given using our reading summary sheets.
- Head start scaled score tests termly. QLA analysis is gathered from this.
- Accelerated reader quizzes taken after every book read (Year 2 upwards)
- Star reading quizzes half-termly which determine reading age. Also QLA data allows us to teach to gaps.
- Phonics screenings and tracker.



### Writing Coverage:

- Writing allows for contextualised grammar sessions, making this learning more purposeful for the children.
- Writing involves lots of talking, planning and editing allowing the children to orally rehearse compositions or even shorter sentences to check for accuracy.
- Children develop a love of 'PAFT', thinking about the purpose, audience, formality and tone of what they are writing.
- Great writing comes from the children learning how great writing is constructed, so quality WAGOLL examples are shared and magpied from.
- Grammatical choices made by authors are looked at and discussed, ensuring their understanding leads to the inclusion of such techniques in their own writing.

### Monitoring:

- Bespoke book studies and lesson studies are completed termly to ensure expectations are being met. Staff, along with their leader have the opportunity to diagnose their weaknesses and coaching is offered on these.
- Staff CPD sessions are built around monitoring outcomes and being truly accountable for progression in year.

## Impact:

### Data (2018/19):

<b>KS1</b>	
<b>EXS Reading</b>	<b>85%</b>
<b>EXS Writing</b>	<b>83%</b>
<b>GD Reading</b>	<b>30%</b>
<b>GD Writing</b>	<b>27%</b>
<b>Phonics</b>	<b>84%</b>
<b>KS2</b>	
<b>EXS Reading</b>	<b>88%</b>
<b>EXS Writing</b>	<b>91%</b>
<b>GD Reading</b>	<b>36%</b>
<b>GD Writing</b>	<b>31%</b>

### Teacher CPD/monitoring:

- Teachers know how to improve their practice
- Teachers understand that responsive teaching ensure children's gaps are identified and children can reflect and improve their own learning.

### Community/families:

- Each year group holds a '**Reading Workshop**' allowing the teachers to share methods for questioning and exploring different texts.
- EYFS run '**read to succeed**', an initiative whereby the parents come in every morning to again learn how to support and foster a love of reading with their children.
- The community enjoys events such as the book fayre and families are growing to value reading more in their homes.