

**Reading**

**Intent:** It is our intention to ensure that by the end of their primary education, all children are able to read fluently and comprehend what they have read, in any subject or interest. Our aim is that through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We intend for reading to feed children’s imagination. Developing a love of reading, whether it be fiction or non-fiction, is the key to being a successful learner.

Therefore, we intend to encourage all pupils to read widely across both fiction and non-fiction texts and different genres, to develop knowledge of themselves and the world in which they live and to establish an appreciation and love of reading. Children will acquire knowledge across the curriculum and build upon what they already know and develop their comprehension skills through a range of high quality and immersive texts, which provide challenge. We are committed to providing vocabulary rich reading material and stimulating learning environments throughout Ide Hill CE Primary. We aim to ensure reading is embedded within meaningful contexts across a range of subjects and that robust assessments of reading are carried out through both summative and formative data, where teachers can use moderation to secure judgements.

Implementation:

EYFS/KS1

The systematic teaching of phonics for reading and writing has a high priority throughout the EYFS and Key Stage 1 at Ide Hill. Phonics is taught using the Reading Planet Rocket Phonics Scheme. Phonics is taught daily to all children in Reception, Year 1 and Year 2 – with a focus on those children who have not passed the phonics screening in Year 1. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them using the Rocket Phonics scheme. Teachers use a combination of digital and printed resources, along with a fully matched series of decodable reading books. Parents and staff can record children’s progress reading these decodable books in a reading record and books are changed regularly. We aim to hear children read every week either 1:1 or in phonics lessons. Reading skills are given a high priority at Ide Hill, using reading sessions delivered across the week, focussing on word decoding, prosody and comprehension. Additionally, in Year 2 the Teachers use Rocket Phonics Next Steps to continue the phonics journey for children. This introduces spelling rules and patterns and a wider range of Grapheme-Phoneme correspondences.

At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils (using Quality First Teaching and Precision Teaching). The reading curriculum is evaluated through analysis of Reading Planet Rocket Phonics termly assessments and reading age assessments to identify teaching approaches that will address the areas of need for individual or groups of children. The Reading Lead works with teaching staff and the Senco to support with identifying low progress and setting targets.

In Term 1 parents/carers are invited into school for a meeting to introduce the Rocket Phonics Scheme and progression of Early Reading. Children are immersed in a wide variety of books and can “bump” into books in the different areas set up around the classroom from their start in Reception. We learn about what an author and illustrator do, celebrating their work and investigate the “blurb” on the back cover before we read a book together. Children are encouraged to share their favourite books from home. They can choose from a variety of books to take home and share with their families in Term 1 and 2, together with the decodable scheme books which are gradually introduced alongside our phonics lessons.

Using the Rocket Phonics programme, teachers plan to teach phonics daily. With the programme, we will teach two letter-sounds a week steadily and continuously. Each letter-sound is taught over two days, with the first day focusing on blending for reading and the second day focusing on segmenting for spelling. Learning and practising “Tricky Words” (Common Exception Words) are also planned by the Teachers to be taught regularly every week – to read and write them. We will be developing how the children learn their common exception words using Widgets in KS1 and across the school. Timely intervention is planned for those children who are working below expected levels and, as soon as needs are identified, they will continue with the Rocket Phonics Scheme with smaller group sessions or supported by teachers alongside the whole class to access the scheme. Teachers also have access to a set of Target Practice books published by the Reading Planet Rocket Phonics Scheme which can be used for small group reading sessions or 1:1 reading opportunities. Children gradually begin to take home a Rocket phonics book matched to their current phonics knowledge and are encouraged to complete the appropriate activities with parents/carers, to support with the development of their decoding, prosody and comprehension skills. Our Rocket Phonics reading scheme has a broad, diverse range of genres and non-fiction/fiction texts which the children move through. By the end of Reception, most children will be reading Red Band books confidently and some will be moving on to Yellow Band books. By the end of Year One most children, who are working at age related expectations, will be reading Orange Band books and by the end of Year Two we expect most children, who are working at age related expectations, to be reading White Band books. They should know all of the alphabetic code, so no new sounds will be introduced by the end of Year 2 but decoding strategies are still revised and referred to frequently, as a means to decode new and unknown words.

**Book Levels EYFS/KS1: Reading Planet Rocket Phonics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Colour** | **Band** | **Band** | **Band**  |
| Lilac | A | B |  |
| Pink | A | B | C (variety of decodable books which match PINK level to supplement Rocket Phonics published books if needed) |
| Red | A | B | C |
| Yellow | A | B | C |
| Blue | A | B | C |
| Green | A | B | C |
| Orange | A | B | C |
| Turquoise | A | B | C |
| Purple | A | B | C |
| Gold | A | B | C |
| White | A | B | C |

We aim to instil a love of reading in variety of ways in KS1. Whole class story time is an important part of our daily routine at Ide Hill School in EYFS and KS1. These high quality texts are chosen by teachers, as they may link to the wider curriculum, but also to encourage a passion for storytelling and reading for pleasure. Classrooms have a designated “book nook” with a carefully chosen range of fiction/non-fiction books for children to enjoy. Children can enjoy voting for a whole class book to read at the end of the day and read in pairs. Children are exposed to a wide range of vocabulary across the curriculum and we enjoy discovering the meanings of new words at Ide Hill. This new vocabulary is frequently added to classroom working walls so children have access to these words for reading and spelling. We recently introduced “Story Raid Sessions” where staff dropped into different classes and asked to read with the children for 10 minutes and then left again. We aim to continue this on a more regular basis as it proved extremely popular with the children and the staff! We are also planning to start a borrowing scheme for our Library so all children get the opportunity to enjoy their choice of book. We have a Reading Shed in each playground’s quiet area for children to access if they wish and local authors or illustrators have visited the school to enhance the curriculum for the children.

KS2

Once children are confidently reading, they move on to Lime Rising Stars Reading Planet books and above. This generally happens in Year 3. At Ide Hill CE Primary we ensure all texts are accurately matched to pupil ability, as all books within the Rocket Phonics/Rising Stars Reading Scheme are sorted into book colours, to ensure progression and challenge for all children. Provision is put in place for children who move up into Year 3 and still need access to formal phonics teaching for reading and writing.

**Book Levels KS2: Reading Planet**

|  |  |  |
| --- | --- | --- |
| Lime | A | **B** |
| Brown | A | **B** |
| Grey | A | **B** |
| Dark Blue | A | **B** |
| Burgundy Red | A | **B** |
| **Free Readers (not Reading Planet)** |  |  |
| Pink |  |  |
| Black |  |  |
| Orange |  |  |

Whole class/group quality texts are selected by teachers carefully, with the knowledge of how they link to other areas of the curriculum and link to termly planning. These texts are also selected taking into account their appropriateness to the children’s age or reading skills and pupils’ development in their reading progression skills. This approach ensures books are always at the heart of the curriculum.

Through the teaching of phonics, spelling, developing fluency and comprehension skills, offering daily reading opportunities, shared texts, the wider curriculum and parents’ support at home we aim to nurture confident, passionate readers. In KS2 these reading skills may be taught in a variety of ways, through whole class reading time (out loud or quiet sessions), comprehension lessons, daily reading opportunities, shared texts and high quality topic books linked to curriculum units.

At Ide Hill CE Primary School we use Literacy Shed+ resources and planning tools to support the delivery of a rich and varied English curriculum. This provides our teachers with a range of high quality texts, films and animations to enhance the teaching of reading and comprehension skills. It is important to teach the skills of comprehension as well as answering comprehension questions and this is done in a variety of ways in KS2 from using texts, text extracts, images and videos. We use our progression of skills to make sure we are challenging and helping all children to achieve the skills required for their key stage and year group.

Reading attainment is assessed in KS2 with reading age assessments to identify teaching approaches that will address the areas of need for individual or groups of children. The Reading Lead works with teaching staff and the Senco to support with identifying low progress and setting targets.

Units chosen in the curriculum offer opportunities for book studies and throughout the Literacy Shed plans there are opportunities to use VIPERS activities. The book studies aid the discussion of texts in small group or whole class reading sessions. Teachers can use VIPERS questions for each section of the texts used. VIPERS is an acronym to aid recall of the 6 reading domains as part of the UK’s reading curriculum. They are the key areas which children need to know and understand in order to improve their comprehension of texts. The 6 domains focus on the comprehension aspect of reading. VIPERS stands for:

**V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval, **S**equence or **S**ummarise

**Data**

DATA - GLD

In 2022, our school achieved an impressive 81% of pupils reaching a Good Level of Development (GLD), and in 2023, we maintained a strong performance with 73.9% of pupils achieving GLD. Both of these figures are higher than the averages for Kent and the national levels for those years, underscoring the effectiveness of our early years education provision.

This year, we predict that our GLD percentage will continue to reflect our commitment to high standards and quality education. Based on current assessments and the continued efforts of our dedicated staff, we anticipate another strong performance that will again surpass the Kent and national averages. 84% to achieve GLD – This includes 3 children being targeted.

DATA – PHONICS

In 2022, an impressive 88.9% of our students passed the phonics screening check, a figure that was higher than both the Kent and national averages. In 2023, we maintained our strong performance with 85% of students passing the phonics screening check, once again surpassing the averages for Kent and the nation.

These outstanding results highlight the effectiveness of our phonics instruction and our commitment to early literacy. We have found good progress has been made through our dedicated phonics programme that is consistently delivered across early years and Key Stage 1. This program is designed to build strong foundational reading skills. Strong teaching and interventions have also been key to these improvements. This year we are aiming for 86% of children to pass the phonics screening check.

**Impact**

DATA – KS1 and KS2

Over the past two years, our Key Stage 1 and Key Stage 2 reading, writing, and maths results have consistently surpassed both Kent and national averages, demonstrating the effectiveness of our teaching and learning practices. These strong results reflect the dedication and hard work of our students, teachers, and support staff, as well as the support of parents and the wider school community.

KS1 – Reading 85% (86.4% the previous year)

KS1 – Writing 85% (77.3% the previous year)

KS1 – Maths 85% (86.4% the previous year)

KS2 – Reading 85.7% (85% the previous year)

KS2 – Writing 76.2% (100% the previous year)

KS2 – Maths 100% (95% the previous year)

Combined – 71.4% (85% the previous year)

A higher proportion of our students are working at greater depth compared to national and Kent averages across reading, writing, and maths, While there was a slight dip in KS1 writing at greater depth last year, our commitment to continuous improvement means that we actively analyse and respond to such variations, adjusting our strategies and interventions as needed to support student progress and attainment.

Moving forward, we will continue to focus on providing challenging and enriching learning experiences that inspire our students to reach their full potential. This includes implementing targeted interventions, offering opportunities for deeper exploration and inquiry, and fostering a growth mindset that encourages resilience and perseverance.

This year we are predicting:

KS1 reading: 91%

KS1 writing: 82%

KS1 maths: 87%

KS2 reading: 95%

KS2 writing: 86%

KS2 maths: 86%

Combined: 76%

The Reading curriculum at Ide Hill CE Primary will inspire children to discuss their learning in reading confidently with others. Children will speak and listen with enjoyment through spoken word, poetry and performance and engage with a variety of genres. It will ensure all children can read easily, fluently and with good understanding. Children will appreciate our rich and varied literary heritage. When children leave Ide Hill CE Primary they are readers for life and show a great enthusiasm for reading.

Children will use a range of different effective and efficient support strategies such as phonics, thesauruses and dictionaries to support reading new words and vocabulary. Children will read diligently as part of the Reading Planet Rocket Phonics Scheme, book banded schemes and take pride in their progress. They use the SPAG tools in a confident way to decode prosody when reading. Children use their literacy learning confidently and enjoy reading for pleasure. Children are aware of and use a range of strategies and questions to support with their comprehension skills, using VIPERS. Children will feel confident and prepared to use literacy in the next steps of their learning journey.