

READING

Intent:

At Hinguar, we intend for all our pupils to develop an extremely high standard of word reading and comprehension skills as they progress through our reading curriculum. Our pupils will leave us being passionate life-long readers, not only able to read for information but to read widely for pleasure. We intend to broaden pupils' understanding of the world and its varied cultures and heritage through reading and we aim to ensure that pupils experience the full impact that successful reading can have on our emotional, spiritual, societal and intellectual wellbeing. We value the home-school partnership which we work hard to nurture, regularly driving home to parents and carers our view that reading is the foundation underpinning all other subjects.

We strive to provide an inspiring, safe and engaging learning environment in which our children will be enabled to develop their skills and understanding. Phonics is taught in a highly structured programme of daily lessons across EYFS and KS1 and for those children identified through assessments of benefitting from regular phonics input within KS2. This is provided in groups differentiated according to children's phonic awareness and development. The Letters and Sound programme is followed, providing a synthetic approach to the teaching of phonics. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

We consistently drive our pupils to be ambitious by challenging and extending our pupils. We aim to accelerate every pupil's progression no matter their starting point. We allow all pupils to access the full curriculum offer with teachers intervening in a timely and appropriate manner to ensure to enhance pupils' capacity to access the full curriculum.

Pupils at Hinguar will learn to become confident, fluent readers and will experience our progressive reading curriculum which breaks down the component skills of reading comprehension. These include: prediction, retrieval, inference, summarising, sequencing and comparison-making. We also intend to develop every pupils' vocabulary cache, ensuring that pupils are as free as possible to be ambitious and eloquent with their vocabulary choices. They will build upon and deepen these skills year after year, through a variety of fiction, non-fiction and poetry sub-genres and always with ever-increasing levels of challenge. We do this by utilising cross-curricular teaching sequences which enrich all pupils' understanding of wider-world topics and therefore increase 'absorption rates'.

Reading will always remain a priority at Hinguar, not only because successful readers prove to be successful in all other areas of the wider curriculum but for the far-reaching personal benefits to pupils.

Implementation:

- Through the teaching of Letters and Sounds Programme, pupils are taught the essential skills needed for reading, which is regularly monitored. Our Phonics Progression document shows current learning for all year groups across the academic year. Phonics is taught daily to all children in the Foundation Stage, and KS1. Extra support is provided to those in Year 2 who have not passed phonics screening in Year 1 and interventions are planned for those children who are working below expected levels. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them, embedding the process in a rich literacy environment for early readers. Pupils have regular reading sessions with an adult we ensure the pupils are regularly practising and applying their phonics knowledge. Teachers regularly assess the pupil's phonics knowledge using the Phonics Assessment and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books which they are encouraged to read at school and at home.
- The Early Years Foundation Stage (EYFS) is taught in Nursery and Reception, where pupils develop their literacy skills as part of a holistic approach through play. In the EYFS, Physical Development, Communication and Language, Expressive Arts and Design and Literacy are the predominant skills needed to promote pupils' reading. In Nursery, pupils take part in daily listening and attention activities to develop vocabulary, comprehension and language skills. Teachers work from Phase One of the Letters and Sounds programme which aims to build pupils' speaking and listening skills in their own right as well as to prepare them for learning to read by developing their phonic knowledge and skills. The emphasis during Phase One is to get pupils attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. This is an essential building block to develop Social, Communication and Literacy skills.

A wide range of resources and activities are available during continuous provision to provide pupils with the opportunities to develop their communication, language, physical and literacy skills. Daily adult-led activities linked to stories, poems, nursery rhymes and experiences and are used to promote communication opportunities focusing on different aspects of development. This develops pupils' love of reading, as well as helping familiar with authors and technical aspects found within stories and books. Within the classrooms, pupils have access to fun and stimulating book corners, with comfortable cushions to enable them to independently explore a vast range of texts, including fiction and non-fiction books. The outdoor areas emulate the indoor environments where pupils have constant access to the cosy cabins (reading shed). These are filled with engaging and exciting resources to promote reading skills independently or with adult support.

During each week, the children will work with an adult to complete at least one 1:1 reading session in reception as well as one to two adult led literacy tasks. In Nursery, the Letters and Sounds programme is taught daily in small groups or during continuous provision and in Reception daily phonics sessions are taught. Both Nursery and Reception participate in weekly helicopter stories and use in-the-moment planning where suitable.
- Teachers from Reception to Year Six use the Twinkl Reading Skills Dogs to teach the reading skills required to develop reading comprehension. These are based on the National Curriculum 2014 Content Domains for KS1 and KS2. Each Reading Dog is re-introduced at the beginning of every academic year and the related vocabulary and skills required to

retrieve, infer, predict, etc, are developed, applied and deepened throughout the academic year and then built upon year after year.

- Units of work are text-led and either stem from or are linked to high-quality narrative texts, of which there are sets of class copies for pupils to access as part of lessons, as well as being enhanced by exposure and analysis of non-fiction and poetry texts. Teachers have access to Letters and Sounds, Hamilton Trust, Literacy Shed Plus and Twinkl websites in order to aid planning. Furthermore, teachers are provided with curriculum progression documents from which they are expected to plan medium term plans.
- Pupils take part in daily half-hour Whole Class Guided Reading sessions where extracts of texts are unpicked, discussed and deeply analysed as a class. Pupils are provided with a high-standard of teacher modelled reading and are taught how to pick apart the meanings of texts layer by layer. They develop their confidence by working with reading partners in deepening their understanding of texts and build up their vocabulary banks exponentially. All of these skills are then applied in their independent reading and across genres. Within these sessions, pupils are also taught how to understand and approach questions designed to test their comprehension of texts; they are taught to identify vocabulary within questions and link these to the Reading Dogs and their relevant reading skills. Teachers also use question stems provided to tease out specific reading skills. These daily Whole Class Guided Reading sessions are invaluable in developing reading skills and confidence in pupils.
- Staff are provided with regular feedback and CPD including inset days, staff meetings and opportunities to peer-observe and to take part in learning walks.
- Key Performance Indicators (KPIs) for reading have been written which are progressive documents in order that pupils build each year on prior attainment. Teachers use these in their planning and as part of assessing pupil progress.
- Pupils take part in Drop Everything And Read (DEAR) for twenty minutes a day to read their individual books for pleasure and to develop fluency and understanding.
- Pupils read to the class teacher based on a red-amber-green rating. Green readers read once a fortnight, amber readers read once a week and red readers read daily. LSAs and volunteers are utilised to support with this. Reading is modelled and discussed with pupils and adults use the guidance provided in the class yellow folders as an aid, as well as to provide pupils with targeted feedback on areas such as fluency, intonation, projection, pace and understanding. These comments are recorded in pupils' Reading Records.
- Every day at 3pm, teachers read the class reading book to their classes, modelling skills such as fluency, intonation, projection, pace, volume, self-correcting, questioning out loud and prediction. This is also an invaluable opportunity to choose books which some pupils may not be able to independently access and enjoy.
- For pupils who are not making expected progress, teachers plan catch-up interventions identifying reading skills to develop further which start with a baseline and last six weeks. These are then reviewed and next steps identified.
- Parents and carers are expected to hear pupils read aloud at home five times a week and to record their comments in the pupil reading records. They are provided with a 'Reading Comments Bank' at the fronts of reading records as a guide to develop reading skills at home through their questioning. Pupils are awarded their weekly Hinguar Star based on frequency of reading at home. Those pupils who struggle to read at home are supported with extra reading at school and are not penalised for their individual home situations.
- Regular reading-related and phonics-related parent workshops are offered in order to provide training and information for parents. We also take part in Fathers Reading Every

Day (FRED) which is a programme by the Fatherhood Institute to encourage fathers and father-figures to read to pupils at home. FRED research shows accelerated reading progress and positive personal wellbeing benefits for pupils and families.

- Pupils are guided and shown how to choose books from their class or school library, which are banded using the Oxford Reading Tree bands for early readers or with Accelerated Reader book bands for 'free readers', which allows teachers to set book band targets and to progressively and appropriately challenge pupils.
- Reception and Year Three have an annual trip to Shoeburyness Library to understand how to make use of their local resources and to ensure that all Hinguar pupils have a library card.
- Every classroom has a Book Corner shaped by pupils as a space to relax and read which contains appropriately challenging texts for the readers in that particular cohort. Pupils also have access to the school library during the day and laptops which they are taught and encouraged to use for information. A weekly lunchtime library club and a new outdoor library also encourages pupils to read and take part in read-related enjoyable activities for pleasure outside of lessons.
- Informal Book Talks are encouraged to take place in classrooms where teachers share with pupils what they are reading, pupils share their experiences of books and all make recommendations to others.
- Throughout the year, pupils are provided with enriching opportunities designed to create excitement around reading. For example, World Book Day is usually a week-long treat with events such as the Big Read, dress up days, the Big Write, staging of a Reading Bed in the atrium, competitions and book sales. Regular book fairs, sponsored reads and book buses are held to provide pupils with the opportunities to replenish their home libraries as well as to raise money to replenish the school library. Pupils are encouraged by our annual visit from the Southend Library Officer and a whole-school assembly to take part in the Summer Reading Challenge. Every class also has a Look Who's Reading incentive system to encourage pupils to read lots of texts at home and school. These events and others like it keep reading at the forefront of teachers' and pupils' minds as one of the most valuable and important skills that can be taught and learned.

Impact:

At Hinguar, we use regular and robust triangulated monitoring to evaluate the impact of our curriculum design. Leaders at all levels review learning, talk with pupils and provide feedback to move teaching practice forward. We ensure that our pupils' attainment and progress are in line with or exceeding their potential. We measure this using national data, our curriculum schemes of learning, KPI documents and monitoring evidence.

The impact of our reading curriculum at Hinguar is measured through the following which inform regular pupil progress meetings and drive planning of teaching sequences and the timely interventions:

- daily formative in-lesson teacher assessment
- termly analysis of PIRA test data and tools which break down individual and cohort reading skill progress as well as providing reading ages for pupils
- the analysis of termly mock KS1 and KS2 data

- key performance indicators for reading which are used to assess pupil progress and identify individual strengths to further deepen or gaps to address

The impact of our reading curriculum is also evaluated through the following which inform how best to continue to develop and shape the curriculum:

- analysis of EYFS Profile Data
- analysis of Phonics Screening Test end of Year 1 data
- the analysis of statutory KS1 and KS2 assessment attainment
- comparison against national data
- SEND children and PP children are given the same opportunity to succeed, developing skills needed for life, therefore analysis of their progress and attainment is vital

Data Outcomes

EYFS Profile Data for end of Reception - % achieving Good Level of Development (GLD):

2017/18	Hinguar	National
ALL PUPILS	70	71.5
DISADVANTAGED	60	55
SEND	50	23
BOYS	60	65
GIRLS	90	78.4
EAL	100	64
Reading all	77	77
Reading disadv	60	
Reading SEND	50	
Reading boys	70	71.9
Reading girls	90	82.4
Reading EAL	100	
Comm&Lang all	97	79.4
Comm&Lang disadv	100	
Comm&Lang SEND	100	
Comm&Lang boys	95	77.4
Comm&Lang girls	100	87.7
Comm&Lang EAL	100	

2018/19	Hinguar	National
ALL PUPILS	80	71.8
DISADVANTAGED	80	57
SEND	0	25
BOYS	77	65.5
GIRLS	85	78.4
EAL	100	67
Reading all	80	76.9

Reading disadv	80	
Reading SEND	0	
Reading boys	77	72
Reading girls	85	82.1
Reading EAL	100	
Comm&Lang all	90	82.2
Comm&Lang disadv	80	
Comm&Lang SEND	0	
Comm&Lang boys	88	77.2
Comm&Lang girls	92	87.4
Comm&Lang EAL	100	

2019/20	Hinguar	National
ALL PUPILS		
DISADVANTAGED		
SEND		
BOYS		
GIRLS		
EAL		
Reading all		
Reading disadv		
Reading SEND		
Reading boys		
Reading girls		
Reading EAL		
Comm&Lang all		
Comm&Lang disadv		
Comm&Lang SEND		
Comm&Lang boys		
Comm&Lang girls		
Comm&Lang EAL		

Figure E: Percentage achieving at least expected level by early learning goal in each of the 17 early learning goals
England, 2018 and 2019

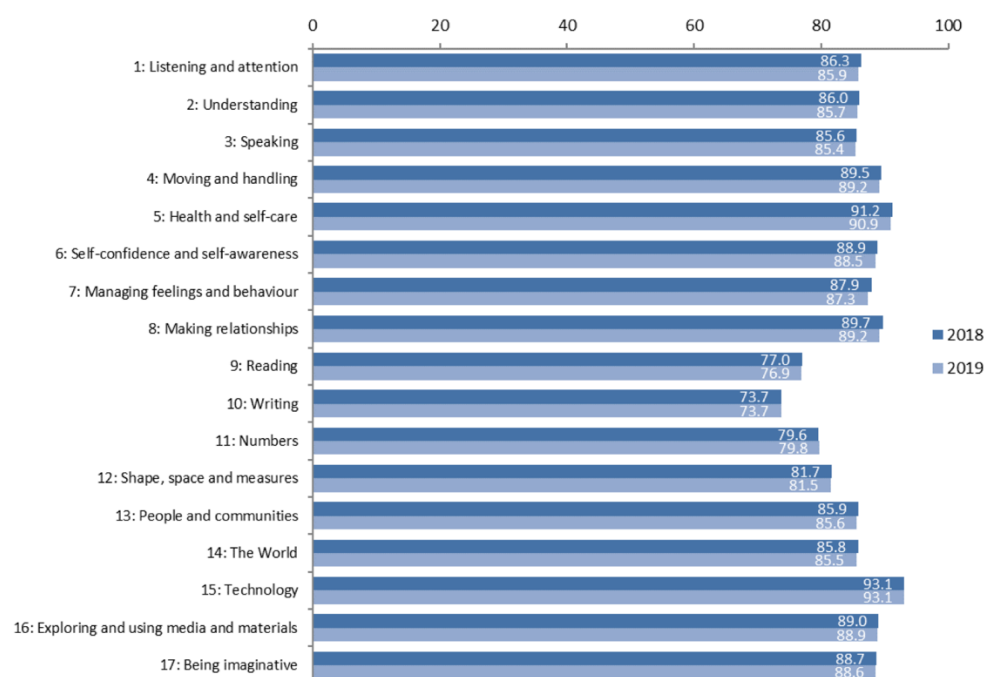
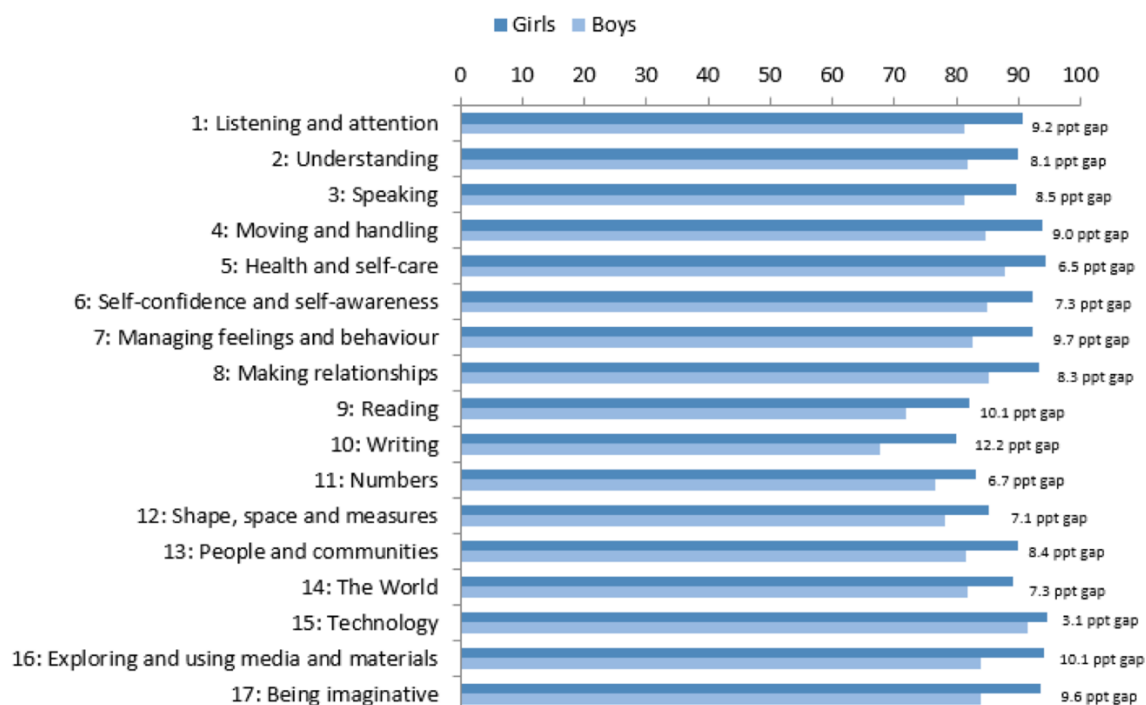


Figure I: Percentage of children achieving at least the expected level in each of the early learning goals by gender
England, 2019



Phonics Screening Test end of Year One - % meeting DFE Threshold:

2017/18	EXS Hinguar	EXS National
ALL PUPILS	93	82
DISADVANTAGED	75	70
SEND	-	44
BOYS	92	79
GIRLS	94	86
EAL	100	82

2018/19	EXS Hinguar	EXS National
ALL PUPILS	93	82
DISADVANTAGED	80	71
SEND	66	43
BOYS	95	78
GIRLS	90	85
EAL	100	82

2019/20	EXS Hinguar	EXS National
ALL PUPILS		
DISADVANTAGED		
SEND		
BOYS		
GIRLS		
EAL		

KS1 Attainment - Reading Data:

2017/18	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS	93	75	30	26
DISADVANTAGED	100	62	25	14
SEND	75	30	0	5
BOYS	90	71	36	22
GIRLS	89	80	26	29
EAL	-	73	-	22

2018/19	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS	73	75	27	25
DISADVANTAGED	67	62	33	14
SEND	33	30	33	5
BOYS	71	71	14	22
GIRLS	75	79	38	29
EAL	0	72	0	21

2019/20	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS				
DISADVANTAGED				
SEND				
BOYS				
GIRLS				
EAL				

KS2 Attainment - Reading Data:

2017/18	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS	96	75	43	28
DISADVANTAGED	86	64	43	18
SEND	50	38	0	8
BOYS	94	71	39	24
GIRLS	100	79	50	32
EAL	-	71	-	24

2018/19	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS	100	73	40	27
DISADVANTAGED	100	62	11	17
SEND	100	36	0	8
BOYS	100	69	42	22
GIRLS	100	78	36	32
EAL	100	70	100	25

2019/20	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS				
DISADVANTAGED				
SEND				
BOYS				
GIRLS				
EAL				