



Hallaton CE Primary School – The Big Picture - Reading

Our Over-arching Intent	That every child grows and flourishes through enjoying learning and has access to a rich, rounded, connected, coherent and progressive curriculum						
Aims of our Curriculum – by the end of their time with us at Hallaton we aim...	To develop successful, engaged children, who enjoy learning and who are knowledgeable and skilled, make progress and achieve to their highest potential		To develop independent, confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future		To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society		
Core School Value	Learn, Grow, Flourish						
Learning Powers	Be Responsible	Be Respectful	Be Resilient	Be Reflective	Be Remarkable		
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.			Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.			
The Intrinsic Core of Reading – OUR Intent	Reading is an essential skill, which enables pupils to fully access the curriculum. We seek to enable every child to develop as a happy, curious learner who reads confidently, fluently and independently. We help our pupils develop a lifelong enjoyment of reading, giving children the skills they need to access all areas of the curriculum and build firm foundations for future learning.						
Implementation	Reading is prioritised . Ref: Reading Policy	Staff foster a love of Reading.	The Phonics Programme supports pupils’ progress .	Reading books match the phonic sounds children know.	Phonic begins at the start of Reception .	Support is in place for children who fall behind to enable them to catch up quickly	Staff are experts in early reading.
Implementation	All staff understand that Reading is an essential skill and leads to. Staff know that being able to read independently, enables pupils to fully access the curriculum, giving them firm foundations for future learning.	Pupils read widely and often, developing age appropriate fluency, comprehension and enjoyment. Daily Whole Class Reading. Daily adult led reading from class text. Weekly visit to school library and choose a book to take home. Staff read to children often. They excite and engage them, introduce new ideas, concepts and vocabulary. We have Children Librarians to promote reading throughout school and hold regular Reading events to inspire a passion for reading.	We use Twinkl as our rigorous, sequential Phonics Programme and Read, Write Inc. rhymes and flash cards to embed learning. As developing readers, children use their phonics knowledge to read accurately. They read with increasing speed, fluency and stamina.	Reading attainment is assessed regularly; - Phonics stages. - Standardised tests. - NFER Termly comprehension tests. All children take a book home which is at their level and a library book home which is something of interest. Parents are encouraged to read at home for at least 10 minutes a day and record in their Reading Records, which are closely monitored by class teachers.	We have a sharp focus on ensuring that children gain phonics knowledge and language comprehension necessary to read and the skills to communicate. There are discrete Phonics Lessons 5 days per week for all children in Reception and Year 1. We have a focus on ensuring that children acquire a wide vocabulary, communicate effectively and acquire phonics knowledge. We believe that these aspects provide the foundations for future learning and support them in becoming confident, fluent, independent readers. Children learn to read words and sentences accurately.	Staff undertake training to ensure that they are confident and competent in delivering phonics sessions and using the correct language to support learning. Staff are knowledgeable about how to teach systematic, synthetic phonics (SSP).	
Impact	Most children achieve the early learning goals in Literacy. Year 1 Phonics Outcomes are at least in-line with the national picture Year 1 Phonics Outcomes are at least in-line with the national picture. Most children achieve at least the expected standard in Reading.						
Children become...	Reflective , engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and show how remarkable they are.		Resilient , articulate, independent individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.		Responsible and respectful citizens of the world who have the capacity to make positive contributions to society.		