



# HAYES MEADOW PRIMARY SCHOOL



## READING INTENT STATEMENT

### Be the Best We Can Be

At this school we recognise that reading is the keystone of learning and therefore it is vital that every child becomes a reader. Children who are fluent readers are often the most independent, confident and successful learners, therefore our aim is that all children at Hayes Meadow will become fluent readers enabling every child to reach their full potential and independently access all areas of the curriculum.

Pupils at all levels are helped to achieve their potential through appropriately matched challenge and extension activities. All pupils are taught to read using a systematic synthetic phonics programme as we recognise that this is the most effective approach to teaching reading. Pupils who require further support in some areas are encouraged and given targeted support to embed knowledge and skills, to develop at their own pace or simply to learn in a style that best suits their learning needs. We have high expectations of attendance, academic achievement and pupil behaviour. Children are expected to work hard and demonstrate positive leaning behaviours to achieve 'The best we can be'.

We believe that reading should be an enjoyable experience, which allows children to both develop their vocabulary and imagination. Reading can unlock new experiences and take the reader on exciting journeys, opening a world of possibilities beyond the classroom. Independent reading is encouraged for a sustained length of time giving all children the opportunity to become lost in a book. At Hayes Meadow reading is taught through whole class reading sessions on a daily basis in all year groups. High quality texts are used throughout the school, linking with the curriculum where possible. Additionally, children are involved in choosing whole class texts as they are encouraged to evaluate books, stating their preferences and developing their opinions as readers.

We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils understanding and use of vocabulary.

#### **Home and School Partnership.**

At Hayes Meadow we believe that reading support at home is vital. Therefore we have Rainbow Readers (KS1) and Reading awards (KS2) which encourages daily reading and parental involvement in sharing a love of reading. Reading diaries are used to communicate with parents.

In EYFS and KS1 we have our bedtime reading scheme which provides all children with a bedtime reading book to share at home. This is changed weekly allowing all households wider access to reading books.

#### **Teaching and Learning**

Children will be taught comprehension skills through our whole class teaching of reading.

They will learn to;

- Retrieve information
- Infer meaning
- Understand the whole text
- Understand the vocabulary used and how it creates effect
- Make predictions
- Develop their own opinions about a text
- Identify themes within and across texts, making comparisons
- Understand how language structure and presentation contribute to meaning.

## **How are Hayes Meadow children further supported to become readers?**

- Engaging reading areas
- Reading displays
- Rainbow Readers
- Bookmarks
- Own-work research homework
- Whole school book topic
- Bedtime reading scheme
- Mrs Sivieri's special bookcase
- Teachers who love books!
- ERIC
- Reading competitions
- Topic books
- Book fair three times a year

## **How are all learners at Hayes Meadow supported to make progress?**

Quality first teaching of reading in all classes. Phonics taught to all children as we recognise the importance of phonics and how essential that this is in order for all children to be successful readers. Reading books linked to children's phonic stage. FFT lightning squad is used to support children that are not at ARE.

### **Comprehension, assessment and feedback**

- Reading discussions during whole class reading
- Independent work based on the class text
- Reading to find information

### **Summative assessment**

- Termly NTS assessments
- SATs papers Yr2 and Yr6

### **Interventions**

- 1-1 phonics
- Booster phonic groups
- 1-1 reading
- Lightning squad
- Pre-teaching of vocabulary
- 1-1 HF words
- Precision teaching

### **Fluency**

- Echo reading
- Paired reading
- Choral reading
- ERIC
- 1-1 reading
- Whole class reading
- Opportunities to read in other areas of the curriculum