

Context

At Huntingdon Academy, attainment on entry to Foundation One is well below the national average. According to the Indices of Deprivation, 95.7% of children come from 30% of the poorest households nationally. The school's IDACI figure of 0.59, makes the school one of the top 20% most deprived schools in the country. Over half (57.5%) of children are classed as Free School Meals under the new classification (FSM at any point in the last six years). This is nearly three times the national average value. The mobility of children throughout the school is high and well above the national average. We have 93 pupils (27%) on the SEND register. Approximately 45% of children have outside agency involvement such as social care and family support. The school has an increasing number of children who are asylum seekers, many of these children are at a very early stage of English acquisition. Presently, there are 32 different languages spoken by children from ethnic minorities - 41% of children speak English as an additional language. Huntingdon Academy has 13 out of 17 possible ethnic groups, the average number of groups for this phase of education is 9.

INTENT

At Huntingdon academy, we intend to promote and encourage a lifelong enjoyment and love of reading. Through the implementation of our reading curriculum we intend to equip pupils with the reading skills that enable them to know more, remember more and understand more; with increasing independence. We aim to create confident, independent readers and prepare pupils for the next stages of their education. We intend to provide regular opportunities for pupils to read independently, out loud and to be read to throughout the school day - developing a broad range of reading skills that can be applied to a wide range of reading text types and genres across the whole curriculum. We aim to use reading as a 'passport to experiences, places and times' which many of our pupils may never experience. We are committed both in time and financially to providing pupils with a range of resources to stimulate their desire to read and we will use our learning environments to inspire a love for reading too.

At Huntingdon Academy, we understand the importance of parents and carers in supporting their children to develop reading skills so, we endeavour to develop a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

IMPLIMENTATION

Whole School Teaching and Learning Approaches

Huntingdon Academy is committed to provide regular opportunities for pupils to read independently, out loud and to be read to throughout the school day. For this reason, our reading curriculum is structured on a triad approach.

	121	SHARED READING	WHOLE CLASS READING
EYFS – Y3	All children in EYFS through to Year 3 will be heard a minimum of once a week, 121, by a teacher. Additional 121 sessions will be planned and delivered for pupils not reaching their potential. Staff will identify their bottom 20% and ensure all these pupils are heard at least twice a week.	For those children who are working at ARE and above, shared reading with an instructional level pitched text will take place weekly. There will be a clear learning objective, linked to one of the reading domains. Staff will also introduce or recap a reading strategies	At the end of each day for 20 minutes, staff will read aloud an instructional level pitched text. The length and language in the book will increase in pitch from EYFS (picture books) to Year 6 (Novels). These may be linked to class themes, English authors or current affairs.
Y4 – Y6	121 reading sessions will be planned and delivered to those not reaching their potential during shared reading by trained support staff. Teachers will aim to hear these children read each week too.	Shared reading will take place every day and will follow the timetable found in appendix . There will be 4 sessions a week, lasting half an hour. All sessions will teacher new skills, share reading strategies and link to the reading domains.	

We are committed, as a school, to the early identification of any children who need intervention with reading. We have trained support staff in 'Switch On Reading' & 'precision teaching'. Once children have been identified as needing additional interventions, we seek out which strategy best suits their needs and disseminate to those pupils to the best suited programme.

Across school, from EYFS through to Year 6, the reading domains are explicitly targeted through the use of VIPERS. The VIPERS are a set of 6 characters who represent each of the 6 reading domains. Staff use the 'progression of conceptual knowledge in reading' document (appendix) to plan, deliver and assess each pupils progress and attainment in each reading lesson.

KS1 Reading Domains

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

KS2 Reading Domains

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Teaching and Learning Expectations

EYFS FOUNDATION STAGE:

It is the aim of the scheme of work that by the end of Foundation Stage children will be able to work at expected levels in both 'Communication and Language' and 'Reading' and secure Phase 3 in Letters & Sounds. In F2, English will take a more practical approach to improving children's awareness of English. Elements of the English sessions will be evident during planning, teaching and learning, such as Shared Reading. The implementation of the English lessons in F2 is gradual throughout the year. Children will develop skills and concepts in English through various adult and child initiated activities in the autumn term, moving towards a more formal English session by the end of the year, to ensure the children are ready to access English sessions in Year 1. In Foundation Stage children will only begin to learn to spell the sight words once they have proved to the teacher that they are able to read them. Reading in Foundation Stage is organised so that all children take two reading books home when they are ready (one new book and one phonics linked book) regardless of age and ability. Books given to pupils will closely match the phase of Phonics they currently access.

KEY STAGE ONE & TWO:

Pupils in Year One will continue to partake in whole class Phonics sessions every morning, and with addition intervention in the afternoon to embed the sounds learnt in the morning. In Year Two, most pupils will be expected to have completed the Letters and Sounds programme phase 5 during the second half of the autumn term and it is expected that the majority of children should be ready to access 'Support for Spelling' in Spring. Pupils who are not

ready for this will receive intervention in order to help them reach the expected level. This is something that applies to Key Stage Two pupils also, if they still require Phonics support.

In Key Stage One and Two, pupils will benefit from a daily English lesson. These lessons will be part of Units of work (fiction, non-fiction or poetry). They will cover areas across the English National Curriculum, including reading. Within non-fiction units, the Reading phase will be at the start of the unit so that pupils can see model texts prior to writing towards the ends of a unit. Within fiction units, reading will play a key part as being the starting point for all subsequent work.

Please see the phonics policy for more our intent, implementation and impact.

Planning

Long Term Planning

The long term planning for English evidences areas where reading can be incorporated into the English lessons. On the LTP there will be a list of linked texts, covering a wide breadth of genres and contexts, which, where appropriate, link to the writing genre being taught or wider curriculum topic. As a school, we also use a 'reading spine' which outlines key texts that we are committed to sharing with our pupils as they journey through school. This spine ensures that children have a broad and balanced experience with classical and contemporary authors.

Medium Term Planning

Once children are able to engaged in a guided reading environment, teachers in Y1 – Y3 will use an ARE pitched text to explicitly model and teach reading skills. The incorporates both reading strategies, and covers each of the reading domains. Teachers will provide opportunities across the week to embed the learnt skills of their sessions. In Y4 – Y4, each half term, staff will plan to share one link text per week. From this linked text, they will explicit teach the Reading Skills (VIPERS), review effective reading strategies and ensure there is time for application and assessment. Please [see appendix](#) for the weekly planning template and [appendix](#) for the weekly overviews.

All pupils will have a minimum of half an hour a week for free reading where they can access their class libraries or share in books of their own choice.

END POINTS

Huntingdon Academy has collated and evidenced example writing belonging to our pupils which reflects the expectations of WTS, EXS & GDS for each year group, across the 6 reading domains. We use sentence stems and vocabulary to judge whether pupils have met the expected level. We use this to support our accurate assessments at each assessment point throughout the school year. This helps us to tailor our teaching, learning and interventions – with an aim of enabling as many pupils as possible to reach the expected standard, and above. Book bands and PM benchmarking are used each half term to accurately assess the progress and plan for next steps for individual pupils.

Below are the book banded 'end point expectations' for each year group.

Year group	School Term	Book Band	Approx reading age in years
Foundation Stage		PINK	Less than 5 years
		RED	5 years
1 (6 yrs)	Autumn	YELLOW	5 – 6 years
		BLUE	
	Spring	GREEN	
	Summer	ORANGE	
2 (7 yrs)	Autumn	TURQUOISE	6 – 7 years
	Spring	PURPLE	
	Summer	GOLD	
3 (8 yrs)	Autumn	WHITE	7 – 8 years
	Spring		
	Summer		
4 (9 yrs)	Autumn	LIME	8 – 9 years
	Spring		
	Summer	BROWN	
5 (10 yrs)	Autumn	GREY	9 – 10 years
	Spring		
	Summer		
6 (11 yrs)	Autumn	DARK BLUE	10 – 11 years
	Spring		
	Summer	BURGUNDY	
Reading Ready for Secondary School (12 yrs)	Autumn	BLACK	11 – 12 years
	Spring		
	Summer		

INTENDED IMPACT

The intended impact of our reading curriculum aims to make sure we;

- place reading and books at the centre of our curriculum and recognise that being able to read well is a key life skill for children
- believe that every child can learn to read. With the right teaching and support, we acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school
- build time for all children to read independently, read aloud and be read to during the school day
- promote reading for pleasure for all
- develop our environment to encourage and support reading
- believe that every teacher should be an advocate for reading,
- involve parents in our reading curriculum to enable them in best supporting their children at home.

We expect our percentage attainment for pupils at ARE to be at least in line with national averages and the same for those working within GDS. With this provision in place, there should be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)