

Reading Curriculum Statement



Reading Intent

At Hunslet Moor, reading is our passion. One only has to walk down the school corridors to see how much reading means to us: our hallways are filled with displays which show what each class is studying and the class texts that they are reading alongside each topic; there are posters on every door about what our staff members are reading at home; and in each classroom there is an inviting library filled with the latest titles featuring protagonists from diverse backgrounds which reflect the vibrant and multicultural community we serve.

We want children to love reading, and last year we launched 'A Year of Reading.' Planning an entire year packed with exciting reading-related events and activities has been a monthly reminder of how we have the power to change a child's life and future aspirations through teaching them to love reading. From live, virtual-author workshops to coming to school wearing pyjamas to celebrate The Book Trust's 'Pyjamarama,' we have done so much to foster a love of reading at Hunslet Moor. We are very proud of the success of a 'Year of Reading' and we are dedicated to making each year better than the last.

We want our children to become life-long readers who possess the ability to serve their communities and achieve their full potential. We have worked with charities and organisations such as The Literacy Trust, Read for Good, Leeds Libraries, The Book Trust, Scholastic, and Leeds' School Library Service whose dedication to improving the lives of children through reading inspires us to make things better for our own school community. Visiting the local library weekly means that leaders from our local reading community become our close friends, and together we strive to inspire each other to read more and therefore learn more.

Implementation

Reading for Meaning takes place in Years 2-6 regularly to ensure that dedicated reading lesson time is a total of 2.5 hours per week. The content domains are taught through a well-planned series of lessons based around the Long Term Plan which has been designed carefully by the Reading Leaders. The explicit teaching of fluency once a week aims to improve the way children read and how they can understand the variations in the sentence structures they come across. We want to make sure that our children leave after Year 6 being able to read coherently with expression and intonation. Recently, to ensure good teaching of fluency across the school, we have shared the good practice of staff members who have taken part in The Fluency Project through a system of internal CPD.

Children who have completed the RWI programme, take home a banded book from our Big Cat Collins collection. Along with this, the children also take home a book that they can read for pleasure. This book may not be at their phonic ability but we encourage all our children to read with their parents and enjoy a story together at home each evening.

Paper reading records are sent home with children in Reception, Year 1, 3, 4 and 5. We ask that the parents and children use these to record reading that happens at home. They are

monitored regularly so that parents and teachers can communicate about their child's reading through them. Excitingly, this year, Years 2 and 6 have begun to use Class Dojo as a method of recording reading on their own personal reading portfolios. We want children to have the opportunity to use our much-loved online communication platform to share their reading journeys. It is wonderful to see the creative way the children share their home reading: some take videos of themselves reading to siblings; others take pictures of their books; and some children create what we call a 'journal' to tell us what page number they are up to and how they are enjoying their book.

Each week in the KS1 and KS2 celebration assemblies, we reward children for their reading. They may have been spotted engaging well in a Reading for Meaning lesson, or they may have tried their best in RWI or perhaps they have uploaded their home-reading onto their portfolio on Class Dojo. The children not only win a certificate, but they also receive a brand new book to take home. We gift our children with new books whenever we can, including at Christmas when each child in the school goes home with a book to keep.

Every day at 3 O'clock, each class in school stops and reads until home time. Each class text has been carefully chosen by the Writing and Reading leaders and form part of these subjects' long term plans. We know that reading helps to improve writing and therefore, our story time is so important, not only to foster a love of reading but to also support our children in their writing to.

Impact

More than anything, we want everything we do to have a positive impact on the children at Hunslet Moor. When it comes to reading, the biggest impact we can have is achieving our goal that everyone leaves our school in Year 6, being fluent and able, life-long readers.

We hold ourselves accountable to this goal and set clear ambitious targets for our children. We assess where they are against those targets on a regular basis and in several different ways.

Year 2 and 6 have a robust assessment timetable throughout the year in which past statutory assessments are used to assess the children's progress. This data is analysed to inform teachers' planning and to support the children who are in need of additional instruction to meet expectations. At the end of each term, the Reading Lead produces a report in which the formative and summative assessments are analysed and the results shared with the English Lead and Senior Leadership Team. The results of this inform the Leaders' action plans which in turn ensures that support is offered to the children who are showing that they require additional help to achieve their targets.

In years 3, 4 and 5, Rising Stars assessments are used at the end of every term and a system is in place to ensure that the children are tested on both fiction and non-fiction texts. Children who are working below age related expectations are tested on a lower year group's test. If they are still accessing phonics, then they will be assessed each half term using a RWI phonic assessment. New for 2022, each term, we will be recording the number of words per minute each child in Years 1-6 can read. This will give the teachers a greater understanding of whereabouts the children are in terms of age-related expectations as well as highlighting the need for ensuring explicit fluency is taught as stipulated in the teachers' planning guidance.