

Reading

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

~ Dr. Seuss, I Can Read With My Eyes Shut!

Aims

At John Hampden Primary School, we aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read.
- Give our children the reading skills they need to access all areas of the curriculum.

Planning & Teaching

At John Hampden Primary School, we consider ourselves a community of readers. All adults model and communicate their love of reading and support children in their reading in the following ways:

- Story time; where adults share quality texts with their class
- Opportunities for reading for pleasure; time is allocated to read independently and with a buddy to enjoy the reading experience
- Book talk & comprehension sessions; where teachers model the different skills of reading
- Inviting reading areas; that inspire our children to read a variety of books for pleasure
- Individual reading; where we support children according to their individual needs
- The use of high quality and a rich variety of texts; which show progression through the school

SEND & Inclusion

All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Liaison with the school's SENCO ensures children has access to correct level of support.

Marking, Assessment and Recording

A whole school approach to assessment and record keeping is conducted according to our assessment policy. Teaching staff also maintain their own individual class records of every child's reading skills which enables teaching to match the learning needs of individual children.

Home / School Links

Co-operation and support from parents are paramount if a child is to become a successful and competent reader. At John Hampden, we strive to develop and encourage a strong partnership between home and school. It is our policy to send a range of reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in their child's diary. We hold regular parent workshops where parents can find out more as to how they can support their children at home.

Impact

- Through implementing the above:
- We are aspirational for all our children to achieve age related expectations
- Children will read confidently, fluently and comprehend a range of text types
- Children will make at least good progress from their starting point
- Children will foster an enjoyment of reading
- Classrooms will provide engaging and exciting reading areas and opportunities
- Teaching will address children's individual learning needs
- Children's progression in reading will have a positive cross-curricular impact.

Spelling

At John Hampden Primary School we firmly believe that good spelling is an essential skill that allows children to communicate their understanding in all curriculum subjects. In order for pupils to become effective and confident writers they need to develop and use a range of effective spelling strategies. We particularly want the children to develop a love of language and the confidence to understand and use more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

Aims

By adopting a consistent approach to the teaching of spelling we aim for the children to be able to spell accurately at the standard expected for their age when spelling across the curriculum. In doing so we aim to:

- Develop and teach children to use a range of age appropriate, effective spelling strategies;
- Encourage creativity and the use of more ambitious vocabulary in their writing;
- Enhance proof reading, editing and evaluating skills so that children take responsibility for the quality of their written work;
- Encourage children to identify patterns in words and spellings;
- Help children to use a range of dictionaries and spell checks effectively;
- Help children recognise that spelling is a lifelong skill;
- Provide equal opportunities for all pupils to achieve success in spelling.

Handwriting and Spelling

- Links between handwriting, phonics and spelling are important. The regular practice of letter patterns and spelling words helps to develop good writing habits. This means that children will develop a good motor memory, which will aid independent writing and spelling.

Planning & Teaching

- Spelling is systematically planned and responsive to the needs of learners: we use Purple Mash as part of our Spelling Scheme to ensure the continuity. Year 1 & 2 words are primarily linked to the phonic stage that they are working at.
- Words are planned termly on a grid that is accessible to parents.
- We recognise that children develop at different stages and that the spelling lists provided should be viewed with this in mind.
- Spelling is taught in regular short sessions throughout the week
- Pupils have opportunities for regular application through modelled and shared writing, reading, proofreading and feedback.
- We link spelling to handwriting with daily practice. Spelling words are learnt by joining each word.

SEND & Inclusion

We recognise that some children will continue to find spelling difficult and will need additional support beyond quality first teaching and differentiated classroom activities. A range of additional intervention programmes are regularly put into place to support children who find spelling difficult. Class teachers will liaise with the SENCO when considering the specific needs of children with additional needs.

- SEND children receive words that are high frequency and essential for moving their writing forward. The number of words given weekly will reflect the learning need of the individual children.
- In response to the spelling needs of each class, teachers plan a list of non-negotiable words that are clearly displayed and used by the children daily.

Marking, Assessment and Recording

- Children are tested weekly. A full set of common exception words will be tested termly.
- Children underline words they are unsure of and can go back later and check.
- Teachers circle spelling words that are misspelt within children's writing work.
- Purple mash quizzes can be used at home as additional support.
- Any child who participates in an intervention will have their progress measured using Young's Spelling test, three times a year.
- Diagnostic tests for more dyslexic children can be conducted when needed.

Home / School links

At John Hampden we recognise that parents have an active part to play in all aspects of their children's learning and so provides a range of strategies to support parents and carers with spelling at home.