

Reading Intent Statement

At Hallsville, we strive to create lifelong learners and we recognise that literacy lies at the heart of this. We know that reading is the key to being able to access the full breadth of the curriculum and is a fundamental life skill. We want our children to move from learning to read to reading to learn and to love reading a wide range of literature. High quality books are at the heart of our reading curriculum and we aim to create a love of reading within the children at Hallsville. We believe that if children enjoy reading, they read more frequently and become better readers and this is our intent. We strive for our children to be inspired as readers and to be motivated to read for themselves.

At Hallsville, we aim to develop the following in all of our children:

- A love for reading where pupils choose to read frequently for enjoyment;
- The ability to read fluently and with good understanding;
- An interest in words and their meanings to acquire a wide vocabulary;
- The powers of imagination, inventiveness and critical awareness.

Teaching Reading at Hallsville

Our school's reading curriculum aims to teach children the skills they need to decode before progressing on to being able to read fluently, and with confidence, in any subject. We also want children to appreciate our rich and varied literary heritage. We teach children explicit reading skills and support them to become resilient readers. Our reading curriculum is tailored to meet the needs of our children. We have hand-selected, with care, fiction, non-fiction and poetry texts which will introduce and immerse children in a broad range of high-quality texts. We have aimed to represent all of our children in our book choices and use books to break down stereotypes. Our teachers know about the best children's literature and share this with the children through regular book talk and discussions in order for children to develop their own opinions on texts they have read. Our love of books is visible throughout our school: the children can access their classroom libraries and we have two libraries that the children can enjoy in their free time.

Early Reading – Phonics

Early reading is taught through a systematic phonics programme (Read Write Inc). See progression in phonics. [Progression of sounds](#)

Alongside the phonics programme, children have extensive exposure to high quality books that ensure they encounter rich and varied vocabulary. In reception and Year 1, we use [Talk Through Stories](#) and [Take One Book](#) to teach comprehension beyond the phonics programme.









Fluency and Comprehension

Just Imagine - Take One Book

Throughout Key Stages 1 and 2, we use Just Imagine's [Take One Book](#) framework. This is a four-stage framework for reading based on up-to-date research. Skills for reading, comprehension, fluency and vocabulary are taught through exciting book-based units which offer engaging reading experiences. High-quality dialogic teaching underpins and is key to the process.

Agate Reading Units - Reading Gems

In Key stage 2, we have devised a personalised reading programme which focuses on teaching each of the skills needed to become a fluent and resilient reader explicitly using a range of carefully selected high quality text types across all genres. Each skill is represented by a coloured reading gem. Each unit follows a three-part structure. All units begin with a reading fluency focus and progress to focus on the teaching of one specific reading gem and daily review of previous gems taught. In every unit our children get the opportunity to practise and explore one of the gems through teacher modelling, guided practice and independent application. We introduce the gems progressively and recognise the importance of learning and embedding certain skills before introducing others. Vocabulary is skilfully taught for all books ensuring our children are equipped with the vocabulary they need to be successful learners.

Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
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
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response	
10-30%				40-60%		20-40%	

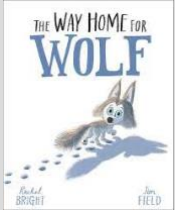
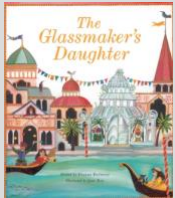



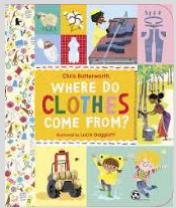

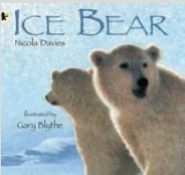

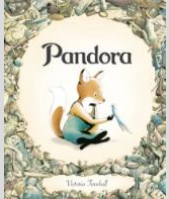
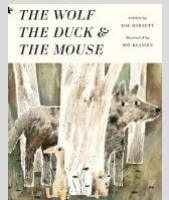
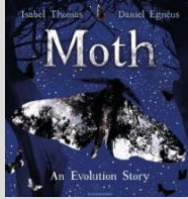
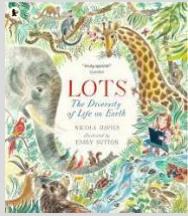
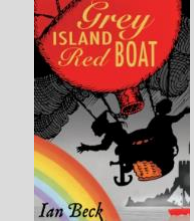


Instilling a 'Love of Reading'

'If you don't like reading it's just because you haven't found the right book.....yet!'

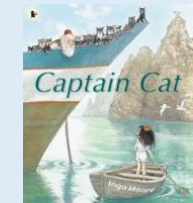
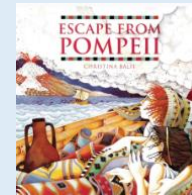
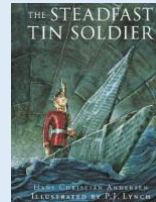
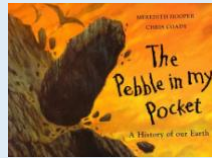
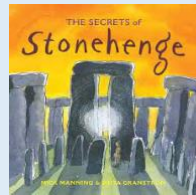
We firmly believe that as teachers if we give children the right skills alongside the right books we can instil a love of reading that will foster lifelong readers. At Hallsville, our teachers strive to instil a love and passion for reading in many other ways too. Our enriching reading curriculum also provides our children with:

- Daily love of reading session
- 12 books to read in year
- 5 Daily reads
- Book clubs/Reading Gladiators
- Engaging book areas in every classroom and two libraries
- Regular book talk so that children can share recommendations
- Read to learn across the curriculum
- Home-school reading logs

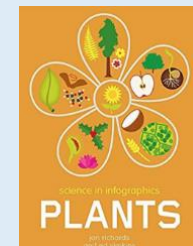
	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 1	Spring 2
Reception guide only	RWI Phonics (Red)		RWI Phonics (Green)		RWI Phonics (Purple)	
	Talk Through Stories is taught every day in addition to RWI.					
Year 1 (Guide only)	RWI Phonics (Pink)		RWI Phonics (Orange)		RWI Phonics (Yellow)	
Y1 Take One Book - comprehension	  	  	  	  	  	 

Year 2 (Guide only)	RWI Phonics (Blue)	RWI Phonics (Grey)	RWI Comprehension Modules
Y2	  	     	      

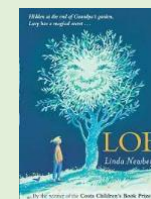
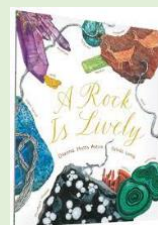
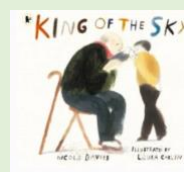
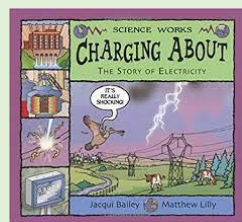
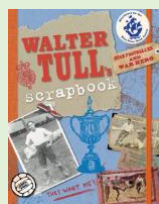
Y3



Agate Units



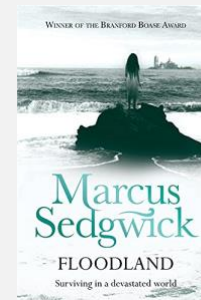
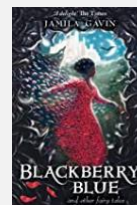
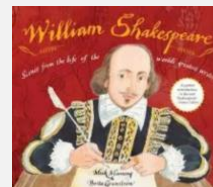
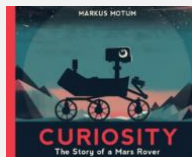
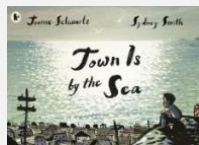
Y4



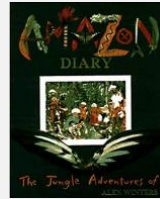
Agate Units



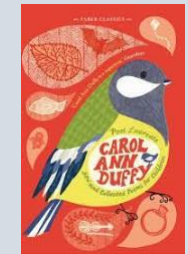
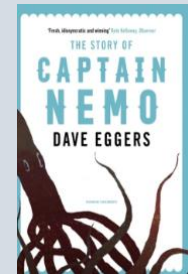
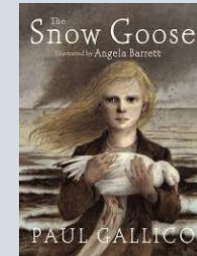
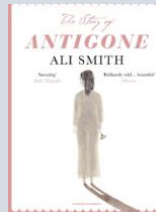
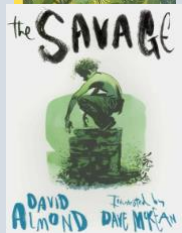
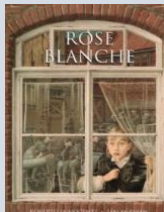
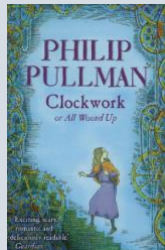
Y5 Take
One Book



Agate Units



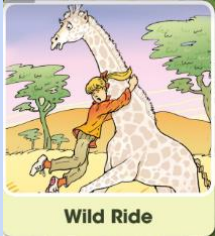
Y6



Fiction

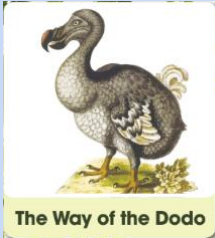


The Lost Queen



Wild Ride

Non-fiction

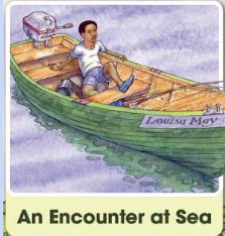


The Way of the Dodo

Fiction



Gaby to the Rescue



An Encounter at Sea

Non-fiction



Swimming the English Channel

Poetry



Grannie

Fiction



Albion's Dream

Non-fiction

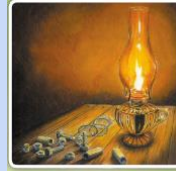


The Giant Panda Bear

Fiction



The Park



Music Box

Non-fiction



Fact Sheet:
About Bumblebees