



Reading at Hollin

Throughout school from Nursery to Year 6, a love of reading is fostered.

Every classroom has its own bespoke reading area.

Teachers choose books to share with their classes to inspire and excite them, to develop vocabulary and love of stories.

Staff are well trained in the teaching of phonics and reading.

Early Reading and Phonics

In Nursery, children are given many opportunities to take part in activities from the seven aspects of Phase 1 Letters and Sounds.

In Reception, children begin the RWI programme to learn phonics from September. The RWI mnemonic is used to teach letter formation. Jolly Phonics actions and jingles are taught as each grapheme is introduced.

Initially children are given sounds in a bag to take home and learn. Children can also take books home to read which match their phonic decoding ability.

In Year 1, children continue the RWI phonics programme. New sounds are introduced and phonics continues to be taught on a daily basis. Those children who need extra support to catch up are targeted through intervention.

Children continue to take home reading books from the Book banded book scheme. This means that they are exposed to a wider range of stories and vocabulary.

The phonics screen is usually undertaken during the summer term.

Children in year 1 are all given a library card and visits are encouraged.

Guided Reading is introduced to include book handling skills for the lower ability and greater focus on reading skills for the more able.

Children continue to experience a wide range of stories, poems, rhymes and non-fiction books.

In year 2, children who have not passed the phonics screen are targeted for additional phonics intervention.



Teachers have received training in using Reading Rocketeers and this is used as a whole class approach to develop reading comprehension. Teachers have also been trained in using RWP packs and resource packs purchased. This has introduced skills of skimming and scanning to Year 2 children.

Developing Reading skills

In Year 3, children continue using Reading Rocketeers. Initially, as a whole class reading activity to develop reading comprehension skills, but later in the year, it is used as a reading intervention to support children who need support in developing skills of inference and deduction. Children who are still struggling to read/decode are given reading intervention. This may be in a small group for phonics or through precision teach eg for the teaching of tricky words.

From Year 3 upwards children are able to access the Accelerated Reading Scheme. This allows children to choose from a wide range of books at an appropriate level. Children are assessed initially using a STAR test. This determines the correct level for children to access. Children select books from the appropriate level and then take a short test online to assess their understanding of the text.

Throughout KS2, teachers continue to read aloud to children to foster their love of books. They choose books as a focus to develop vocabulary and understanding of the written word.

Hollin frequently receive children who are new to the country or who have a limited understanding of English. They are supported to catch up as quickly as possible.

Over the last few years at Hollin, there has been a strong focus on raising the profile of reading. This has included considerable investment in books for class reading areas and the accelerated reading scheme. In addition, more books have been bought to support guided reading through topic work, pupils have identified wishlists of books which have been purchased and more books have been purchased to supplement book banded books.

DEAR time is well established across school to promote reading for pleasure.