



The Harbour School

Reading Approach

See also; Intervention Strategies; Topic Webs (appropriate to specific classes) and Curriculum statements (appropriate to Key stage), Flight Paths.



The Journey of Reading

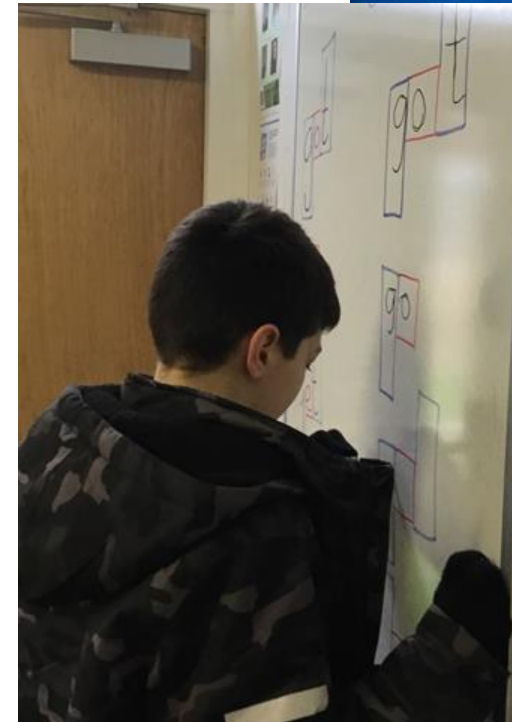
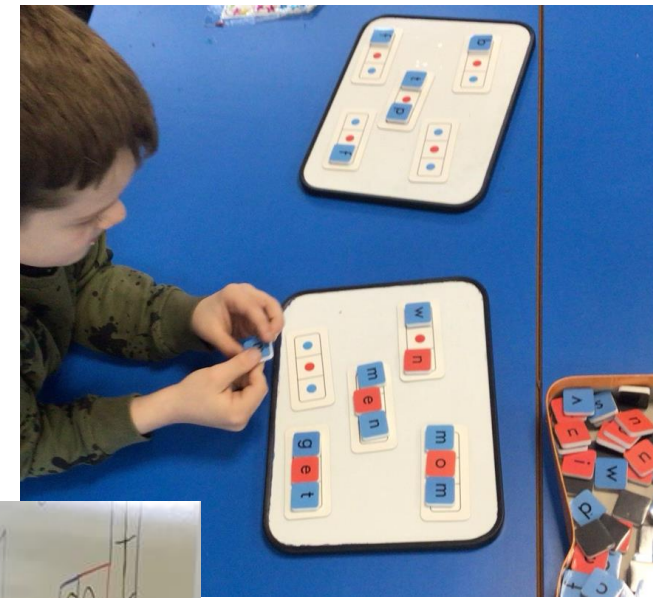
Each pupil will have the opportunity to take part in reading activities every day, across the curriculum and at times with a multisensory approach.

For some pupils this will be the opportunity to enjoy sensory stories and for others this may be sharing book with an adult or peer, pre-reading activities such as matching games, jigsaws, listening to rhymes and songs.

For others this may be accessing texts from the reading scheme in order to develop their skills in decoding and reading comprehension. We also have an extensive library of books that pupils can access.

Across the school, classes have a Class Reader book they read daily, exposing pupils to quality readers allowing the learners to get lost in the world of the book.

We want all our pupils to engage with reading opportunities to become familiar with stories, re-visit the language, anticipate what is coming next, retrieve from the text and develop a love of books. Children are also exposed to poems, newspapers and other non-fiction texts, alongside developing reading skills in vocabulary, inference and fluency.



Story Time

At THS we believe that it is important for stories and books to be shared with pupils. All classes have daily timetabled class reader slots where pupils are exposed to high quality reading to create awe and wonder, creating the sense of getting lost in a book.

As well as this every pupil is expected to read to an adult or complete discrete phonics sessions depending on their ability.



Social Stories –

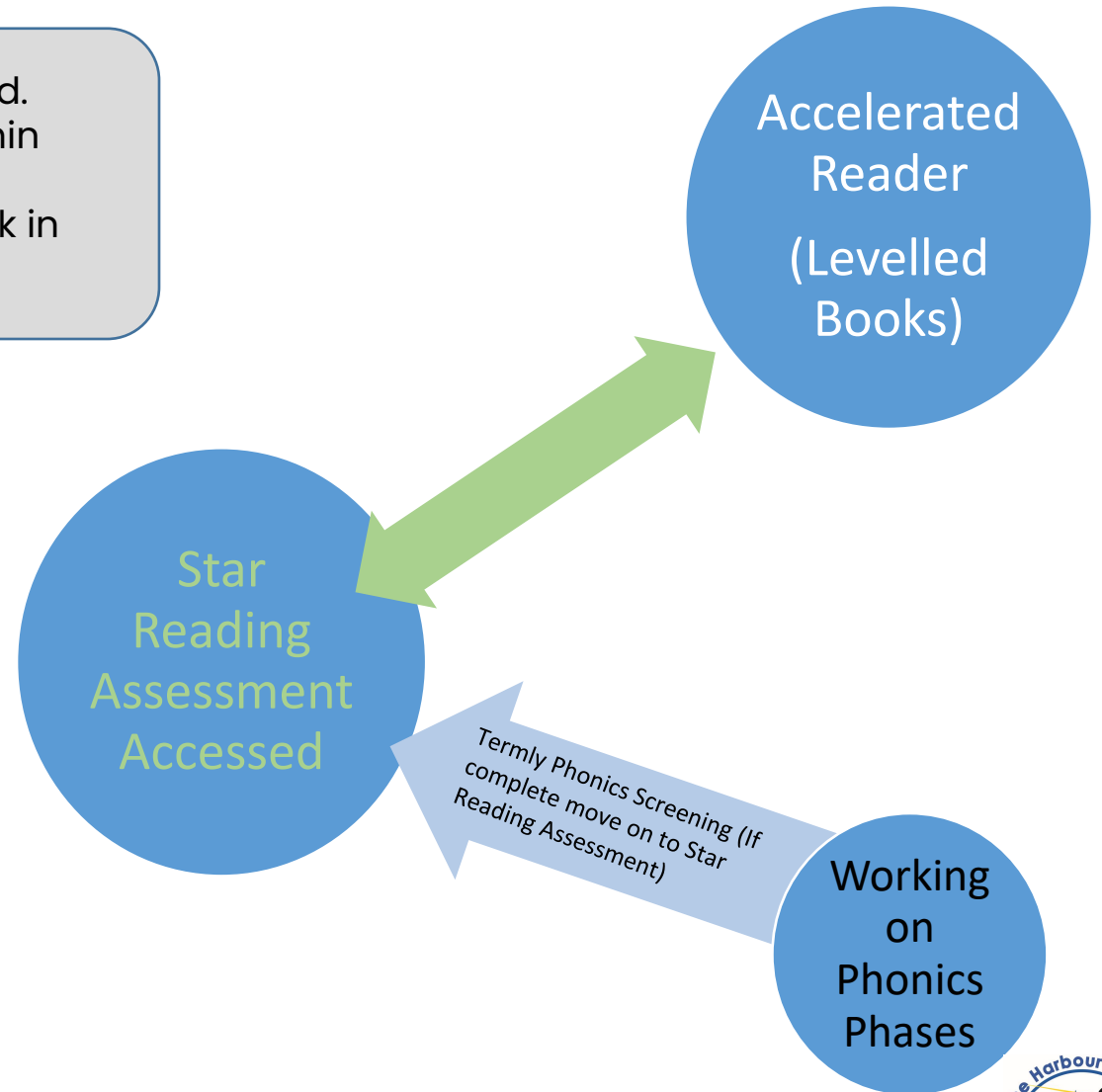
For some pupils we use social stories which also have pictures (widgeits) to help explain transitions or changes and support emotional regulation.

Assessment Summary

Learners can access online assessments and a score is registered. This score then gives the learner a level to start working from within our library. The Accelerated Quizzes which are completed online update the learners attainment. This adapts the level/colour book in our library they can access, to best support their reading.

Adjust goals

The screenshot displays the Renaissance Accelerated Reader dashboard. On the left, the 'Progress' section shows a 140% heuristic score, 2345 words read, 6 activities completed, 2.4 points earned, an 87 average quiz score, and a 1.3 average reading level. Below this is a 'Best reading for you: ATOS' scale from 0.8 to 1.3. The main area features 'Short Books' (0.5 Point Reading) and 'Medium Books' (1 Point Reading) with various book covers and progress indicators. On the right, the 'My Reading Goals' section includes a table with columns for Name, Start & End Dates, Goal, and My Progress. It shows progress for '% Correct' (85/85), 'ATOS Book Level' (4.5/4.2), and 'Points' (73.4/10.7). Below the table is a 'My School Year Totals' section showing 10.7 reading points earned. To the right of the table, a list of statistics is provided: Words Read (89,591), Percent of Reading Fiction (75%), Percent of Reading Nonfiction (25%), Activities Completed (4), Activities Passed (4), ZPD (4.4 - 7.5), Lexile® Range (1040L - 1190L), and Star Reading Score (889).



The Harbour Phonics/Reading Approach

At THS we want all our pupils to have the opportunity of high-quality reading texts that engage readers, create new worlds and develop reading fluency.

To promote this we have devised our own Harbour Phonics Approach. This approach predominantly uses Little Wandle in a hybrid approach which helps cater for the pupils' needs and interests based on age and ability. The strand of approach takes into account the individual pupil. Some pupils have interventions that hang off this phonics approach such as The Talisman Series (Phonics catch up readers designed for older interests). Within the Upper School learners will be supported by the THRASS phonics chart, which present phonics in a more age-appropriate manner, providing more opportunities to explore phonics within a range of subjects.

The Harbour Phonics Approach is built with the aim to transition learners into free readers. This transition is made smoother with the integration of Accelerated Reader which flows from Phonics levelled books through all the year groups. So, no matter where the pupil is within the school, they all have the same access to the library, all be it, with varying banded books. Pupils also have access to an extensive library of books outside of the reading scheme which also helps them to generalise their reading skills and further develop their love of reading.



The Harbour Reading Approach uses a series of books that have been carefully written to help children learn to read. When your child is learning to read, it's important to give them books that are at the right level of challenge. Books that are too challenging can be frustrating and risk putting a child off reading. The Harbour Approach makes sure books are matched to the pupil's level of reading and correct interest level, to provide challenge, enjoyment and fun - to have the most impact on their reading skills. Each day your child will read a book with an adult in school and their progress is tracked. This builds on both phonic knowledge to decode and comprehension skills to develop understanding and enjoyment of the text. These skills are assessed by Accelerated Reader which provides a quiz after each books to highlight the skills gained from the reading experience.





Harbour Phonics Approach & Harbour Reading Approach Going Forward



Reading Approach

Assessments:

Pupils assessed on entry to the school and then at beginning of every term

- Alphabet Assessment & writing of own full name
- Phonics Assessment
- Accelerated Reader

Pupil Literacy Passport:

A book to store phonic assessments/ alphabet assessments/ word list record sheet/ to insert literacy evidence e.g. copies of sentence writing/letter formation/comprehension work – as an illustration of progress at certain stages

- to ensure that any class changes will be as smooth as possible for pupils
- to ensure that all staff can find out what stage a pupil is at easily – to carry on from the correct point (avoiding frustration of pupils)



Resources:

- Resources to be colour coded to assist with transcoding
- Vowel graphemes – red
- Consonant graphemes – blue

Reading Approach



**Not to be used slavishly
as a phonics assessment**

Phonics Programme: Daily Session of discrete phonics

- **Primary:**

- Based on **Little Wandle**

- Using **Big Cat Books**

- **Structured word list record sheet:**

- Based on the words included in Big Cat Books

- Sound-talk/reading/spelling/writing all recorded

- **Word List Record Sheet will be:**

- used by staff to support practical activities using concrete materials – to ensure the correct words are being segmented and blended at the correct stage

- used for formative assessment and to assist staff changes (all staff will know what stage every pupil is at by looking at the record sheet)

- included in pupils 'literacy passport'

Reading Approach

Phonics Programme: Daily session of discrete phonics

Secondary:

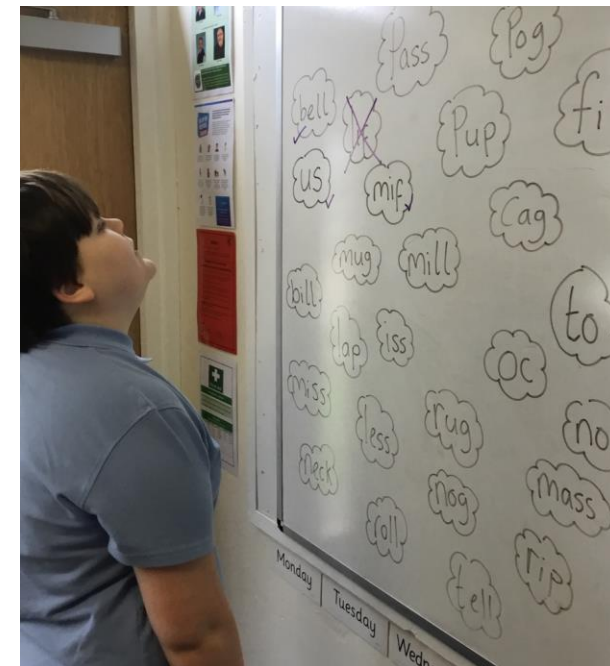
- Based on **Catch-up Readers** books
- Pre-teaching of words using **Catch-up Readers work books**
- Supported by **THRASS charts** (An English Spelling Chart Programme)

Catch-up Books:

- Designed to appeal to older struggling readers to fill the missing gaps in phonic skills
- Includes Vocabulary/syllable/comprehension/fluency work as well as targeted phonics activities

THRASS Chart:

- Designed to work alongside any phonics programme
- Suitable for pupils of all ages, in groups or 1:1
- uses **transcoding** to support both dysphonetic and dyseidetic readers
- Can be used for any subject – allows for moments of phonic instruction throughout the day by using word analysis of keywords/ topic words/ word of the week etc



Reading Approach

Accelerated Reader:

- All pupils who have mastered phonics will be allowed to select their reading books from the correct level following accelerated reader assessment
- All library books have been levelled and labelled in accordance with Accelerated Reader
- All new library books are selected to support Accelerated Reader
- Some phonic books are also part of Accelerated Reader
- All pupils are encouraged to complete the quiz at the end to ensure pupils understand what they are reading
- Teachers are able to view results as part of their assessments

Reading Records:

- Pupils to read every day
- All pupils have a reading record
- Reading record completed every time pupil reads
- Changing levels of book to be celebrated – pupil to be made aware
- 'Certificate' slip showing level progression glued into reading record (to make it easier for staff changing books and to acknowledge accomplishment of pupil)

