



Learning today; shaping tomorrow

## Vision Statement | Reading

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and giving children opportunities to read not just in English lessons, but as part of wider curriculum enrichment and beyond.

We aim to enable children to make meaning from texts, which will in turn inspire them to read for pleasure, to ensure they are successful throughout their time at school and into adulthood

## Intent

At Kenley Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through systematic, synthetic phonics, a linked approach to shared, guided and whole class reading; home reading; reading across the curriculum; reading for pleasure time and regular 'Read Along' opportunities, hearing quality texts read aloud every day. All of these are essential components, as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Therefore, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills, so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

# Implementation

- **Early Reading and Phonics**

Learning to read is one of the most important things a child will ever learn. It underpins everything else, so we believe in putting as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want our children to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

We start teaching phonics in Nursery/Reception and follow the **Read Write Inc. Phonics progression**, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Kenley, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Alongside this the children are taught the 'tricky words' – high frequency words (HFW) which do not follow the regular phonetic pattern.

Phonics and reading activities are taught as a whole class. Discreet phonic sessions take place daily for 20-30 minutes and there are also enhanced phonic activities within the indoor and outdoor environment available for the children to explore independently throughout the day – phonics provision is also supplemented by a wide range of speaking and listening, English, spelling and grammar activities.

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have attractive book corners where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading.

Children's progress in phonics is continually reviewed through daily informal and 6-weekly formal phonic assessments and evidence from children's reading and writing.

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- o daily within class to identify children needing Keep-up support

- o weekly as part of learning journeys to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- o every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan any intervention support that they need.
- o by SLT and scrutinised through Phonics Tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

### **Statutory assessment**

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

### **Ongoing assessment for catch-up**

Children in Year 2 to 6 are assessed continually and through their teacher's ongoing formative assessment using the Phonics Tracker and interventions implemented as appropriate.

- **Reception & Key Stage 1**

### **Read Write Inc. Phonics & Reading Groups**

Every day children join their Read Write Inc. Phonics & Reading group. Each session is approximately 30 minutes long.

It is our aim that 5 sessions will take place each week.

The team of adults (Teachers and supporting staff members from across the school) deliver Read Write Inc. Phonics & Reading to a group of pupils five times per week.

Each member of the squad has a consistent 'tool kit'

- Tricky words
- phase 2,3,5 sounds
- Year group expected reading words
- Vipers Logos

Teachers plan and resource every group and the sessions that will be delivered.

Each session is structured in a consistent way –every session starts off using the flash cards appropriate for the group.

When listening to reading adults will 'live mark' reading strategies by intervening at the point of reading and re-model the error observed in the moment of reading. (Immediate feedback).

### **Whole Class Reading**

- x1/2 weekly

Key focus areas: Comprehension (oral Year 1) and skill development linked to a specific reading domains; development of reading strategies; exposure to prosody: fluency, expression, intonation, taking account of punctuation. Year 2 are exposed to written questions - adults to reinforce the reading skill that is being focused on and 'live mark' written answers.

### **Reading Fluency (Year 2)**

- x1/2 weekly

- **Key Stage 2**

### **Whole Class Reading**

This is taught 3 or more times per week– lasting 30 minutes and shown on weekly timetables.

**Text choice** This can be a current core text for English or a separate chapter book selected from Essential Texts. Poems; song lyrics; picture books; graphic novels; images; visual texts (ie images; short films); non-fiction extracts (inc First News/The Week Junior); short stories are all examples of texts that can be used to provide enrichment; breadth and diversity. Text complexity should be pitched based on the learning needs of the class.

**Pre-teach** Children who have an understanding of context are able to outperform their peers in comprehension, irrespective of phonic-reading ability - background knowledge is the most important component of language comprehension. To apply this in WCR, lessons begin with pre-teaching the required background knowledge and vocabulary to provide a scaffold and ensure that all children start with the necessary information to engage successfully and effectively with the text. For some children, pre-teach will take place outside of WCR sessions, to provide the time, space and opportunity for background knowledge.

**Skills Focus** During whole-class reading sessions, the focus should be on comprehension rather than fluency as these are separate skills. A lack of fluency can inhibit comprehension as children need to be able to decode a massive 95% of a text to enable them to understand it (Hirsch, 2003). Teacher reading means that the language content of the text doesn't need to be limited and modelling can provide a scaffold for inference and understanding of emotion.

## Reading Fluency

Fluency is the ability to apply and identify the correct pronunciation of written words immediately and without conscious effort. It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text. Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.

In Year 2 to Year 6, Reading Fluency sessions take place twice a week.



# Weekly Reading Overview

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>RWI Phonics &amp; Reading Group <b>x5 per week</b></p> <p>Voting station story <b>x5 per week</b></p> <p>Teacher selected book chosen to link to theme/children's interests. Teacher reads &amp; asks targeted questions to develop comprehension <b>x5 per week</b></p>	<p>RWI Phonics &amp; Reading Group <b>x5 per week</b></p> <p>Voting station story <b>x5 per week</b></p> <p><u>Whole Class Reading</u> Pre-teach. Teacher reads &amp; asks targeted questions to develop comprehension <b>x1/2 per week</b></p>	<p>RWI Phonics &amp; Reading Group <b>x5 per week</b></p> <p><u>Whole Class Reading</u> Pre-teach. Teacher reads &amp; asks targeted questions to develop comprehension <b>x1/2 per week</b></p> <p><i>plus</i> <i>Comprehension-application of skills developed earlier in week (Spring term)</i> <b>x1/2 per week</b></p> <p><u>Reading Fluency</u> – <b>x2 per week</b></p>	<p><u>Read Along</u></p> <p><u>Whole Class Reading</u> – <b>x3 per week</b></p> <p>Pre-teach of context, key language and vocab.</p> <p>Teacher reading modelling fluency, prosody etc;</p> <p>Opportunities to explore and develop comprehension including language features &amp; punctuation through wide exposure to texts.</p> <p>Differing activities and strategies; talk built around ch's personal responses</p> <p><u>Reading Fluency</u> – <b>x2 per week</b></p>			

Read Aloud

Read Along

## Wider Curriculum Reading

Each wider curriculum subject (ie History; Geography; RE; Science) is supported by a range of high-quality supplementary texts of both fiction and non-fiction genre. These are used for research; fact-finding as well as reading for meaning and pleasure.

## Reading for Pleasure

EYFS has 'Story Time' daily and in KS1/2 the minimum expectation is 3x per week. The aim of this is to further expose children to a range of texts, promote the love of reading and to build the vocabulary that the children are exposed to.

Our school and class book areas allow children to immerse themselves in the wonderful world of books. They are stocked with an attractive range of fiction and non-fiction to support every ability and reading choice and encompass the latest reading trends and classic texts that should be part of every child's primary school experience- building the children's cultural capital. Quality time is timetabled weekly to allow children to explore the text on offer.

During this time, children are also invited to take home a 'Reading for Pleasure' book in addition to their school reading book. To promote parental engagement in home reading we invite parents/carers to workshops which are designed to facilitate engagement between parents, the school and their children's reading. They begin with messages about the importance of reading for pleasure which is followed by informal parent/children reading time supported by teachers where necessary.

In addition, we address book poverty by giving out free books to identified children and arranging 'Book Swaps'. We also celebrate reading together throughout the year by taking part in both school based, local and national reading initiatives including the Read for Good Readathon, National Poetry Day, World Book Day, author visits, book swaps and extreme reading challenges.

Books, newspapers, magazines, online blogs or books borrowed from a library are encouraged as are charity shops and local bookshops.

Teachers, support staff and leaders recommend texts to children – these can be found within classroom book areas, as well on displays across the school. Staff are able to attend a Open University/UK Literacy Association Teachers' Reading Group that aim to enrich their understanding of reading for pleasure and how to support it. Regular book-sharing assemblies provide further opportunities to expose children to a wide range of texts, with a focus on representation and diversity.

# Home Reading

All children from Reception – Year 2

All children from Year 3 –Year 6 have an age-appropriate Reading Record, which in addition to providing space for comments about a child's reading (home, school or child) also has high-frequency words to practise; space to record new vocabulary; helpful information on how to help develop children's reading.

Our Home Reading expectations recognise the importance of parental support in developing children's pleasure and competence in reading and therefore include guidelines on their engagement. This is important for a number of reasons, not least that it provides home reinforcement of the need to read regularly:

**Reception:** Children will read **daily** – with an adult, to an adult or be read to. Children are provided with a book that is suitable for their current reading ability, and which will be changed **twice weekly**. Dates and details of any reading done should be **noted daily in the Reading Record by the person who read with the child**.

**Years 1 & 2:** Children will read for **10-20 minutes daily** – with an adult, to an adult or be read to. Children are provided with two books that are suitable for their current reading ability, and which will be changed weekly. **Dates and details of any reading done should be noted daily by the person who has supported the child** in the Reading Record, along with any comments they might wish to make.

**Years 3 & 4:** Children will read for **at least 15 minutes five times a week**, including at the weekend. This can include reading independently or with/to an adult and being read to by an adult. Children will bring home a reading book of their choice from their classroom collection. **Details of any home reading should be noted by the child in the Reading Record, along with an adult's signature** and comments they might wish to make.

**Years 5 & 6:** Children will read for **10-20 minutes at least 5 times a week**. This can include reading independently or with/to an adult and being read to by an adult, either independently, with or to an adult or be read to. **Details of any reading should be dated and noted by your child at least four times during the week** in the Reading Record, along with any comments they might wish to make. **Parents of children to date and sign the Reading Record at least once a week**, in the column marked.