

Reading Policy

Kingsway Primary School and The KEY Nursery



Our Vision:

- At Kingsway Primary School we want to inspire pupils to love reading and enjoy a range of literature. Our passion is to develop lifelong learners who can access other curriculum areas through their secure knowledge of reading. We believe reading is a vital skill that underpins every other aspect of learning and it is given high priority within our curriculum.
- We develop pupils' reading through a balance of progressive phonics teaching, structured comprehension lessons, shared reading and individual reading so that children learn to read widely, fluently, frequently and with good understanding. We aim to develop children who love reading and read for pleasure.
- In order to develop life-long readers, reading has a high priority in school, promoting a good model of reading with expression, enjoyment and understanding. Children read when they enter school in the morning to allow them the quiet time to enjoy books and develop their reading fluency and stamina. Every pupil has access to an inviting and stimulating book corner in each classroom, as well as having access to a central library.
- We believe parents and carers are vital in improving children's reading and we welcome them into school to hear their children read, as well as providing training through workshops. We also value the support from business links which has allowed us to bring adults from our wider school community into school to read with pupils.
- All children will have the opportunity to have a high quality text read to them every day in school; our teachers and teaching partners love reading and share this enthusiasm with pupils. Teachers will actively promote a love of reading at every opportunity, and will read to the class at the end of each school day from an engaging book that the pupils can enjoy. We map out these texts across the school to ensure our pupils experience a wide diet of authors and genres.
- Children take part in twice-weekly whole class reading comprehension sessions, from year one upwards, where teachers focus on specific reading skills with their class. These are planned for using the 'Reading Vipers' objectives. This programme of study provides a structure to the teaching sequence over the course of the year and ensures children are taught the strategies to make meaning from texts. We believe that pupils need to learn to derive meaning from what they read, either in the form of retrieval of facts or developing skills of inference and deduction during reading comprehension sessions.

Phonics and Early Reading:

Phonics at Kingsway is taught from the very beginning. In our school, reading trumps everything – except from safeguarding. Teachers use the Letters and Sounds materials and supplement this with Jolly Phonics materials. Jolly Phonics has been chosen as it is a widely recognised multi-sensory synthetic phonics resource with proven results and is enjoyed by our children.

The content of the phonics teaching is set by our Pacing Document (see appendix i) which starts in the nursery where children receive phase one phonics activities as part of their daily routine. This document is followed systematically to ensure that children have the skills to meet the requirements of the phonics screening check in year 1 and develop enough fluency in their reading to meet the end of KS1 expectations for reading.

Phonics lessons are taught using a structured, set format (see appendix ii) to ensure that there is plenty of practice and repetition of the grapheme phoneme correspondences. This allows learning to be maximised within lessons as skills are taught and repeated in order to ensure knowledge is retained. Lessons follow a predictable pattern so that children know what to expect in their lessons and this reduces cognitive load. All staff have been trained on how to teach phonics through whole school training.

All of our teachers assess daily in order to inform their practice. Teachers in reception and year 1 assess children more formally on a weekly basis (see appendix iii) to ensure that children are retaining their learning in order that teaching can be adapted accordingly. We keep children on track with the pacing document using same day intervention and personalised flashcards to ensure that children do not fall behind. Staff wear lanyards with flashcards representing the phonic sounds so children can be targeted according at regular points in the day. If there are any children struggling with the pace of teaching, timetable changes and/or appropriate catch up groups or individual support are put in place as soon as possible as our philosophy is to ensure children ‘keep up’ rather than ‘catch up’. Phonics is at the heart of our pedagogy and only when all catch up strategies have been used will any other reading strategy be considered.

We use a combination of reading schemes, which we have carefully matched to our pacing document. These schemes include Oxford Reading Tree, Floppy’s phonics, Songbirds, Bug Club and Rising Stars rocket phonics. From the beginning of reception until the middle of year one, these are organised so that children will read from books with the sounds which they have just been taught. We do make exceptions for any children who are exceeding expectations and who are able to fast track to higher reading levels.

All staff are expected to be experts in the teaching of phonics and early reading so we ensure that we are continually evaluating our training needs and giving input as needed. On arrival at KPS, all staff are inducted into the school’s approach for the teaching of phonics and are observed for quality assurance.

Teaching and Learning:

Nursery

During the earliest stages of learning, our focus is on developing children's language and communication skills through the Early Years Foundation Stage supported by 'Development Matters'. Learning happens during Continuous Provision with adults extending their learning through 'In the Moment Planning' (ITMP). Children will also have short, adult led group times and large groups times which include phase 1 phonics according to the pacing document. During this stage of learning, children develop an interest in print and a love of books and stories.

Early Years Practitioners (EYPs) know that high quality interactions are of vital importance to develop the prime area of communication and language and prioritise this during 'In the moment' interactions using a range of questioning frameworks. Early matching, categorising and sorting activities within the nursery environment are used to develop visual discrimination skills needed for early reading and print has a high profile in the environment. Books are shared with the children daily and children are motivated to look at and talk about story and information books in their child-initiated play by utilising books in all areas of the provision. The nursery provision is planned around stories and rhymes to encourage a love of reading and for books to be shared over and over. We have identified 10 stories and 12 nursery rhymes that we expect all children to know by the end of their time at nursery, which sit within end of pre-school expectations (see EYFS policy).

Reception

Phonics teaching starts immediately as children begin school and is taught daily according to our pacing document. During reception, children learn through a balance of adult-led whole-class and group activities and continuous provision. At this stage, we want children to continue to love books and stories, grasp the basics of decoding and continue to develop their communication and language skills needed for comprehension so provision is planned around a series of high quality texts to engage children in learning.

Throughout child-initiated learning time, children have the opportunity to explore books of their own interest in quiet and inviting book corners. An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books. Books are shared with the children daily and children are motivated to look at and talk about story and information books in their child-initiated play by utilising books in all areas of the provision.

Year 1

During year 1, children continue to have access to continuous provision alongside whole class instruction. In reading, we increase children's fluency through rigorous, systematic phonics teaching whilst ensuring children can demonstrate understanding of what they have read. Pupils experience a range of reading materials through a range of continuous provision activities as well as exploring books of their own interest in their inviting class book corners. The Vipers Programme of Study begins in year one and the children begin to learn how to retrieve, explain and sequence

information that they have read. The priority is for all pupils to be able to decode accurately and read fluently age appropriate texts.

Year 2

During year 2, children merge into more formal class instruction; we continue to increase children's fluency through rigorous systematic phonics teaching. Pupils in year two will develop more fluency and intonation in their reading whilst deepening their understanding of what they read through focused comprehension work. We aim to ensure that children continue to love reading by giving them access to a wide range of books and stories. The Vipers Programme of Study continues in year two and the children develop their understanding of how to retrieve, explain and sequence information that they have read. Pupils begin to learn about inference. Children are taught phonics phase 6 alongside consolidation of phase 5.

Year 3 and 4

As children move on in their journey through school into Key Stage Two, their reading experience will be focused on helping them to become independent readers. They will become increasingly aware of authors and genres and teachers will encourage them to broaden their choice of reading material at every opportunity. Pupils who continue to need phonic support are regularly assessed and teachers teach whole class phonic lessons linked to handwriting and spelling. Intervention support is put in place for any pupils who are not keeping pace with age related expectations. The Vipers Programme of Study continues in years three and four; the children develop their understanding of how to use a range of comprehension skills to ensure that they actively read in the moment and make sense of texts. The skills of vocabulary, inference, prediction, retrieval, explanation, sequencing and summarising are taught.

Year 5 and 6

As children move on in their journey through school into Upper Key Stage Two, they will become increasingly independent as readers, having been exposed to a range of genres and styles of text. The aim is for all children to leave Kingsway Primary School able to read for pleasure and enjoy a range of books. Our ultimate aim is for our pupils to be able to access the KS3 programme of study with ease; becoming a fluent reader frees the cognitive load in order to branch out with further studies. Pupils who continue to need phonic support are regularly assessed and intervention support is put in place for any pupils who are not keeping pace with age related expectations. The Vipers Programme of Study is revised and secured in years five and six: the children develop their understanding of how to use a range of comprehension skills to ensure that they actively read in the moment and make sense of texts. The skills of vocabulary, inference, prediction, retrieval, explanation, sequencing and summarising are taught. By year six children are taught to be able to interchange between these skills in order to keep answer questions about texts effectively and precisely.

SEND Pupils:

All teachers are teachers of SEND so in reception, through to Year 6, pupils are taught reading within their classes. Through high quality first teaching and the support of teaching partners, all children will receive high quality teaching and support to achieve their full potential. Children may receive additional support outside of English lessons if necessary, which allows learning to be personalised for pupils with additional needs. For instance, if children have a 'My Plan' or a 'My Plan Plus,' they may also be given extra support in order to receive an intervention that focuses on the child's more specific individual needs. Children with additional needs will be identified and will be supported at every step of their learning journey in order to remove barriers to learning. The teaching of reading takes a very high priority in their educational journey at KPS. Children who are not keeping up are given rapid, focused, targeted intervention.

Reading book progression:**Nursery:**

We believe that supporting parents in sharing good quality picture books with their children during the formative years is crucial, their early stages of learning helps them develop a love of books which is vitally important in the development of intellectual growth. We run a lending library where children can borrow stories to share at home. Parents are given information about how to support children with reading through workshops throughout their time at nursery.

Reception:

Each child will take home phonically matched reading books as well as a real picture book from the school library to share with their family. Children also visit the school library and choose their favourite picture books to bring back to the reception classrooms; the children also take these books home to share. Pupils are encouraged to choose their own picture book alongside guidance from the teacher. Teachers and children change books regularly in order to nurture a love of reading. We have an exciting range of story sacks to loan out to engage families in home reading activities.

Teachers have matched closely to the phonics teaching in school. As soon as the GPCs are able to be applied by the children, they are sent home with a phonics book with the sounds they have learnt, matched to their ability, along with the Jolly Phonics action in order to practise reading and writing. Children who find blending trickier are given list of words to blend and given additional practise with this in school until the skill is learnt.

The expectations for home reading will be shared with parents during a workshop at the beginning of the year. Children are supported in their reading by taking home tricky word key rings and high frequency word cards to practise with parents.

Years 1 and 2:

For individual reading, children have access to texts that are closely matched to their current phonic ability. Alongside this, children are encouraged to choose books based on their own interests. Children's progress is recorded individually in a reading record folder following the agreed school format; this is managed by the class teacher and used for monitoring purposes. Children will move through the reading scheme keeping pace with the phonics teaching and with an expectation that children will be reading at level 7 by the end of year 1 and level 10 by year 2. This progress is monitored frequently and every short term by the English team.

It is expected that children will read at home every night. Pupils have the opportunity to change their reading book daily.

KS2:

Oxford Reading Tree levels continue to be used to support children's reading development, although an increasing number of children will become 'Free Readers' especially during the final two years at Kingsway when they are ready to move on from scheme books. Children will bring home an appropriate book of their level within the first few days of school in September. Teachers will ensure that each child changes this book at least once a week, though some may do so more regularly. It is expected that children read from these books for 15 minutes every day as part of their homework; this should be recorded in the School Reading Record by pupils and signed by parents.

Teachers will check and sign School Reading Records weekly. Teachers will regularly assess and review the children's book band level, termly test results will ensure that pupils are progressing appropriately through the levels.

Some pupils may be ready to move on from the scheme books by the end of Year 3 or Year 4. We expect pupils to reach level 13 by the end of Year 3 and level 15 by the end of Year 4. These pupils are then 'Free Readers' and are able to choose books from the library or classroom book corner to read at home. We expect pupils to be able to read level 18 by the end of Year 5 and level 20 by the end of Year 6. These pupils are 'Free Readers' and are able to choose books from the library or classroom book corner to read at home.

Teachers will guide pupils when they initially finish the scheme and suggest appropriate books. The key focus is that children enjoy reading and are progressing; we will use a variety of texts to enthuse and encourage pupils and not limit pupils' choices to scheme books.

Teachers will ensure that each child is heard reading from their scheme book or free reader, in school at least once a week, with some pupils being heard daily depending on their level of need. Teachers or teaching partners will record this session in the School Reading Record and use a class readers list and reading folder to track each child's individual reading session each week and record their progress. Children's progress is recorded individually in a reading record folder following the agreed school format; this is managed by the class teacher and used for monitoring purposes.

Comprehension

Pupils will be given the opportunity to develop their comprehension skills and draw meaning from what they have read during two 45 minute reading comprehension sessions each week, which focus on the specific skills of comprehending. Teachers use the Vipers Programme of Study created by the English team to plan and deliver stimulating lessons that are progressive and build upon prior learning. The teacher will use an engaging text or extract (including novels, articles, picture books and poems), which will be enjoyed, discussed and analysed in depth, before the pupils undertake an activity which will focus on one of the core elements of reading comprehension. Pupils will practise answering comprehension questions related to this text and skill, usually in the second session of the week, and will learn to improve and refine their answers through paired work, teacher modelling and discussion.

Assessment:

In nursery and reception, teachers use tapestry to upload developmental points about pupils' learning, as well as assessing daily phonic achievements.

In KS1, teachers make sure pupils meet age-related milestones by planning from the school phonic pacing document. Pupils are assessed using the phonic tracker which identifies gaps in learning. In KS1, Children are assessed through daily phonics assessments, PIRA tests (termly), individual reading, and teacher observations in lessons.

In KS2, children will be assessed using a combination of regular phonic assessments for those pupils who need continued support with phonics, assessment of work in comprehension lessons and PIRA tests. All of these low-stake assessments inform teachers' lesson planning and provide support for pupils.

We also use statutory assessments such as the Y1 Phonic Screening Check and end of foundation, KS1 and KS2 assessments to track pupils' progress and make judgements about our teaching and learning.

Updated October 2020_LHillman