

Reading

Kimbolton St James

Primary School

English is the basic language of communication in this country and its mastery is necessary for educational progress. Children should develop skills in speaking, listening, reading and writing to enable them to express themselves creatively and imaginatively, and to communicate with other effectively. They will learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

Curriculum Intent

What reading looks like in our school:

- Daily phonic lessons in Reception and Year 1 that follow the Read Write Inc. programme. This is used in Year 2 and throughout Key Stage 2 where necessary. Reading books are matched to the sounds taught.
- Children in upper KS1 and lower KS2 used the Oxford Reading Tree Book Band system to ensure progression in reading.
- Whole class reading sessions where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- Daily retrieval, inference and choice questions (RIC) based on text and a range of stimuli/ Cracking Comprehension used to ensure a challenging text and questions focus on inference, vocabulary and explanation.
- Children are read to every day by their class teacher.

This is our philosophy:

- It is essential that, by the end of their primary education, all children are able to read fluently, and with confidence.
- To nurture a lifelong love of reading for pleasure, learning and personal development.
- Children should experience high-quality literature that broadens knowledge, vocabulary and enjoyment of reading.
- Children will develop fluency, vocabulary and comprehension skills so that they can read for purpose, pleasure and learning, whilst confidently discussing and justifying their ideas about texts.

This is the knowledge and understanding gained at each stage:**By the end of EYFS pupils will:**

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words

- Demonstrate understanding when talking with others about what they have read
- Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions

By the end of Key Stage 1 pupils will:

Word reading:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension:

- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books they can already read accurately and fluently and those they listen to
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain and discuss clearly their understanding of books, poems and other materials, both those they listen to and those that they read for themselves.

By the end of Lower Key Stage 2 pupils will:

Word reading:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading comprehension:

- develop positive attitudes to reading and understanding of what they read
- understand what they read, in books they can read independently
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

By the end of Upper Key Stage 2 pupils will:

Word reading:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

Reading comprehension:

- maintain positive attitudes to reading and understanding of what they read
- understand what they read

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Curriculum Implementation

This is how it works:

- In EYFS and Year 1, phonics is taught daily using Read Write Inc. (RWI). It is structured throughout the year which is built on term by term. Opportunities are built in to revisit sets as appropriate and this is a reactive process. Children read phonetically decodeable books matched to the progression of sounds taught.
- From the end of Year 1 (once children have passed the Phonics Check), children are given a reading book matched to their ability. These follow the Oxford Reading Tree book band system to ensure progression. All children are read with by an adult once a week with the bottom 20% of readers targeted daily and being read with at least three times a week to ensure they reach age related expectations.
- In KS2 children continue on the book band levels until the teacher feels they are ready to become a free reader. To develop a love of reading, a pupil may have a free reading book to read during reading for pleasure sessions. Children not yet working at age-related expectations receive targeted reading support at least three times a week.
- From Year 2 to Year 6 whole class RIC (Retrieve, Interpret and Choice) sessions/ Cracking Comprehension sessions take place daily focusing on building fluency and embedding comprehension skills with direct, taught lessons.
- Vocabulary is explicitly taught before, during and after reading to support pupils' understanding of increasingly challenging texts.
- Children are given regular opportunities to develop reading fluency through modelled reading, re-reading familiar texts and partner reading activities.
- By the time children leave Year 6 they will have covered a range of texts and styles which will foster their love for reading.
- Links with other areas of the curriculum are made during whole class reading to involve texts and vocabulary to provide more meaningful learning.

This is what adults do:

- Support, encourage and foster a love of reading
- Discuss and support children who are falling behind in their reading and provide catch up where needed
- Identify the bottom 20% of readers and provide daily reading with an adult
- Carry out learning walks to ensure that reading is being taught well and consistently
- Network with other schools and reading leads

This is how we support:

- Work may be differentiated so that all children are able to meet the learning objective
- Small group/1:1 adult support is given where required

- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas
- These children will then receive additional support or resources to use
- The lowest 20% of readers receive additional reading practice and targeted intervention.
- Coloured-overlays/ paper, are provided for those who need them
- Parents guides and information evenings on phonics and reading

This is how we challenge:

- Additional questions are provided to stretch the learning within the lesson
- Reasoning and comprehending
- Small group sessions are provided, where possible, with texts and questions pitched at a higher level

This is how we ensure all children can access the curriculum:

- Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic
- Small group/1:1 adult support is given
- Seating children alongside good role models to support one another
- By providing visual/practical prompts
- Teaching lessons using a range of different techniques
- More frequent repetition and revisiting to help make it stick

Curriculum Impact

This is what you might typically see:

- Children talking confidently about reading and making meaningful connections to their learning.
- Happy and engaged learners who love books and reading.
- Children discussing and recommending books with confidence.
- Children reading with fluency, expression and confidence.
- Children using and understanding a wide range of vocabulary encountered through reading.
- Children who are able to use a range of strategies for decoding words, not solely relying on phonics.
- Different representations of texts.
- Paired/ group work.
- A range of different activities including use of technology .

This is how we know how well our pupils are doing:

- Lesson feedback and children's work
- Use of SIMS tracking
- Pupil progress meetings
- Termly assessments in Years 2-6 (Previous SATS and NFER)
- Teacher assessment
- Marking and feedback
- Monitoring of lessons
- Discussions with children

This is the impact of the teaching:

- Children discuss texts confidently and justify their views using evidence.

- Children choose to read for both pleasure and learning.
- Children read accurately, fluently and with increasing independence.
- Children who are enjoying their learning in reading lessons.
- Depth of understanding/ application of different reading skills.
- Children are ready for the next step in their education.