

## Reading in KS1 and LKS2

### Intent:

Here, at St Leonard's CE First School and Nursery, we believe that reading is an integral part of our school curriculum and a fundamental life skill that impacts on the acquisition of all knowledge. Reading holds a high status at St Leonard's as we recognise that reading is the core skill behind everything that children do, thus meaning that everything else depends on it. Our aim is to ensure that children learn to read rapidly, regardless of their background, and enjoy reading merely for pleasure. We are determined that every child will learn to read. We want every child to be passionate about reading, be hungry to read wide and often, and have the desire to want to learn to read for themselves with a view to becoming lifelong readers. With this in mind, we aim to inspire a true love of reading, whereby our children are enthusiastic, fluent and motivated readers who feel confident about talking about books and authors.

### Implementation:

At St Leonard's, we have carefully crafted a bespoke reading curriculum whereby all classes are exposed to a wide variety of differentiated reading materials and high quality texts across a range of genres, thus allowing children to become competent and confident readers. We pride ourselves on the rich learning experiences we offer our children, and we work tirelessly to ensure our children have access to a high quality English curriculum that is both challenging and enjoyable for all readers. Through quality first teaching, we teach our children to be inquisitive, thought-provoking readers, which allows them to enjoy asking questions about the texts they are reading, and, at the same time, gain a deeper understanding of what they have read.

In Key Stage 1, following on from EYFS, we continue to use Essential Letters & Sounds synthetic phonics programme to deliver a successful, rigorous reading programme which is carefully matched to the curriculum. Children progress through the programme, allowing them to learn the essential 'building blocks' of words to help them read and spell with greater fluency. All staff who deliver the Essential Letters & Sounds phonics programme have been trained which has given them the skills, knowledge and confidence to plan, deliver and assess phonics to a

high standard. Staff are very clear on progress expectations and which sounds children are expected to know by each half term. Teachers and teaching assistants use their professional judgement on a daily basis to assess the children's progress. In addition, throughout Early Years and KS1, children are assessed formally each half term using Phonics Tracker which has been linked to Essential Letters & Sounds Phonics scheme. These robust assessment processes allow us to identify any gaps in children's phonetic knowledge. We are determined that all children will learn to read, so when any gaps are identified we immediately put intervention strategies in place to allow pupils to catch up, ensuring that children's individual needs for phonics are being met. Ongoing observations and formative assessments of children's phonic knowledge, coupled with a robust assessment approach each half term, ensures children are given the correct book which is carefully matched to their phonic understanding, and the acquisition of sounds which have been taught. This means children are issued with the correct home reading book for them to enjoy at home, thus allowing them to experience early reading success, gain confidence and consolidate the learning that takes places in school.

In Years 1- 4, whole class reading sessions take place on a weekly basis which include a combination of teacher-led work, new vocabulary focus, follow on activities, comprehension activities and independent reading. Throughout these carefully planned lessons, all children have access to the same text, vocabulary and discussion, and are given the opportunity to work alongside their peers to enhance their reading skills further. Teachers ensure they model prosody when reading and encourage children to do the same. Thus we produce not just expert decoders, but expert readers. In Key Stage One and Two, we have a skills based approach to reading comprehension using the VIPERS as a set of skills: • Vocabulary • Inference • Prediction • Explain • Retrieve • Sequence/Summarise. Once teachers have chosen an appropriate text to use in the whole class reading lesson, the VIPERS are used as appropriate, depending on which comprehension skills lend themselves best to the text.

Teachers ensure their classrooms are rich with relevant, inspirational texts for the children to use. Each of our classrooms has a vibrant and inviting reading area to encourage reading. Our reading corners include a range of high quality texts, novels, poetry and non-fiction, as well as topic focused texts to support reading in the wider curriculum. The books in each reading area are changed regularly, at least every half-term to maintain interest and to ensure that there are stories, poems and non-fiction texts on offer to support current topics. Children are invited to recommend books they have enjoyed from the classroom selection to their peers

and these recommended books are displayed in a special place for other children to access and enjoy.

Children are given daily opportunities to read a variety of materials in school, whether this be in lesson time across all curriculum areas, or reading regularly with an adult. We ensure that the lowest attaining children in each class read daily to an adult in order to accelerate their progress. We regularly monitor the progress of pupils receiving this support and offer this to different pupils as and when appropriate.

As well as children reading daily, we also recognise the importance of children being 'read to' and having the opportunity to be able to sit and listen to a 'storyteller'. With this in mind, teachers read daily to the children immediately after the lunch break. This not only calms the children after their playtime, ready for learning, but also gives teachers the valuable opportunity to show their passion about books, read some of their favourite books and model reading with intonation, expression and prosody. These story telling sessions enhance our children's vocabulary through exposure to high quality texts that they may not normally read or would be unable to read independently.

In addition to our active school council and worship team, we also have a team of librarians from lower Key Stage 2. These children run library sessions at lunchtimes, allowing children from each class on a rota basis to access the library. We often have books very kindly donated to our school library by children and their families who select the texts from each teacher's carefully chosen Amazon wishlist. Some families choose to donate a book to celebrate their children's birthdays, rather than bringing sweet treats to share with their classmates. These books have a special sticker placed on the inside cover, stating who donated the book and children are thrilled to be able to share these books with their friends. These books really are gifts that keep on giving.

We encourage parents to take an active role in helping their children to read. Every child takes a reading book home each day. We encourage all children to read at least four times a week, though many children exceed this. Our expectation is that a family member listens to their child read their book and makes a comment in their child's school diary. We also invite parents to accompany their children to the school library at the end of the day every Friday, where they can browse the books together and choose some to take home. Children are also invited to review the books they choose to take home from the library and a selection of these are published in our weekly Friday Post.

In Reception, Year 1 and, until appropriate, Year 2, all children are given a decodable reading book which is carefully matched to the phonic level they are working at. The books vary in several ways, including layout, size, vocabulary and length – this ensures children are provided with a rich diet of literature. We feel it is a fundamental aspect that all children are given books matched directly to their phonic knowledge as this allows them to rehearse and consolidate previously taught sounds without being exposed to unfamiliar phonemes. In turn, this allows children to flourish in their reading and become confident, accurate and fluent readers, before moving on to more challenging texts of greater difficulty. After children have completed the Essential Letters & Sounds synthetic phonics programme, they then move on to colour banded books.

In KS2, children receive a colour banded home reading book which is linked directly to their reading level. This is assessed regularly throughout each half term to ensure an appropriate level of challenge is provided, thus ensuring children continue to improve their reading skills, as well as fluency. Parents are encouraged to read these books with their children more than once so that the children can develop prosody skills. In addition to the colour banded book, and to encourage children to read for pleasure, children also take home a book of their choice from either the library or the classroom selection. Once children have progressed through each stage of book bands, they become 'free readers' and begin to choose their own reading books, either from the selection of books we have to offer or a book they choose from home. Again, this is carefully monitored by staff to ensure appropriate challenge and progression of reading, but also to ensure a love of reading.

### **Impact:**

We want to instil a love of reading in all children. By using engaging texts in English lessons and in learning across the curriculum, children are exposed to a range of genres and styles. By creating reading rich environments and celebrations across the school year, we want children to see that we are all readers and it is a skill we all need to learn. Our bespoke, innovative reading curriculum, including the Essential Letters & Sounds phonics programme, creates a community of enthusiastic readers who are confident and fluent with a hungry appetite to read more.

As a result of our ethos and a rigorous approach to the teaching of reading, our children will:

- Succeed in all reading lessons, whatever their level of ability
- Apply their phonics knowledge to decode unknown words and by re-reading texts, will gradually build their fluency and prosody

- Have a good knowledge of a range of authors
- Be ready to read in any subject in their forthcoming middle school education
- Read widely and often across the curriculum and be able to extract information from different genres of text.
- Reach their potential in all areas of the curriculum as they will be able to apply their reading skills to different subject areas.
- Learn new pieces of vocabulary and gain creative ideas from fiction texts.
- After listening to inspiring stories, children will be able to transfer ideas into their own writing and be motivated to use higher level vocabulary.
- Be encouraged by parents and carers who have a good understanding of how they can support reading at home and contribute regularly to home-school records