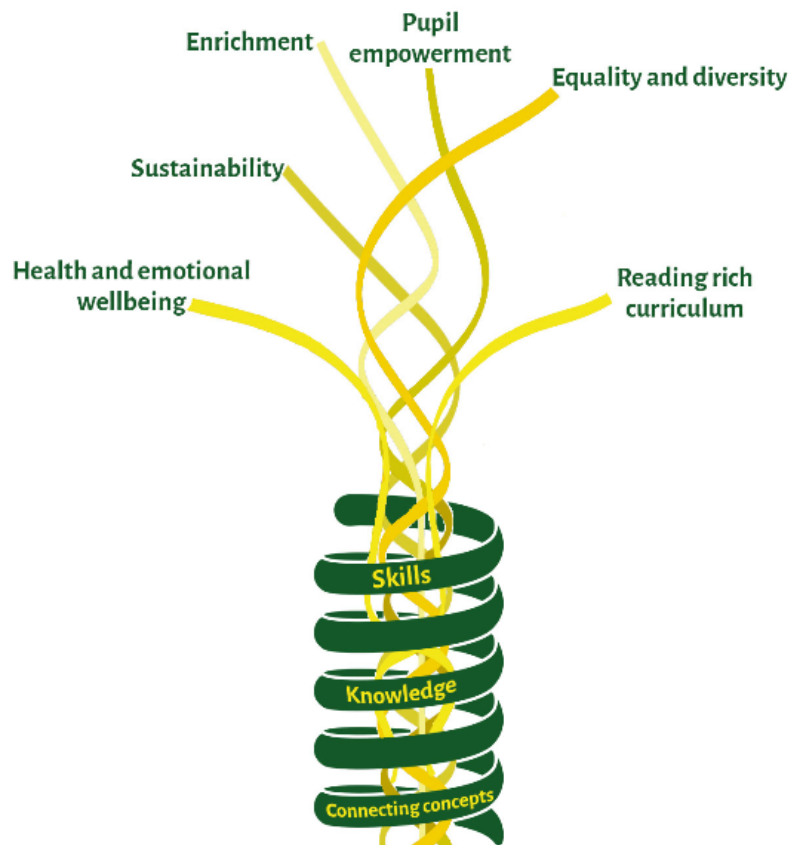




# Reading at Kenton Primary School



## Reading Intent

*'The more that you read, the more things you will know, the more that you learn, the more places you'll go.'* Dr. Seuss

At Kenton Primary School reading is a top priority. Our intent is that every child will become a reader in our school. The teaching and learning of reading is at the heart of everything the children do. Whether reading for pleasure or across the curriculum, children learn to decode, comprehend, summarise, infer and predict texts, giving them access to the world of information around them. Reading will enable learning in all other areas of our curriculum, and vice versa. All children will leave our school with a love of reading, and the necessary skills to help them to flourish in their secondary education and in life. We work to develop confident, fluent readers who enjoy a variety of literature and who can critically evaluate a range of texts, both fiction and non-fiction as they prepare for transition into Key Stage 3.

# Implementation

Reading is a fundamental element of our curriculum, and we want children to leave our school as confident, fluent and enthusiastic readers.

## **In EYFS and KS1:**

- In the Foundation Stage, the Read Write Inc pathway is discreetly taught with daily teaching of phonics. Pupils learn all of the letters and sounds that make up our language and begin to decode words and read.
- Pupils have phonics books which are read in school in small groups and practised at home. These directly match the sounds they are learning or already know.
- In our EYFS setting we aim to provide a literacy-rich environment through exposure to a wide variety of written language and oral language, as well as creating opportunities for children to explore books through carefully constructed play opportunities, role play and the Arts.
- Children listen to a wide range of fiction and non-fiction books on a daily basis and this focus on reading equips them with cultural capital and preparation for future success.
- Children in our school learn to read in conjunction with all other areas of the curriculum.
- All children are read to by an adult every day. Texts are carefully chosen to match the children's abilities, age and interests and it is a time for everyone to enjoy. Reading spines are used to ensure a diverse range of high-quality texts are read to children. Children have year group challenge trees and recommended reads to encourage them to read widely.
- English lessons are taught in a sequence which always begins with a high-quality fiction or non-fiction text or video that children get to know and understand very well, teaching them new vocabulary, how to engage a reader and key comprehension skills.
- Daily phonics teaching continues into KS1 as children work towards a phonics screening at the end of Year 1, which tests their understanding of decoding words – using their knowledge of sounds to read real and nonsense words.
- Children have opportunities to learn to read individually, in small groups and with the whole class. Books are taken from the Read Write Inc programme. Children are also encouraged to select a 'book to love' from the school library or their own classroom in KS1 and EYFS, which they can share independently and with an adult and read multiple times for enjoyment, changing weekly for a phonetic book and with a regular visit to the library to choose a book to read for pleasure.

## **In Key Stage 2:**

When a child is ready (often Year 2 Spring Term), pupils follow the Accelerated Reading Programme with the aim of ensuring children have books that are matched to their reading level and maturity, ensuring challenge, interest and progress. In addition, children are taught reading skills in whole class sessions and guided reading groups which require them to summarise, infer and predict as well as understand the meaning of new vocabulary.

In other areas of the curriculum, reading comprehension; vocabulary knowledge and understanding; communication skills and understanding different text types are all taught within the context of the curriculum theme that children are learning and key texts are used as a springboard for other curriculum areas. This contextual learning allows for deeper understanding and greater application skills. Furthermore, whole school and cross curricular theme weeks based around high quality texts encourage the love of reading and the opportunity to immerse the children in reading a text alongside exploring art, drama and other curriculum areas.

*Everyone a reader.*

Children who need additional support to learn phonics and reading skills receive extra help in class through differentiated lessons or interventions which take place outside of the classroom. These can be individual or in small groups and are led by teachers or teaching assistants.

We further aim to enrich reading across the school by participating in a variety of opportunities including national events such as World Book Day and National Poetry Day; writing directly to authors that the children have read in class to give their writing a purpose; immersing children in online poetry performances and reading of high-quality texts from authors as well as inviting parents into school to read with their children. In Key Stage 1, book boats, cosy nook reading areas and puppet theatres enable the youngest children to embrace their imagination and retell stories in an explorative manner. Alongside this, we create an ethos of excitement about reading across the school by utilising Reading Ambassadors in Key Stage 2 which involves older children reading with younger children and sharing their love and enjoyment of reading.

## **Reading At Home**

We know that support from parents with their child's reading plays a vital role in his or her progress. Our expectation is that children read or share books daily with an adult at home.

Upper Key Stage Two children, who are reading independently, are expected to read daily to themselves and to an adult at least once a week. Children are rewarded in a variety of ways for regular home reading. In all reading diaries an insert in the front cover gives suggestions to parents on how to help children make progress.

## Phonics.

There is extensive research and evidence that indicates the ‘...explicit and systematic teaching of the manipulation of phonemes....and phonemic awareness.... is crucial and should be continued until children can automatically process this information. .... There is evidence that the systematic synthetic approach is particularly effective.’ (OFSTED New Inspection Framework – Overview of research) We have implemented Read Write Inc, a systematic synthetic phonics programme. It develops all the components of reading instruction as well as decoding skills at the early stages, including fluency, vocabulary development and comprehension.

Below is how we teach high quality phonics:

- Direct and focussed phonics is taught everyday using Read Write Inc. Children will be taught at the level of their phonological knowledge regardless of age.
- Sessions run for 45 minutes a day in small groups where children are taught to recognise sounds, read decodable green words, red tricky words and alien words. They then practise spelling these words and writing them down. Children are taught to apply their phonics skills and improve fluency through the RWInc story books used during these sessions.
- Children take home reading books that match their phonic knowledge which allows them to read with success and confidence. There are also activities and questions for children to complete in the front and back of the books.
- There are regular, rigorous and on-going assessments every half term updating individual and group needs. Children who make the slowest progress are identified for responsive intervention in the form of 1:1 coaching which is reviewed and updated half termly.
- We carry out ‘mock’ phonics screening to ensure that children who are in danger of not passing the phonics screening are identified and interventions are put in place. Mock assessments take place at the end of the Autumn and Spring Term.
- There is a Phonics Lead who conducts regular ‘drop ins’ to daily lessons. This enables the more experienced practitioner to ‘jump in’ and model best practice providing instant on the spot training. The Phonics Lead is able to offer incremental coaching to individuals and regular staff training to ensure staff confidence and competence.
- Parental involvement is highly valued and expected, therefore we provide parent meetings to aid them to understand our phonics approach and to help them to use RWInc reading books/activities. There are home learning activities linked to the weekly focus sounds.
- Children new to the school will be assessed and put into the appropriate RWInc group by the end of their first week.
- New staff are introduced to the RWInc online training and are given a buddy in the form of an experienced teacher of phonics.

## Accelerated Reader

Accelerated Reader is the tool we use for all children who have completed RWInc. Four times a year, tests determine the child's reading range (zone of proximal development) and books are chosen to ensure they are reading at the appropriate level. As soon as they have finished their book, children complete an online quiz either at school or at home, which helps us determine their level of comprehension. Teachers will often conference with children based on the outcome of their quizzes. This allows us to track progress and encourage children to progress through the reading scheme at an appropriate pace. Each half term teachers will give children a personal target, generated by the programme, based on their reading age. Children need to read enough books and pass enough quizzes to pass their points target. Once they have reached their target, certificates will be awarded in our half termly reading assembly. Children can also join our 'Millionaire Club' when they have read over a million words and will be awarded with a special certificate and small prize. At Kenton, we feel it is important to get our children hooked into reading where they are encouraged to read more.

## Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND

We use phonic based resources to support our children with limited literacy skills and they work because they are non-threatening, and pupils can go at their own pace.

Our targeted intervention is tailored around pupil's specific starting points. Learning is bite-size, multi-sensory and repetitive and the resources we use instil children's confidence and raises self-esteem. Below are some of the reading resources we use:

### TRUGs

We use TRUGS (teaching reading using games), a systematic, synthetic reading resource to make learning to read fun and engaging from year three upwards. Playing decodable card games with their peers or an adult, children learn to read whole words by having fun. The progress of phonic patterns is taught through 15 phonic reading stages. Children are assessed half termly and read a decodable story that contains the specific targeted words (from the stage children are working on). This ensures that the text is at the appropriate level for the children to apply and practise the previous knowledge and skills they have learnt, together with the words from previous stages so building on previous knowledge and skills. Adults will discuss the meaning of words as we know vocabulary supports reading.

## Nessy

Nessy is an online programme supporting children with reading and spelling. It is a highly structured, sequential and systematic phonics-based programme which is beneficial for pupils with dyslexia and auditory processing difficulties. The programme is individually tailored to each child and consists of a series of fun and multisensory games, which the children progress through. Children across Key Stage 2 play Nessy at school and at home.

## Teaching Whole Class Reading

In KS2 we use Complete Comprehension to support the targeted teaching of whole class guided reading. Our reading curriculum sets out the knowledge and skills for the children to learn in each unit and ensures full coverage of the National Curriculum objectives. Using Complete Comprehension's high-quality age-appropriate texts and reading plans, we are able to include fiction, nonfiction and poetry across the year.

**Vocabulary** – we believe that a wide knowledge base and vocabulary support reading and vice versa. Therefore, we ensure our texts cover a breadth of knowledge and teach vocabulary explicitly within the context of the text. To ensure we broaden the children's vocabulary we use the Three Tiers of Vocabulary Development by Beck, McKeown and Kucan. This ensures that teachers are choosing words carefully focussing on tiers 2 and 3.

**Comprehension** – during the week, children are taught specific comprehension explicitly, such as, predicting, summarising, questioning, clarifying, inference, prior knowledge and retrieval. This approach is used to explicitly demonstrate the thought process of a reader as we firmly believe children need to be taught how to 'think as a reader'.

## Reading for Pleasure

Research shows that children who enjoy reading achieve more highly across the curriculum. Developing a love of books and reading is at the heart of everything we do. These are some implementations to enhance and promote reading for pleasure:

- In every class, adults will read books during story time exposing children to a greater quality of vocabulary and to wider children's experiences of different reading genres.
- As a school we recognise getting the balance right between the different skills and processes involved in reading is key to develop successful readers. We therefore build time to discuss with children their reading habits and how they may use self-regulatory strategies to check their understanding. SLT conduct pupil interviews to look at affective processes and behaviours of reading termly.
- Our library is in central use for every child in the school. It is an attractive and large room with quality displays to entice and encourage children to use.
- At Kenton we provide opportunities to enrich children's reading experiences through our *Author of the Month*.
- A reading rich environment is prioritised in each classroom: all classrooms have reading corners with high quality 'reading for pleasure texts' chosen from our year group reading spines. Children also have access to high quality non-fiction texts that reflect our curriculum and children's wider interests.
- A child led book club is well attended once a week and book club members make recommendations to other children across the school.

# Expectations in Early Reading

Below is the minimum number of sounds known expected by the end of a given term as suggested by RWInc, the phonic programme we use.

<b>Reception</b>			
<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
25 (single sounds)	31 (including Set 1 Special Friends)	35 (including 4 double consonants ff, ll, ss, ck. These are taught during Word Time 1.7)	41 (including first 6 Set 2)
<b>Year 1</b>			
<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
47 (including last 6 Set 2)	57 (including first 10 Set 3)	64 (including last 7 Set 3)	

We record our half termly assessments onto this sound assessment tracker then we can see which children are on track to make the expected progress.

Reception - End of Autumn 1																									Reception - End of Spring 1						Summer 1				Reception - End of Summer 2					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Set 1																									Set 1						Additional digraphs				Set 2					
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e	l	h	r	j	v	y	w	z	x	sh	th	ch	qu	ng	nk	ll	ss	ff	ck	ay	ee	igh	ow	oo	oo

Y1 - End of Autumn 1							Y1 - End of Spring 1										Y1 - End of Summer 1						
42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	
Set 2							Set 3										Set 3						
ar	or	air	ir	ou	oy	ea	oi	a-e	i-e	o-e	u-e	aw	are	ur	er	ow	ai	oa	ew	ire	ear	ur	e



## Expectations for Reading Aloud Across the school

We have mapped out an age appropriate high quality reading spine that includes fiction, non-fiction and poetry to read aloud to children termly. Many of these books have been taken from Pie Corbett's reading spines. We have set out the progression of reading aloud below:

	FS	Year 1	Year 2	Year 3/4	Year 5/6
Reading aloud to children					
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading		Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading texts Making connections within a book	Introducing children to a wider range of authors and contexts e.g. historical and cultural	Exposing children to challenging and archaic texts, e.g., language, themes,

## End Points in Reading

At Kenton we have identified clear “end-points” for reading, establishing what our pupils need to know and be able to do at the end of KS1, end of year 4 and then the end of KS2. We use the National Curriculum statutory requirements to inform our assessments.

Term	End of KS1	End of Lower KS2	End of Upper KS2
Word Reading	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>read words containing common suffixes.</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>

## Comprehension

### Children will:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- discussing the sequence of events in books and how items of information are related.
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- recognising simple recurring literary language in stories and poetry.
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

### Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read, by:

- listening to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- using dictionaries to check the meaning of words that they have read.
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, improve intonation, tone and volume.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry].

### Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discuss themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

## Comprehension

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading.
- making inferences on the basis of what is being said and done.
- answering and asking questions.
- predicting what might happen on the basis of what has been read so far.
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- asking questions to improve their understanding of a text.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- 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.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and making predictions.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning.
- discuss and evaluate how authors use language, including figurative language, considering the impact
- 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.
- explain and discuss their understanding of what they have read, including through formal presentations and debates.
- provide reasoned justifications for their views.

## Impact

By the time children leave Kenton Primary School, our aim is for all children to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Throughout the teaching of Phonics, we are able to measure attainment using the Key Stage One and Key Stage Two national assessments, along with the information provided by the Phonics Screening check for Year One. However, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.

Guided reading text mapping

Year A

5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3/4	<p>The Pebble in my pocket (summarising)</p> <p>Stone Circles (retrieval)</p> <p>Volcanoes in Action (retrieval)</p> <p>Tsunamis on the move (word meaning)</p>	<p>Sugar: The facts (summarising)</p> <p>Prawn pizza (retrieval)</p> <p>The Little Daughter of the snow (inference)</p> <p>The history behind the Christmas traditions (retrieval)</p> <p>Progress check- Year 3: <i>The Selfish Giant</i> Year 4: <i>A Christmas tree</i></p>	<p>The heavenly River (inference)</p> <p>New Years celebrations (comparison)</p> <p>My Secret War diary (inference)</p> <p>The Amazing story of Adolphus Tips (inference)</p> <p>Progress check 2</p>	<p>Night comes too soon (word meaning)</p> <p>The Iron Man (word choice)</p> <p>The Secret world of Polly Flint (inference)</p> <p>Threats to African Elephants (retrieval)</p> <p>Progress check 2</p>	<p>Stig of the dump 1 (retrieval)</p> <p>Stig of the dump 2 (prediction)</p> <p>The Great Elephant chase (inference)</p> <p>Progress check 3</p>	<p>A series of unfortunate events: The bad beginning (word choice)</p> <p>Little women (word meaning)</p> <p>Tom's midnight garden (inference)</p>
Year 5/6	<p>Dragonology (retrieval)</p> <p>How to train your Dragon (comparison)</p> <p>Hidden figures (summarising)</p> <p>The British (relationship)</p>	<p>The house with chicken legs (inference)</p> <p>The wizards of once (prediction)</p> <p>Sky song (prediction)</p> <p>Tin (inference)</p> <p>Progress check 1</p>	<p>Seaworld decides to stop killer whale breeding program (relationship)</p> <p>Beetle Boy (summarise)</p> <p>Malala Yousafzi (retrieval)</p> <p>The crooked sixpence (inference)</p>	<p>Beetle boy: the beetle collectors handbook (word meaning)</p> <p>Alice's adventures in wonderland (comparison)</p> <p>What's so special about Shakespeare? (summarise)</p> <p>Progress check 2</p>	<p>Macbeth (retrieval)</p> <p>Deforestation of palm oil (word meaning)</p> <p>The Jamie Drake Equation (retrieval)</p> <p>Once upon a star (word meaning)</p> <p>Progress check 3</p>	<p>Evolution revolution (word meaning)</p> <p>Harry Houdini (retrieval)</p> <p>The nowhere emporium (inference)</p>

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3/4	<p>Roman Britain (summarising)</p> <p>The Time travelling Can and the Roman Eagle (retrieval)</p> <p>My Brother is a superhero (relationship)</p> <p>The Magic finger (inference)</p>	<p>The Moomins and the great flood (relationships)</p> <p>For Forest (inference)</p> <p>The Ice Palace (inference)</p> <p>A House of Ice and snow (retrieval)</p> <p>Progress check- Year 3: <i>The Selfish Giant</i></p> <p>Year 4: <i>A Christmas tree</i></p>	<p>The Borrowers (retrieval)</p> <p>The story of Tutankhamun (word meaning)</p> <p>The Butterfly Lion (word choice)</p> <p>Progress check 2</p>	<p>Wild animals to be banned from circuses by 2020 (retrieval)</p> <p>Alice's adventures in wonderland (word meaning)</p> <p>Max and the millions (prediction)</p>	<p>Black beauty (retrieval)</p> <p>Charlotte's web (word meaning)</p> <p>The Madhatters (inference)</p> <p>Progress check 3</p>	<p>Norse mythology (retrieval)</p> <p>Everything castles (comparison)</p> <p>Russian Doll (word meaning)</p>
Year 5/6	<p>Who let the God's out? (inference)</p> <p>To Asgard (retrieval)</p> <p>Life in Tudor Britain (summarise)</p> <p>Love letter from Mary Tudor to her husband (word meaning)</p>	<p>The Polar Bear Explorer's club (inference)</p> <p>The Wolf Wilder (retrieval)</p> <p>War Horse (inference)</p> <p>For the fallen (word meaning)</p> <p>Progress check 1</p>	<p>The wonderful wizard of oz (retrieval)</p> <p>Welcome to nowhere (inference)</p> <p>The wolves of Willoughby chase (word meaning)</p> <p>Whale boy (word choice)</p>	<p>The corked sixpence (inference)</p> <p>Cogheart (word meaning)</p> <p>The boy at the back of the class (inference)</p> <p>Progress check 2</p>	<p>The explorer (word choice)</p> <p>Pig heart boy (inference)</p> <p>Plague (retrieval)</p> <p>The island at the end of everything (inference)</p>	<p>Marius the giraffe killed at Copenhagen zoo (retrieval)</p> <p>The London Eye Mystery (inference)</p> <p>Progress check 3</p>