



Reading

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

Our aim is that, by the end of primary school, every child will:

- read with confidence, accuracy, fluency and understanding;
- use a full range of reading cues to monitor their reading and correct their mistakes;
- show an interest in books and justify and evaluate their preferences;
- be able to read a range of texts for pleasure or information;
- be able to recall, infer, predict and summarise;
- develop and deepen a growing vocabulary;
- understand phonics and regular spelling patterns, using them to read and spell accurately;
- understand narrative structure through basic literacy ideas of setting, characters, plot etc;
- develop a lifelong learning of reading.

English is at the heart of our curriculum and drives our learning challenge curriculum through high quality key texts.

Progression in Reading

Click on the following link to see the progression in reading: [Progression in reading](#)

EARLY READING (PHONICS)

At Kingsham, we follow the Letters and Sounds Phonics programme which begins as soon as the children start in Reception. This is taught alongside regular shared reading of stories, poetry and books, to help instil an early love of reading. Pupils work through phases of learning during 'phonics' lessons, made up of 'revisit, learn, practise and apply'; these take place five times a week from the start of Reception until the end of Year 1. There are five phases, each prioritising reading and spelling using synthetic phonics:

Phase 1: Hearing and articulating sounds

Phases 2 and 3: Learning one way of writing (i.e. one grapheme) each sound (phoneme)

Phase 4: Practising blending and segmenting words with clusters of sounds

Phase 5: Learning about alternative graphemes for any given phoneme

The following link demonstrates correct articulation of each sound -

<https://www.lesleyclarkesynteticphonics.co.uk/index.php/parents/125-articulation-of-phonemes>

All adults who deliver these sessions are trained specifically in the teaching of phonics. Regular and frequent assessment informs groupings and allows for intervention to be implemented quickly for children to 'keep up.' In the summer term of Year 1, pupils take a statutory assessment on their ability to read phonetically decodable words up to Phase 5 (e.g. eat, street, donkey). Pupils who do not pass this screening receive subsequent ongoing systematic support in phonics to help close the gap to their peers. Typically, children in Year 2 join groups in Year 1 and those in KS2 receive bespoke phonics lessons following Letters and Sounds.

Guided Reading

In KS1 guided reading takes place a minimum of four times a week from Spring Term Year R to end of Year 2. The primary focus is on decoding and books are closely linked to phonics phases. The children are also given the opportunity to discuss books to develop the skills of comprehension, prediction, inference and so on. A mixture of whole class and guided group sessions take place. In KS2 guided reading is explicitly but flexibly taught as part of the English teaching sequence. The curriculum is planned so that all children access a range of high quality texts (both modern and classic) which link to the pupils' learning across the curriculum. Teachers use a variety of strategies to teach reading which include: shared reading through whole class texts and group reading with phonics phase books. Children regularly receive feedback, either written or oral. From Year 2 onwards children record their learning in a guided reading book. The impact of learning in guided reading is also seen throughout the curriculum in writing outcomes in English books and across the curriculum.

Home Reading

We have a strong links with parents which helps to build a partnership in supporting children to become confident, fluent readers. IN EYFS parents receive 1:1 bespoke sessions about how to support their child to read at home. Parents are invited in to share books on a regular basis in EYFS and KS1 and reading is often the focus of sharing assemblies.

Home Reading in EYFS and Year 1 (Year 2 pupils working within phonics phases)

Each pupil must bring a book bag to school every day. It should include:

- A phonics phase home reading book
- A library book
- A reading record
- Phonics packs

We have a wide variety of phonics phased home reading books as well as pupils having access to Bug Club online. Click on the following link to your child's login -

<https://www.activelearnprimary.co.uk/login?c=0>

Pupils should choose a book at an appropriate phase from the selection available. Teachers guide pupils in their book choices. Pupils change boxes when they can read approximately 95% or more of the words in at least three books at their current stage, as well as confidently answer questions about what they have just read.

Children receive a golden ticket after five reads at home. These golden tickets are entered into a prize draw at the end of every term.

Home Reading in KS2 (and KS1 children as appropriate)

Everyday each pupil must bring;

- An 'Accelerated Reader' home reading book
- A library book
- A reading record (in Years 3 and 4) or reading card (in Years 5 and 6)

In KS2, we use a reading programme called 'Accelerated Reader' which has been chosen to ensure reading books are closely matched to reading ability and that all children are reading regularly. Each half term, children take a Star Reading test which identifies the children's reading ages and allocates them an appropriate reading range enabling progress to be closely tracked. The children then choose a book to read within that reading range. After the child has read their book, they are able to take a quiz. When the child passes the quiz, they are awarded with points. Teachers reward children based on whether they have reached their personalised target, the number of words they have read and quizzes they have passed. *See AR Booklet for Parents for more information.*

Developing a Culture of Reading for Pleasure

Every opportunity is taken to promote a strong culture of reading across the school which includes;

-Book awards linked with other local schools

-West Sussex Picture Book Award

-Theatre visits linked to key texts

-Chi Book Fest

Chichester Library visits

-Accelerated Reader reward board and termly celebration assemblies

-Year 6 leavers' books

-World Book Day

-'We are reading...' displays for each class

Vocabulary Development

To supplement our varied reading curriculum, all children will learn new vocabulary (mainly taken from their class reading book or subject-specific from across the curriculum) using a systematic approach. These include strategies such as: songs, word investigations, games and

opportunities for application in written and verbal form. Each class has a 'WOW WORDS' board and the children are encouraged to use these to support them in their learning. An aspect of our context is that many of the children have not been exposed to rich vocabulary so this is an area we focus on.

Assessment

Assessment of reading is rigorous and regular. All year groups from Years 1-6 sit termly PIRA tests. Alongside these formal tests, teachers use a variety of methods to assess, feedback and plan for pupils' learning in reading. These include:

- Reading record sheets with annotations – class in KS2 and individual or group in KS1 and EYFS
- Feedback in guided reading books
- PM benchmarking for pupils from Phase 3 to end of Phase 5 once per term (this is a general rule and may occur less or more often depending on the child)
- Half-termly STAR tests for Accelerated Reader
- Individual reading record sheets for children working below age related expectations in KS2
- Reports from Accelerated Reader
- Video evidence
- Feedback marking in books

Years 2 and 6 sit statutory KS1 and KS2 reading tests.

Additional Support

IN EYFS and Year 1 children who require additional support receive;

- daily 1:1 reading support
- additional phonics sessions
- School Start

In Year 2;

- daily 1:1 reading support
- additional phonics sessions
- Dyslexikit
- Peer reading
- Reading dog

In KS2;

- Peer reading
- Inference training

- Bespoke letters and sounds sessions
- Reading dog
- Precision teaching