Kings Hill School
Primary and Nursery

Reading Policy

Kings Hill School Primary and Nursery

Introduction

At Kings Hill School & Nursery, we are committed to providing a high-quality education in reading. Reading will remain the upmost priority within the school; it is the foundation for the development of all subjects, reaching far beyond English alone. Reading will provide children the opportunity to communicate their ideas and emotions to others confidently, allow them to appreciate the beauty of the written word and to have a sense of enjoyment and curiosity about a range of subjects.

Curriculum Intentions

The school's curriculum is the body of knowledge pupils learn while at Kings Hill School.

1. **Intent**: What should children be able to read by the time they leave Kings Hill?
2. **Implementation:** How do we teach our reading curriculum?
3. **Impact**: How do we know how well pupils have learnt the reading curriculum?

Intent

At Kings Hill School & Nursery, we want all pupils to be confident and competent readers. We promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language; and develop their love of literature through widespread reading for pleasure. This is why we teach early reading through ***Little Wandle Letters and Sounds Revised,*** which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school.

As a result, all of our children are able to tackle any unfamiliar words as they read them. At Kings Hill School & Nursery, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We ensure that pupils:

- read easily - fluently decoding words and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- read for pleasure and for purpose
- hear adults read often to model prosody

Curriculum Design

Our reading curriculum is ambitious. There is regular opportunity for retention whilst also securing the necessary skills to become successful independent and expert readers. It builds on the school's strengths including well-developed SMSC provision, embedded school and British values. The reading curriculum is designed to ensure that it is relevant and contextual both locally and globally to develop a deep understanding of the changing world and community that we live in.

Learner Profiles

We have developed six learner profiles that fundamentally underpin our curriculum aims and design. These profiles encompass our values based ethos, reflect the strengths of the school and are responsive to the needs of our community and the ever changing wider world around us:

- *I am a good communicator.*
- I can talk about what I am reading.
- *I am knowledgeable.*
- I can read and understand wide genre of books.
- *I am an innovator.*
- *I am an individual.*
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- I can use books as tools to develop my interests.
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- *I am a good citizen.*
- I am supportive of others
- *I am emotionally intelligent.*
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Values Based Education

The school has six core values developed by staff, pupils, parents and Governors. These six values represent the basis of values based education at Kings Hill School and all other values are linked to them throughout the year such as compassion, loyalty, happiness, humility and trust. Our school values draw attention to key behaviours needed for children to become excellent learners and citizens. These are specifically taught through our curriculum and assembly programme.

Implementation

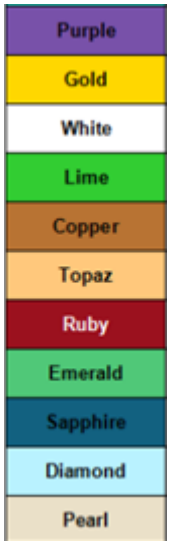
Decoding (word reading)

Children make a strong start with their early reading. We teach phonics from the very first day our children start in Reception. This builds from10 minute lessons to 30 minute lessons by the end of their first year. Phonics continues to be taught throughout Year 1 and involves additional oral blending games.
We follow the *Little Wandle Letters and Sounds Revised* programme. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs (grapheme phoneme correspondence) and words with adjacent consonants in Phase 4. This is reviewed in Year 1 and Phase 5 GPCs are taught for fluency and accuracy.

Daily keep-up lessons ensure that no child falls behind with their reading. Additional support is in place to 'keep-up' those who may benefit from a repeat of the taught lessons. These sessions are delivered by class teachers or experienced teaching assistants.

From Year 2 onwards, children use their phonics knowledge (taught in the earlier years) as a foundation to build and develop their decoding skills. Children read a range of books to develop their fluency. For some children this may still include phonetically decodable books. When children are able to read 90 words per minute, they are considered fluent readers and will be able to select books from our Lexile scheme. Regular informal assessment, ensures that children are choosing books at the correct reading Lexile for their ability.

Example of colour bands post Little Wandle phonics scheme



Home Reading

In Reception and Year 1, our children take home fully decodable books that have been carefully selected to match their phonics knowledge. This allows the children to share their reading success with the rest of the family. We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics including : the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

We value reading for pleasure highly and work hard to grow our Reading for Pleasure pedagogy.

- We read to children every day. We carefully select the books, as we want children to experience a wide range of literature, including that which reflects the children at Kings Hill School and Nursery and our local community. We also select books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner. We curate these books and talk about them to entice children to read a wide range of genres. Every classroom has the Top 50 Recommended books for their age available in the book corners along with many others, including our Travelling Library box of books.
- In Nursery and Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Our award-winning library is visited weekly by all classes. Librarians are on hand to help with selection. Children are encouraged to use the library at lunchtimes. It is also open after school every day.

Story time takes place daily in every classroom. Teachers carefully plan story time sessions to develop a love for reading and expose children to a wide range of topics and ambitious vocabulary.

Comprehension (understanding)

Reading comprehension is taught to ensure that children understand what they are reading. This happens informally when hearing individual children read and through class discussion in all

subjects. Comprehension is also explicitly taught in Group Reading lessons in Year R and Year 1 and **Guided Reading** lessons from Year 2. Comprehension includes:

- retrieval of information
- prediction
- deduction
- inference
- analysis

Through **Talk Together Learning,** children have the opportunity to develop their comprehension skills**,** expressing their opinions and commenting on the author's work.

Year R and Year 1 Group Reading

We teach children to read through reading practice sessions three times a week. These:

- are taught by fully trained adults in small groups
- use books matched to the children's secure phonic knowledge
- are monitored by a class teacher, who rotates and works with each group on a regular basis

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. They focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension; teaching children to understand the text

Weekly Guided Reading lessons Year 2 – Year 6

Y2 – Y6	Timetable	What this involves
M	Context of text	Reading and discussing the text. Talk Together Learning to 'set the scene' of the text.
T	Vocabulary	Thoroughly exploring Tier 2 and Tier 3 vocabulary, including: definition, word class, etymology, word families, synonyms and antonyms. Application of new vocabulary.
W	Summarise & Comprehension	Model and shared examples of techniques in answering questions, both verbally and written. The use of PEE (Point Evidence Explain)
TH	Prosody	An echo read. Children read aloud echoing the prosody of the class teacher.
F	Reading for Pleasure	Independent reading for pleasure.

Guided reading lessons are taught through weekly short texts. These are carefully selected for their ambitious vocabulary and literary content. They often complement and broaden knowledge in other subjects (for example science) or are related to current affairs.

Curriculum Planning and Organisation

The National Curriculum subjects are taught as discrete subjects and coordinated as part of an integrated approach to learning. Learning within these subjects is based on the acquisition of new knowledge and skills and subject leaders have developed progression documents for their subject that ensure the National Curriculum is well covered and knowledge, skills and vocabulary are built progressively.

These documents have been used to develop progression documents for each year group to ensure coverage of the National Curriculum and progression of knowledge and skills. The progression documents are used as medium term plans for the foundation subjects. Weekly plans are in place for English and maths- these plans are flexible and are adapted based on daily formative assessments. These plans are in the form of interactive boards which shows the sequence of learning over the week. Children's interests and previous knowledge is sought prior to the planning stage to ensure that the topics are tailored for the cohort.

Reading is prioritised first and foremost through providing high quality texts in subjects beyond English and rewarding and motivating reading through reading challenges and awards. We aim to close the vocabulary gap by explicitly teaching new words. Phonics is explicitly taught through the Little Wandle programme and then the teaching of reading continues through a structured guided reading programme from Year 2.

The breadth of our curriculum helps prepare children for the opportunities, responsibilities and experiences of later life in the modern world and our values-based education philosophy underpins our work to actively promote values across the curriculum.

Enrichment activities are incorporated in to our curriculum such as life skills, outdoor learning and community engagement so to make real life links for our children throughout the curriculum. A rounded assembly programme and school events promote children's spiritual, moral, social and cultural development, enabling them to develop their own moral compass to guide them. Pupils are consulted in the development of their curriculum and pupil voice is used as a tool in the continuous evaluation and development of curriculum practice.

Wider curriculum opportunities are available to all children and include:

- Learning a musical instrument and using music technology
- Outdoor learning experiences
- Cookery lessons
- Belonging to a pupil leadership group
- A planned residential programme, including educational visits
- Visits to places of worship
- Assemblies and performances
- Welcoming visitors to the school who we can learn from
- A planned careers awareness programme
- Visits centred around safety and well-being
- Charity events led by pupils
- Promoting Spiritual, moral, social and cultural development
- Competing in sport

These wider curriculum opportunities form part of our pupil offer for every child.

Learning Environment

Our curriculum is supported by a rich learning environment. Working walls support children's learning in every classroom for English and maths; these show the learning journey and are a support for children and encourage independent learning strategies.

Displays reflect learning through pupil contributions, questions and pupil reflections. Our school values are displayed prominently both around the school and in every classroom and children are encouraged to discuss how they actively show values through the curriculum. Our themed days, working with the wider community and participating in workshops with secondary schools and collaborative schools are ways in which we further enhance our curriculum. Our outside learning area plays a key part in delivering our curriculum. We use the outdoor area regularly to ensure key skills are related to real life experiences so the learning is relevant. Teachers are expected to plan an outdoor curriculum day each term- this expectation is highlighted in our teaching and learning expectations.

Classrooms are vocabulary-rich and promote a love of reading for pleasure. Adults model appropriate English skills through their own reading, including the use of prosody to 'bring the text alive'. There is an inclusive culture of shared ambition and opportunity for success for all children.

- Book corners are inviting with carefully selected materials.
- Teachers have a good understanding of children's literature and can recommend books.
- Text books complement displays in class – e.g. The Theory of Evolution for science.
- Top recommended books to read are prominently displayed in each class.
- Reading is celebrated; children's awards are showcased.
- Librarian services are promoted

Promoting Reading for Pleasure

We hold a number of events throughout the year to encourage a love for reading. These include:

- A termly reading for pleasure assembly
- regular use of the school library;
- book fairs;
- author visits;
- celebration of World book Day;
- reading workshops.

Impact

Our reading curriculum is of a high quality and ensures there is a clear progression. In order to measure the impact, we gather a variety of data to ensure learning has occurred and progress has been made. This information directly informs future planning and learning opportunities, allowing us to be responsive to the needs of our pupils. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Children can understand and apply the fundamental principles of decoding and comprehending;
- Children can evaluate, improve and redraft their verbal and written comprehension.

- Children are competent, fluent readers with a love for literature.

Learner profile to be added in – elaborate

Equal Opportunities and Inclusion of all Learners

All children have equal access to the reading curriculum. The SLT, Class Teachers and TAs at Kings Hill School & Nursery are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils who are more able, will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Parental involvement – reading at how etc

Monitoring the curriulum

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Listening to children read
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and planning
- Pupil interviews and questionnaires
- Teacher feedback