



Reading at Kenilworth Primary School

Introduction

At Kenilworth Primary School, we believe that a child that grows up a reader is given an immediate advantage in life. An advantage academically, socially and emotionally. We aim to enable our pupils to read confidently, fluently, accurately and with understanding. We believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances.

Through the curriculum and practice we strive to develop a culture of reading through consistently using high quality texts that demonstrate aspirational language and grammatical structure; a variety of texts that inspire and enthuse children and texts with themes that help our children to develop and promote the school's values.

A range of fiction and non-fiction texts are available to the children and the notion of everyone a reader is promoted across the school. Our decodable books are banded from Pink to Lime. As soon as children are able to decode and read fluently at Lime band, they move on to further bands before becoming a free reader.

Reading for Pleasure

At the heart of our policy is reading for pleasure. Events are planned to promote reading for pleasure in the school community throughout the year.

These events include:

- World Book Day celebrations
- Author Visits
- Poetry performances – e.g. National Poetry Day
- Annual book fairs
- Whole school projects: We have a termly whole-school book focus, e.g. 'The Dot' was shared in every class in the first week back which saw all children producing a piece of art and some writing inspired by the story.
- Community projects: We provide our children with the opportunity to take part in a community project called 'Words in the Wood' annually. One book is shared amongst all children from Nursery to Year 6 in a number of schools in Borehamwood. The project sees all children producing a range of writing and art that is inspired by the text.

Reading Rewards:

- Reading Rockstars: At Kenilworth we promote regular reading through a whole school Reading Rockstars initiative. Every child that reads 5 times a week is entered into 'The Mysterious Bag of Names' for the chance to win a prize. At the end of each half term the children that have made it into the bag every week are also rewarded.
- KS1 Certificates: To encourage regular reading at home, our Key Stage 1 children are given an additional incentive. The children collect a certificate for every 25 books that they read. In Year 1, the children collect Disney themed certificates throughout the year and in Year 2, they have Pokémon-themed certificates to collect.
- **KS2 Class Rewards:**

Teaching Reading

Phonics:

At the early stages of reading, the children are taught to decode texts by following a synthetic phonics programme called Song of Sounds. This promotes a strong and synthetic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading.

The programme consists of daily phonics sessions, four of these lasting 15 minutes each and one weekly session lasting 2 hours, on the basis that giving children the opportunity to consolidate and apply their phonics skills at the end of the week reinforces learning.

The short sessions are aimed at the rigorous teaching of synthetic phonics skills. From the very beginning in Reception, this focuses on teaching a different phoneme every day, and blending and segmenting using this new phoneme. Once children have learned all their phonemes, these sessions focus on revision, letter names and word-building.

All children in Reception, Year 1 and Year 2 have a daily phonics session of 15-20 minutes. Children are assessed as a baseline when they enter Reception and periodically assessed against the phases to ensure that they continue to make progress. Other regular assessment of independent reading and writing also ensures a rounded picture of children's application of their phonic knowledge.

Guided Reading in Reception and Key Stage 1:

Guided reading takes place daily in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. The texts used are at the instructional level and include a range of fiction, non-fiction and poetry. Texts are selected from the school's guided reading set of books which are located outside of the KS1 classrooms.

The carousel of activities can include English based tasks and are structured with the following: guided reading with teacher, pre-reading with a teaching assistant, re-reading independently, independent follow up work, phonics work/spelling activity, book reviews and reading comprehension activities.

Guided reading sessions follow the structure below:

- **Book Introduction:** This provides the context for reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.
- **Strategy Check:** Just prior to independent reading, the teacher guides the children to focus on and apply key strategies while reading independently.
- **Independent Reading:** Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.
- **Returning to the Text:** The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.
- **Follow Up (developed as a separate session):** When children are able, an element of the text is used to teach a specific point related to current word or sentence level work, e.g. children may be given the next section/chapter of the book to read with questions to think of as they read.

Whole Class Reading in Key Stage 2:

On entering Key Stage 2, the vast majority of our children can read aloud age-appropriate texts accurately and with sufficient speed. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage

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or in any subject across the curriculum. In Key Stage 2, children have five sessions of whole-class reading a week, lasting 30 minutes each.

Whole class reading means that the teacher can better plan activities which allow children to access and develop core reading skills. It also allows the teacher to work with the children that need it the most at that time.

Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving. The outcome of the lesson is often written in children's Reading Journals but not always. Teaching the whole class the same objective allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2.

- **Sessions make reading skills explicit and simple:**

We prioritise our children's awareness of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. These skills focus on:

Vocabulary
Inference
Prediction
Explanation
Retrieval
Summarising

- **Developing fluency**

Alongside focusing on reading skills within sessions, the children in KS2 are taught a range of strategies to develop reading fluency so that they can read a text quickly, accurately and with intonation. Fluency is essential to ensuring comprehension but it also increases children's confidence, stamina and expression.

Reading in each session is purposefully varied to ensure that the children are exposed to and given opportunities to practise a range of strategies.

These include: whole-class echo reading, choral reading, paired echo reading, poetry performance, paired reading as well as independent reading.

What does reading look like at Kenilworth?

Nursery

Songs and Rhymes: In Nursery we promote reading skills by sharing books, singing and reciting nursery rhymes. We read to the children and provide them frequent opportunities to look at books independently.

Phonics: In Nursery, phonics introduces the children to the sounds of the alphabet through fun, age-appropriate games and activities that take no more than 5-10 minutes a day.

Throughout their year in Nursery, the focus is on developing children's speaking and listening skills and language comprehension through varied adult-led activities, rhymes, stories, poems and drama activities.

The next phase marks the beginning of explicit phonics teaching, in which the children, once they are ready, begin to learn their 26 letter sounds (phonemes).

Listening: Children listen to stories in a range of situations throughout the school day. These opportunities are provided in a variety of ways such as whole-class and small groups. The children go on sound walks.

Classroom Environment: There is a variety of environmental print within the setting which teachers draw attention to. There is a wide range of print and real objects (e.g. Alice Sharp curiosities) to help the children to develop vocabulary.

Reception:

Reading in Reception		
Autumn	Spring	Summer
Pink B (Phase 2)	Red (Phase 3)	Yellow (Phase 3-4)

Phonics: Our children in Reception learn through Song of Sounds. The programme consists of daily phonics sessions, four of these lasting 15 minutes each and one weekly session working up to 2 hours, on the basis that giving children the opportunity to consolidate and apply their phonics skills at the end of the week reinforces learning. The short sessions are aimed at the rigorous teaching of synthetic phonics skills. At the beginning, this focuses on teaching a different phoneme every day, and blending and segmenting using this new phoneme. Once children have learned all their phonemes, these sessions focus on revision, letter names and word-building.

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The Song: Song of Sounds is based around a song which embeds GPCs by matching each phoneme with its written equivalent, a picture and corresponding action. The children sing the song every day. The visual, auditory and kinaesthetic elements of the song enable all learners to learn phonemes at a rapid rate. Whilst our phonics programme teaches phonetic awareness by introducing phonemes in order of difficulty, the song introduces phonemes alphabetically. The song begins with the 26 letters of the alphabet. It is useful to begin with these as it helps children to remember the order of the alphabet later on. The children build on the song to include digraphs. Similar digraphs have been placed in the song together e.g. /sh/ , /ch/ , and /th and the first set of long vowels /ay/ , /ee/ , /igh/ , /ow/ and /oo/. This is deliberate to help children make the link between these sets of graphemes.

From the children's first day at school, the song is sung every day all the way through. This means that while you tackle each GPC individual and systematically in the daily sessions, singing the whole song enables more able children in the class to access all GPCs from the very beginning of the programme. This avoids a monotonous, go-slow approach and broadens the children's phonic experience. The classroom frieze is ordered in the same order as the songs as a visual reminder of the song order.

Teaching irregular words: Tricky words are not taught until Week 13, so that children have a good grasp of the regular rules of phonics before they tackle words that are irregular. Words that can be blended, i.e. that are phonetically regular, are known in Song of Sounds as 'green words' as green symbolises 'go' whilst red, for tricky words, symbolises 'stop and think'. These 'red' words are taught explicitly in daily and weekly sessions, in which the teacher identifies the regular and irregular parts of the word and gives children advice about how to tackle them. The words are displayed in the classroom to allow constant reference. For accelerated learners reading Red Phrase before the spring term, tricky words will be sent home.

Home Reading: In Reception, our children take a reading book home and are asked to read daily so that they can practise and apply their phonics for reading. These books are closely matched to the sounds that the children are working on in class.

Guided Reading: Children read with the class teacher daily in small groups. Sessions begin with a book introduction and strategy check before the children move on to read independently. During this time, the teacher gives focused attention to support, monitor and assess individuals as they read. To help the children to develop confidence at the start of the year, guided reading begins with one group reading with the teacher daily. During this time, the rest of the class share a book with the teaching assistant.

Story Time: Story time happens at least twice a day to enhance a love of stories and reading for our children in Reception. We believe that instilling a

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love of reading at this very early stage is fundamental for building life-long readers.

Helicopter Stories: Children in Reception compose their own stories for an adult scribe using small world props and resources. Children are able to access the Helicopter Stories area in the classroom throughout the day, developing vocabulary and story-telling.

Year 1

Reading in Year 1			
Autumn	Spring 1	Spring 2	Summer
Blue (Phase 4+)	Green	Orange	Turquoise

Phonics: Our children in Year 1 build on their learning from Reception. They continue to have daily phonics sessions, four of which last 15 minutes each and one weekly session lasting 2 hours. This ensures that children have the opportunity to consolidate and apply their phonics skills at the end of the week and helps to reinforce learning. The short sessions are aimed at the rigorous teaching of synthetic phonics skills. At the beginning, this focuses on teaching a different phoneme every day, and blending and segmenting using this new phoneme.

The Song: The Stage 2 song groups graphemes that make the same sound together, e.g. /ai/ , /ay/ , and /a_e/ . This helps children to make the link between these graphemes which is another strategy for helping to remember them. As in Reception, the children continue to sing the song daily, enabling all children the opportunity to access all GPCs from the very start.

Guided Reading: Guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Group activities include: pre-reading, reading with a teacher, independent reading and purposeful activities for the children to do independently e.g. comprehension questions, follow-up activities and spelling games. Within sessions, children read in various ways which include echo reading, paired reading and choral reading as well as independent reading.

Home Reading: Children in Year 1 are expected to read a minimum of three times a week. They have the opportunity to change their reading book 3 times a week – on a Monday, Wednesday and Friday. They are directed by their teacher to the appropriate book band for their reading ability. For each book read, the children receive a 'gold stamp' on a reading chart in their reading diaries. For every 25 books read, the children receive a Disney-themed certificate in our Learning Assembly.

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Story Time: At the end of each day, the children in Year 1 have the opportunity to enjoy the reading aloud of aspirational and engaging texts. As well as being exposed to high quality modelling, the children are able to access to high quality books beyond their reading years and develop their concentration skills as well as their comprehension.

Word of the Day: Each day, the children in Year 1 are introduced to a new word. Word of the day deliberately exposes children to rich vocabulary. When a new word is introduced, the children discuss the meaning of the word and then everybody takes part in a related activity, e.g. put the word into a sentence.

Reading Environment: Bean bags, soft toys, CD story and a wide range of texts provide an inviting, comfortable area for our Year 1 children to enjoy reading stories.

Year 2

Reading in Year 2		
Autumn	Spring	Summer
Purple	Gold	White

Phonics and Spelling: Children are streamed into phonics groups in Year 2 based upon the outcome of the Phonics Screening Test in Year 1. At the start of the year, the whole class focus on revising phase 5 sounds for both reading and writing. An additional small group intervention happens simultaneously for children working below phase 5 for daily, targeted support. When the vast majority of children are secure, daily sessions are provided for the children to learn the statutory spellings using No Nonsense Spelling.

Talk for Writing: Within English lessons, our children in Year 2 are given the opportunity to internalise texts using story maps with actions. A talk for writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text' as well as close reading.

Project X CODE: Children working towards the expected standard at the end of Year 1 receive an additional daily intervention for half an hour, four times a week. Sessions are based on a structured progression of phonics, vocabulary and comprehension skills.

Guided Reading: Guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Group activities include: pre-reading, reading with a

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teacher, independent reading and purposeful activities for the children to do independently e.g. comprehension questions, follow-up activities and spelling games. Within sessions, children read in various ways which include echo reading, paired reading and choral reading as well as independent reading.

Home Reading: Children in Year 2 have the opportunity to change their reading book 3 times a week – on a Monday, Wednesday and Friday. They are directed by their teacher to the appropriate book band for their reading ability. For each book read, the children receive a ‘gold stamp’ on a reading chart in their reading diaries. For every 25 books read, the children receive a Pokémon-themed certificate in our Learning Assembly.

Story Time: At the end of each day, the children in Year 2 have the opportunity to enjoy the reading aloud of aspirational and engaging texts. As well as being exposed to high quality modelling, the children are able to access to high quality books beyond their reading years and develop their concentration skills as well as their comprehension.

Word of the Day: Each day, the children in Year 2 are introduced to a new word. Word of the day deliberately exposes children to rich vocabulary. Every day a new word is introduced; the class use a dictionary to find the meaning of the word and then everybody takes part in an activity related to their word, e.g. write synonyms for the word or put the word into a sentence. All vocabulary is displayed in the classroom and when writing, the children are encouraged to refer to the Word of the Day wall to see if they can apply their new vocabulary within their writing.

Recommending Reads: The children in Year 2 recommend their favourite books to each other on a recommendations display in the classroom.

Library Visits: To promote reading for pleasure and encourage ‘will’ alongside ‘skill’, our Year 2 children visit our school library once a week. During that time, the children are encouraged to recommend and share books with friends and enjoy reading quietly in a calming environment. Children are encouraged to choose a library book to take home and shared with their families and have the opportunity to exchange it for a new one weekly.

Year 3

Reading in Year 3		
Autumn	Spring	Summer
Lime		

Guided Reading: In Year 3, children continue to have daily guided reading sessions which last 30 minutes each. Daily guided reading ensures that all children can read age-appropriate texts accurately with sufficient speed. During these sessions, the children are given the opportunity to further

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develop their decoding skills so that they have sound strategies for decoding unfamiliar words when they come across them at whatever stage, in any subject across the curriculum.

Whole Class Reading: In the Spring Term, our Year 3 children begin daily, whole class reading lessons. Each lesson lasts approximately 30 minutes.

Home Reading: Children are expected to read a minimum of 3 times a week. Books can be changed on a Monday, Wednesday and Friday. Teachers and teaching assistants monitor the texts chosen by the children to ensure that children are accessing a range of fiction, non-fiction and poetry and that it is suited to their reading ability.

Word of the Day: Children in Year 3 are introduced to a new word every day. Developing a wide-range of rich vocabulary is prioritised as it supports reading alongside enhancing children's writing. As a class the meaning of the new word is discussed and a definition and related activity is completed in children's spelling journals so that children can refer back to them when needed. All vocabulary is displayed in the classroom.

Project X CODE: Children working towards the expected standard at the end of Year 2 receive an additional daily intervention for half an hour, four times a week. Sessions are based on a structured progression of phonics, vocabulary and comprehension skills.

Story Time: At the end of each day, the children in Year 3 have the opportunity to enjoy the reading aloud of aspirational and engaging texts. As well as being exposed to high quality modelling, the children are able to access to high quality books beyond their reading years and develop their concentration skills as well as their comprehension.

Library Visits: To promote reading for pleasure and encourage 'will' alongside 'skill', our Year 3 children visit our school library once a week. During that time, the children are encouraged to recommend and share books with friends and enjoy reading quietly in a calming environment. Children are encouraged to choose a library book to take home and shared with their families and have the opportunity to exchange it for a new one weekly.

Reading Environment: Year 3 have an inviting reading area containing a selection of varied, age-related texts to enjoy.

Year 4

Whole Class Reading: Whole class reading is taught daily for 30 minutes. Teaching and learning is focused around the development of core reading skills (VIPERS) using age-related texts and the development of fluency.

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Home Reading: Children are expected to read a minimum of 3 times a week. Books can be changed on a Monday, Wednesday and Friday. Teachers and teaching assistants monitor the texts chosen by the children to ensure that children are accessing a range of fiction, non-fiction and poetry and that it is suited to their reading ability.

Word of the Day: Children in Year 4 are introduced to a new word every day. Developing a wide-range of rich vocabulary is prioritised as it supports reading alongside enhancing children's writing. As a class the meaning of the new word is discussed and a definition and related activity is completed in children's spelling journals so that children can refer back to them when needed. All vocabulary is displayed in the classroom.

Story Time: At the end of and develop their concentration skills as well as their comprehension each day, the children in Year 4 have the opportunity to enjoy the reading aloud of aspirational and engaging texts. As well as being exposed to high quality modelling, the children are able to access to high quality books beyond their reading years.

Library Visits: To promote reading for pleasure and encourage 'will' alongside 'skill', our Year 4 children visit our school library once a week. During that time, the children are encouraged to recommend and share books with friends and enjoy reading quietly in a calming environment. Children are encouraged to choose a library book to take home and shared with their families and have the opportunity to exchange it for a new one weekly.

Reading Environment: The children in Year 4 have an inviting reading area with beanbags, cushions and a variety of age-related texts to choose from. The children create their own book covers which are displayed to recommend their favourite books to each other.

Year 5

Whole Class Reading: Whole class reading is taught daily for 30 minutes. Teaching and learning is focused around the development of core reading skills (VIPERS) using age-related texts and the development of fluency.

Home Reading: Children are expected to read a minimum of 3 times a week. Books can be changed on a Monday, Wednesday and Friday. Teachers and teaching assistants monitor the texts chosen by the children to ensure that children are accessing a range of fiction, non-fiction and poetry and that it is suited to their reading ability.

Word of the Day: In Year 5, the children complete a range of activities daily. Developing a wide-range of rich vocabulary is prioritised as it supports reading alongside enhancing children's writing. As a class the meaning of the new word is discussed and a definition and related activity is completed in

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children's spelling journals so that children can refer back to them when needed. All vocabulary is displayed in the classroom.

Story Time: At the end of each day, the children in Year 5 have the opportunity to enjoy the reading aloud of aspirational and engaging texts. As well as being exposed to high quality modelling, the children are able to access to high quality books beyond their reading years and develop their concentration skills as well as their comprehension.

Library Visits: To promote reading for pleasure and encourage 'will' alongside 'skill', our Year 5 children visit our school library once a week. During that time, the children are encouraged to recommend and share books with friends and enjoy reading quietly in a calming environment. Children are encouraged to choose a library book to take home and shared with their families and have the opportunity to exchange it for a new one weekly.

Classroom Environment: Children in Year 5 have an inviting reading area containing a selection of varied, age-related texts to enjoy.

Year 6

Whole Class Reading: Whole class reading is taught daily for 30 minutes. Teaching and learning is focused around the development of core reading skills (VIPERS) using age-related texts and the development of fluency.

Home Reading: Children are expected to read a minimum of 5 times a week and they should have their reading record book signed to evidence this. Books can be changed on a Monday, Wednesday and Friday. Teachers and teaching assistants monitor the texts chosen by the children to ensure that children are accessing a range of fiction, non-fiction and poetry and that it is suited to their reading ability.

Word of the Day: In Year 6, the children complete a range of activities daily. Developing a wide-range of rich vocabulary is prioritised as it supports reading alongside enhancing children's writing. As a class the meaning of the new word is discussed and a definition and related activity is completed in children's spelling journals so that children can refer back to them when needed. All vocabulary is displayed in the classroom.

Story Time: At the end of each day, the children in Year 6 have the opportunity to enjoy the reading aloud of aspirational and engaging texts. As well as being exposed to high quality modelling by the class teacher, the children are able to access to high quality books beyond their reading years and develop their concentration skills alongside comprehension.

Daily Reading for Pleasure: Our Year 6 children have the opportunity to read independently when they come in after lunch time each day. This helps to

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develop children's concentration and reading stamina in preparation for assessment at the end of KS2.

Reading Ambassadors: Children in Year 6 are given the exciting opportunity to become Kenilworth Reading Ambassadors. Reading Ambassadors are trained to read with children who are unable to read frequently at home. As well as ensuring that our school library is tidy and organised, our ambassadors hear readers from Year 1 to Year 6 during lunchtimes, ensuring that every child is given the opportunity to be heard reading.

Library Visits: To promote reading for pleasure and encourage 'will' alongside 'skill', our Year 6 children visit our school library once a week. During that time, the children are encouraged to recommend and share books with friends and enjoy reading quietly in a calming environment. Children are encouraged to choose a library book to take home and shared with their families and have the opportunity to exchange it for a new one weekly.

Assessment of Reading

Key benchmarks for reading			
Year Group	Book band colour	Phase	By when?
REC	Pink	2	Autumn Term
REC	Red	3	Spring Term
REC	Yellow	3-4	Summer Term
Year 1	Blue	4+	Autumn Term
Year 1	Green	5	Spring 1
Year 1	Orange	5	Spring 2
Year 1	Turquoise	5 & 6	Summer Term
Year 2	Purple		Autumn Term
Year 2	Gold		Spring Term
Year 2	White		Summer Term
Year 3	Lime		Autumn Term

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