

# Reading at Kennington Primary School



We believe reading is one of the most important skills that our children learn during their time at school. Therefore, reading is at the heart of our curriculum.

## Intent – We aim to:

Foster a love of reading by immersing children in a variety of literature, non-fiction and poetry	Provide children with necessary life-long skills to ensure they can read confidently and with a secure understanding	Build a community of engaged readers who turn to reading for meaning and pleasure by promoting reading through parental events, library visits, reading ambassadors and author visits	Provide plenty of opportunities for reading for pleasure	Ensure reading is a transferable skill and that children are reading across the wider curriculum	Close any gaps and target the highest number of children attaining the expected standard or higher
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## Implementation – How do we achieve our aims?

We understand that reading is the key to academic success and are passionate about ensuring that our pupils receive a reading rich curriculum. By having reading at the core of our curriculum, we are instilling in children an understanding that reading is a transferable skill that will benefit them in all subjects. We ensure that children read within and outside of reading lessons, where they can read for a range of purposes.

## Learning to Read

### A systematic approach

In EYFS and KS1, we use a systematic synthetic phonics programme called 'Supersonic Phonics Friends' which is supported by a comprehensive scheme of reading books by a variety of providers (Oxford Reading Tree, Floppy Phonics, Dandelion Readers, Songbirds, Read Write Inc and Project X). All children have daily phonics or spelling sessions where they participate in speaking, listening, spelling and reading activities that are matched to current needs.

### Support to catch up

Teachers draw upon observations and continuous assessment in phonics identifying those who may need additional support. Children requiring phonics intervention are carefully planned for by assessing their individual gaps and using Fast Track Phonics planning to support.

### Access to appropriate books

We recognise the importance of reading at home to practise and embed reading skills. In EYFS and KS1, reading books are closely matched to children's phonic abilities and used for home reading to ensure children experience a wide breadth of reading genres. When children are ready, they progress onto the Accelerated Reader program. This involves children reading real books at an appropriate level and then taking reading, vocabulary and literacy quizzes. Teachers monitor reading books to ensure texts are appropriate for reading abilities and appropriately challenging as well as tracking the progress children make through quizzing.

### Daily reading practice

In EYFS and KS1, all children read aloud daily in phonics or group/whole class reading and throughout other subjects. In addition, the lowest 20% read at least twice more a week with teachers and TAs. Where phonics is a primary focus in EYFS and KS1, in KS2 the focus is primarily on comprehension, as the expectation is that children will read with an appropriate level of fluency by the end of Year 2. Children in KS2, read during daily whole class reading and opportunities are made to read in other subjects. Those who are less fluent are heard reading daily, with appropriate interventions in place to further develop their fluency. The reading age of all children across the key stage is checked termly through STAR assessments. KS2 teachers use Accelerated Reader time to listen to readers 1:1, with a particular focus on the lowest 20%.

### Clearly structured lessons –

In addition to high quality phonics, children in KS1 engage in guided reading sessions with the focus of developing fluency, comprehension and phonics skills. In KS2, we deliver whole class reading sessions based on comprehension. These lessons are structured to ensure that key skills we have identified as a school are taught regularly. The key skills we develop in reading lessons are decoding (used primarily when reading for practice), and aspects of the KS1 and KS2 reading content domains. These are known as Reading VIPERS. In all reading lessons, children read a range of texts from our carefully curated reading spine.

## Reading for Pleasure

### Access to quality books –

Across school, we pride ourselves on the high quality books that we offer, not only reflecting the diversity of our modern world but providing our children with representations of themselves within the books they read. Our classrooms all have book corners and both our library and Booktopia are well stocked. In KS2, children make choices more independently however our reading ambassadors are often on hand with recommendations and support.

### Essential story time –

Teachers read to children in all classes, and story time is a key part of the day. In EYFS and KS1, children have a daily reading session where books are chosen together to be celebrated and enjoyed. In KS2, children have an opportunity to choose class reading texts from the carefully curated reading spine which are read to children for 10 minutes daily.

### Home reading

Across school, reading is carefully tracked. Children in EYFS and KS1 work through a wide variety of books at their own pace and teachers closely monitor their progress to determine when is best for children to move onto the next banded reading level. In KS2, children independently record their reads in their reading diaries and teachers monitor their success through quiz scores using Accelerated Reader. Parents are able to track their child's quiz progress using Parent Connect.

## Reading to Learn

### Strong vocabulary development

High quality texts and passages are chosen in reading lessons, appropriate to the expectations of the year groups or abilities of the children. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known words. In EYFS, children are immersed in vocabulary through Greg Bottrill's Drawing Club approach. In KS2, book talk is used to develop children's use of tier 2 vocabulary, which enhances their understanding of texts across the curriculum.

### Reading across the curriculum

Teachers provide opportunities to read in different subject areas to either further their understanding of topics or to develop their emotional literacy.

### Impact – How do we know we have achieved our aims?

- By engaging in and listening to high quality texts, children display enthusiasm for reading and chose to read for pleasure.
- As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the results of statutory assessments, and essential skills show children to transition confidently
- Children read for meaning and for pleasure; staff enthusiastically share texts and show themselves as readers; and parents and visitors actively support us.
- Children choose books for pleasure, entering a wide range of worlds that reading opens up and immersing themselves in topics of interests in lessons and beyond
- Children read in other subject areas and as a result their skills are enhanced and their understanding of the world increased
- A high number of children achieve the expected standard or higher, and through targeted intervention, those who find reading challenging are helped to catch up.