



## Teaching of Reading at King's Hill Primary School

### **How do we prioritise reading?**

- Each of our classrooms has a reading corner where pupils can sit comfortably during the day to read a book. Books are rotated regularly by staff to match the class topic and pupils' interests. The area is resourced with comics, magazines and newspapers to extend reading for pleasure and in the EYFS/KS1, pupils are encouraged to read aloud and re-tell stories.
- Each classroom has a selection of books as a mini library with a selection of fiction, non-fiction and poetry.
- We endeavour to use books and high quality texts to enrich the learning and provide access to a range of genre.
- We encourage reading at home and monitor pupils not reading at home so we can provide extra provision in school.
- Reading is celebrated in our school and we hold reading events throughout the year such as World Book Day.
- Guided reading sessions take place daily in all classes
- Phonics is taught daily with one to one tutoring in place to support children to keep up.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills they are then moved on to texts that match their phonic ability and are fully decodable.
- Pupils who are learning phonics in EYFS and KS1 take home two books: a reading book that they have read in school and the matching banded book. These books are sent home with an emphasis on reading for fluency. Both these books are decodable. They will also choose a library book as a book to be read to for pleasure.
- Pupils have access to our library and are encouraged to take library books home, in addition to their regular reading books. In EYFS and KS1 pupils take a library book home as a book to share for pleasure as part of their reading books.

### **How do we promote a love of reading?**

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read class stories to promote a love and enjoyment of stories, immersing them in the world of imagination. Teachers also read poems to children, regularly.

- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- We map core texts across the year for each class, related to the Power of Reading.
- Guided reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- Pupils are encouraged to access the library and change books on a regular basis.
- We encourage pupils in each class to share their love of reading eg by inviting them to recommend great reads to their peers; making bookmarks for the books they have read.
- We celebrate reading by holding events such as World Book Day and story time sessions.

### **How do we make sure pupils make progress?**

- Phonics is taught following the Bug Club approach to progression of sounds to ensure a systematic approach. Phonics lessons follow the same daily sequence. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention. In the reception year phonics is assessed more regularly in the first term to identify gaps to inform catch up sessions using one to one tutoring.
- Each class has five dedicated guided reading sessions per week. These sessions are well-structured and provide opportunity for pupils to read independently, as part of a group which is adult led and to develop comprehension skills.
- The school supports pupils to be expert readers by developing the reading key skills through teaching VIPERS.

**Vocabulary** - Understanding and explaining what we have read including new vocabulary

**Inference** - Making inferences from the text

**Predicting** - Using knowledge of what we have read to make predictions about forthcoming events or actions in a story

**Explaining** - Explaining preferences, thoughts and opinions about the text

**Retrieval** - Using and finding evidence in the text

**Sequence (KS1) - Summarise (KS2)** - Identifying the main points of the text by recapping prior reading, scanning and using key words

- There is a clear progression of reading skills from Reception to Year 6, against which pupils' progress is measured.
- Pupils, who are struggling with phonics as identified in assessments, receive additional support, which may sometimes include one to one tutoring. In Key Stage two, intervention programmes are used to support pupils.
- Pupils, who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school.

- Pupil progress meetings are held regularly.
- We assist parents with supporting reading by providing parents' meetings, reading information workshops, making available, information on the website and letters home.

### **How do we match the pupils' reading books to their phonic ability?**

- Pupils, are assessed frequently and the assessment informs which reading books match the pupil's phonic ability.
- We use **Bug Club** as our **systematic synthetic phonics scheme**. Big Cat books, which are phonically decodable are used to supplement our teaching of phonics and home reading books. We monitor progress in reading and then match their ability to the stage of reading on the scheme. This also helps determine the reading book band. The daily, guided reading sessions and the half-termly assessments are used to support the process.
- Pupils take home reading books each week with an accompanied, colour banded library book for developing reading for fluency.
- KS2 staff monitor the books chosen by 'free readers' to check the books are suitably challenging for them. Reading diaries are monitored.
- Guided reading books are also selected carefully to challenge the reading of different groups of pupils in school and to ensure a breadth of questions using VIPERS.

### **How do we teach phonics from the start?**

Phonics teaching begins with our youngest pupils from the time they join us. Phase 1 is promoted and embedded within the curriculum, exposing children to sound rich activities which provide the foundations for reading and writing. We complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.

Pupils will begin learning letter sounds on entry to Reception. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

To support the learning in school, children take home their phonically decodable reading books to reinforce the sounds taught and the common exception words.

- Phonics is discussed with parents during the transition meeting. Parents are also given resources to support phonics at home.
- When Reception children have started school another meeting on supporting phonics is provided for parents.

### **How do we support pupils to keep up?**

- Summative data is submitted at least once a term and pupil progress analysis is taken from this. Pupils identified by class teachers and in pupil progress meetings as not making progress have interventions planned for them and teaching staff are aware of who is a priority for intervention/support.

- Formative data informs day-to-day planning and teachers adapt and change this according to the pupil needs.
- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven.
- Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.

### **How do we train staff to be reading experts?**

- Teaching staff, including Teaching Assistants receive reading and phonics training regularly.
- Senior leaders monitor guided reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- Senior leads monitor reading and offer guidance to staff with follow up actions.

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