

# Reading at Kingsmoor



*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."*

*Dr. Suess*

## Intent

At Kingsmoor, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers. It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers.

Our Phonics Programme enables pupils both to acquire knowledge and fluency and matches the expectations of the English national curriculum and Early Learning Goals. We have clear expectations of pupils' phonics progress term by term, from Reception to Year 2, and the school's phonics programme aligns with these expectations. In order to further enhance this, the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.

Reading for pleasure has become an integral part of our curriculum; we ensure that every child will leave Kingsmoor with a love for reading. To achieve this, we have an extensive, well-stocked library which is visited weekly by each class and managed by the Pupil Librarians. The library provides a plethora of texts ranging from challenging chapter books to Non-Fiction texts about relevant topics and curriculum areas. Teachers encourage pupils to read high quality texts to broaden their understanding of the world and develop their emotional awareness. Each teacher regularly reads high quality texts to their class and children are provided with time in class to read independently and to an adult. We also take our pupils to the local library to encourage and promote a love of reading.

At Kingsmoor Academy, we also use Reading A-Z in class each morning to further encourage the development of pupils' reading skills. We always use challenging vocabulary and encourage critical thinking across our lessons.

## Implementation

Learning to read is one of the most important things a child will ever learn. It underpins everything else, so we believe in putting as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want

## Impact

Assessment criteria has been developed in line with the National Curriculum requirements, and enables us to assess children as they move through each stage of their learning journey. We have developed our own TAF's for both Reading in every year group

our children to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read. We develop the children's vocabulary with rich and engaging texts and link these to our Kingsmoor Learning Pathway where possible.

We also support and encourage reading at home; we appreciate the parental support that goes hand in hand with developing and fostering a love of reading.

Reading is highly valued within our Academy. In order to ensure that all pupils are making progress, assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support can be given immediately.

At Kingsmoor, we have developed sufficient expertise in the teaching of phonics and reading that ensures consistency and progression from one year to the next. Reading, including the teaching of systematic, synthetic phonics, is taught immediately from the beginning of Reception. Teachers have a clear understanding of how pupils learn to read and give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

In KS2, when children have developed into fluent readers, we utilise the beginning of each morning to encourage independent reading. Teachers monitor the books that their pupils are choosing and, due to their deep understanding of literature, are able to offer recommendations and suggestions. Pupils write a book review when they have finished their book and discuss in class whether they would recommend the book and why. At the end of each day, every teacher reads a quality text aloud to their class to further nurture the love of reading.

from Year 1 –Year 6. Progress and coverage are recorded on DC Pro.

In addition to this, we also regularly lead and attend TNG's in English to discuss standards wider than just our school community.

In our academy, we carry out regular and consistent learning walks, book monitoring and pupil perceptions to measure the impact and assess the implementation of our curriculum.

Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction. They tell us what they are enjoying in Reading and what they feel could be improved.

Our aim is to achieve a GLD (Good Level of Development) in EYFS in line with national standards, and be at or above the national standard in the Phonics Screening in Year 1, KSI National Tests and KS2 National Tests. We strive to ensure that all pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.

Pupils are acquainted with authors and are able to discuss genres and authors that they enjoy reading. The encounter vocabulary that is new and, through discussion and dictionary work, their vocabulary is broadened. Through reading, pupils' understanding of topics such as WW2, dinosaurs or Greek Myths is fostered and built upon. Children's empathetic and emotional skills are developed through specific texts that are chosen for the library.

We hope that our pupils leave us with a passion for Reading and that this continues into their adult life. We equip them with reading skills which will last a lifetime.

### Assessment

- AFL, through questioning and summative and formative assessment is used within each lesson to establish next steps for pupils, which pupils respond to. Tests are used to assess retrieval and recall and the impact of teaching and learning. We use SATS papers, NTS tests, CGP and Reading A-Z tests.
- All National Curriculum aims and objectives have been mapped out and are tracked across the academy using the DC Pro platform and the TAF's for each year group in Reading. Here, teachers

can assess whether each objective has been covered or achieved and enter assessment levels related to ARE (Entering, Developing, Securing, Mastering).

- Teachers and teaching assistants conduct regular fluency tests for each pupil to ensure there is progression in reading. We identify pupils who may be a cause for concern and develop a plan to ensure they make the expected progress.

#### Monitoring following the MERS cycle

Monitoring is undertaken by the subject leader and SLT during the school year. This will include:

- learning walks during Phonics and Reading A-Z lessons
- monitoring data such as NTS results uploaded onto FFT
- using the Hertford and Salford reading tests to test for fluency
- scrutiny of Reading A-Z books
- speaking with pupils and discussions about what they have learnt and enjoyed, either through pupil interviews or pupil perception responses

#### Marking and Feedback

Work should be marked according to the school marking policy by:

- highlighting the LO to show the children have understood the learning from that lesson
- stamping the work to show whether it was independent work or whether they received additional support
- misconceptions are addressed through either verbal or written feedback
- self and peer assessment are also used

#### EYFS

In our Early Years provision, our pupils are taught to link sounds and letters and to begin to read and write. They are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and to create a reading environment. Pupils are helped to use books and stories to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. They visit both the school library and our local library and take additional books home to share with an adult to foster a love for reading. Our pupils also learn how to express themselves effectively, showing awareness of listeners' needs.

We believe that our children leave our Early Year's provision with key skills which can be built upon as they enter Key Stage one.