



Kirk Langley Church of England Primary School

Reading

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.

- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

Reading Statement: Intent, Implementation and Impact

- Intent (the What) and Implementation (the How):

At Kirk Langley Church of England Primary School we prioritise the teaching of reading: word reading and reading comprehension.

Reading is identified as a key priority on our Improvement Plan.

Leaders monitor the provision of reading through learning walks in Literacy and Phonics sessions and the impact of this provision through the analysis of:

- end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading)
- individual pupil progress throughout the year (on going assessments).
- Early Reading (Word reading): to ensure that every child in our school will learn to read we ensure we use a validated synthetic phonics programme from YR to Y2
- We use the Rising Stars Rockets scheme to teach phonics and graphic knowledge (common exception words and tricky words).
- Using this programme, we are confident that: - grapheme/phoneme (letter/sound) correspondences are taught a clearly defined, incremental sequence; - we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words; children are taught the highly important skill of blending phonemes; children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes.
- Multi-sensory activities used are interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal. The programme is begun almost immediately children enter Reception.
- We ensure enough time and priority are given to fully implement our Phonics programme. Children in EYFS and Year 1 have a daily phonics session lasting for 20 - 30 minutes. However, the teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout day. The pace of the programme is maintained.

The structure of each session is as follows: Review of previously taught sounds, Introduction to the new sound, word building through the blending of sounds together, games and activities to reinforce the sound pattern, application in reading or writing of the sound.

- Children practise early reading with fully decodable books: Reading books in EYFS and Year 1 are: - matched to phonic knowledge and do not require use of alternative strategies e.g. whole-word recognition and/or cues from context, grammar, or pictures. - are closely matched to the programme used; are fully decodable at child's current level and do not simply practise phoneme(s) most recently taught - are not mixed with non-decodable books for independent reading practice - include a controlled, small number of 'tricky words' the decoding of which has been specifically taught - are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes.
- There is effective provision for all children: Children are taught phonics in their year groups. We use quality first teaching strategies for any child who looks like they may fall behind.
- Progress is continually assessed using a simple but effective system. Assessments are carried out both formatively and summatively.
- Children will have catch up interventions if they have not made the expected amount of progress.
- Regular progress meetings are held.

We have the expectation that all children will attain or exceed expected standards:

- Teacher and school expectations are high for all children regardless of background.
- A 'can-do' ethos permeates all our teaching.
- There is confidence that teaching the programme will ensure success.
- Small steps success is built in and celebrated and all children are continually praised and encouraged. We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 1:
- EYFS: - End of Autumn Term: Completed Phase 2 and Started Phase 3 –
End of Spring Term: Completed Phase 3 - End of Summer Term: Completed Phase 4
- Year 1: throughout Year 1 – Phase 5
- November: Expected Score on Phonics Screening Check of 19/40
- February: Expected Score on Phonics Screening Check of 25/40
- End of Spring Term: - April: Expected Score on Phonics Screening Check of 35/40
- End of Summer Term: 85+% pupils achieve expected standard.

We closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lowest 20%), are swiftly identified and enough additional support is provided to enable them close the gap.

We give catch up support by providing group interventions.

The content of these sessions is determined by on-going gap analysis and our in-depth knowledge of each child.

Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard.

- We build an effective team who can teach phonics: every member of our staff (teachers and teaching assistants) delivering phonics has support from our Phonics Lead.
- Training is provided for all new staff. For those staff who are providing additional support for our weakest readers in KS2 we provide extra training.
- We have a dedicated Phonics Lead who ensures quality, consistency and continuity of teaching: our Phonics Lead is a teacher with expertise in and direct experience of teaching phonics.
- The development of word-reading is fully balanced by the development of vocabulary, comprehension and engagement with books.
- A wide range of high-quality books are read and shared with, children daily accompanied by frequent discussion of books to develop understanding. Teachers have extensive knowledge of children's books and read aloud with enthusiasm and in engaging ways. Books have a high profile around classrooms and school.
- Take One Book enables the children and teacher to explore the text together and the shared reading builds expression, intonation, comprehension and critical thinking. We use VIPERS in order to build skills with vocabulary, inference, prediction, explanation, retrieval, summary and sequencing.
- Reading at home is strongly promoted; our expectation is that children read frequently at home. Teachers ensure that parents understand how to work appropriately (and differently) with decodable books and with shared 'real' books.
- Reading records are used by parents and teachers to ensure there is effective communication about children's reading. The teacher monitors these in order to ensure children are reading at home and also to gain information about other books that children may have access to at home.
- Early Reading Impact: The expectation is that all children will be fluent readers having secured word recognition skills by the end of key stage one.
- By the end of Year 2 we expect our children to be skilled at word reading to ensure: the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation; the speedy recognition of familiar printed words; read books at an

age appropriate interest level, accurately and at a reasonable speaking pace; books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words; most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

- Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children.
- Reading Comprehension (and Responding to Texts): Reading Teaching Sequence / Model:
 - Whole Class Reading Children hear, share and discuss a range of high quality texts through our whole class Literacy teaching, both in terms of fiction and non-fiction. Books and genres are mapped out across Key Stage 1 and 2 to ensure progression and breadth of coverage. Book Bands within each year group ensure age-appropriate text.
- Explicit teaching of reading comprehension takes place as part of the Literacy teaching.
- We ensure children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains: • Vocabulary (and grammar – linguistic knowledge) • Inference • Prediction • Explanation • Retrieval • Summarising (KS1) / Sequencing (KS2) (VIPERS)
- The level of challenge increases throughout the year groups through the complexity of texts being read. We recognise the importance of developing vocabulary and introducing them to ambitious words.
- As pupils progress academically, their understanding of vocabulary becomes increasingly important. Word of the Day is a significant feature of our planning and delivery.

Developing Enthusiasm For Reading:

- The following strategies are used to encourage reading and to develop the love of reading in our academy: - Story Time: Story time takes place every day in EYFS
- High quality texts are selected by each teacher to provide the basis for themes being taught.
- School Library: The children can take home library books. Reception and Year 1 children have a shared library and Year 2, Year 3 /4 and Year 5/6 have their own class room libraries.
- A range of genres is promoted and our Book Bands ensure that all our children are immersed in age-appropriate text to develop, secure and aim for depth within each year.