



Killamarsh Infant and Nursery

Reading Strategy

At Killamarsh Infant and Nursery School we believe that reading is central to all learning. We seek to foster in our children a genuine love of literature and a desire to read for pleasure, educating them to be critical and life-long readers.

We have developed a reading strategy that:

- Provides rich, simulating and high-quality reading environments
- Enables pupils to read with confidence, fluency, accuracy and understanding
- Fosters an enthusiasm and passion for reading
- Develops pupil's comprehension skills of inference and deduction
- Ensures pupils make good progress
- Ensures effective strategies are in place for the bottom 20% to catch up and keep up.
- Supports pupils' success in other aspects of English, such as spelling and writing;

We want our children to:

- Read for interest and enjoyment
- Read a range of text including: fiction, non-fiction, poetry and plays appropriate to their ability
- Read regularly at school and at home
- Talk confidently and articulately about their reading
- Be able to read and correct their own mistakes
- Be confident when selecting their own reading materials.

INTENT

We strive to give our children the best start in establishing secure foundations in reading by ensuring that all children become fluent, confident readers by the end of Key Stage One. We believe this is achievable through a combination of high quality, discrete systematic phonics teaching combined with a language rich curriculum.

For a child to be able to comprehend what they are reading, they need to be able to read fluently, have a broad vocabulary and a deep knowledge of the world. For this reason, our reading strategy incorporates all three of these elements:

1. Developing fluency

Our reading strategy has a heavy emphasis on supporting children to become confident, fluent readers. This means beginning with a robust, systematic phonics programme; we use [Little Wandle](#) for this. Alongside continued phonics teaching in Y2, children participate in daily whole-class reading sessions, where children engage in 'extended reading' (prolonged engagement with longer extracts of texts). Through this, children improve their accuracy, pace and prosody - the three components of fluent reading.

2. Improving vocabulary

A wide range of challenging vocabulary is embedded in our [Curriculum](#), and teachers also explore new words at every opportunity during the normal school day. Children are given lots of opportunities to revisit/retrieve knowledge of previously learned vocabulary.

3. Knowledge of the world

When a child tries to comprehend what they are reading, they draw on their own background knowledge to try to make sense of the context and the language being used. With this in mind, we think it is vital that our curriculum is knowledge-rich, as this gives them a deeper knowledge of a wide range of people, places and concepts. We believe that a knowledge-rich curriculum is an essential component of an effective reading strategy.

We also promote a reading culture in which children are encouraged to read widely and for pleasure.

IMPLEMENTATION

How do we teach phonics?

Phonics at Killamarsh Infant and Nursery School is taught following the Little Wandle phonics programme. This is a systematic, rigorous phonics programme which is taught daily in Reception and Key Stage 1.

The overarching goal of Little Wandle is to help all children learn to read fluently and at speed so that they can focus on developing their skills in comprehension,

vocabulary, and spelling. Little Wandle also aims to teach children to spell effortlessly so that they can put all their energy into composing what they write.

At Killamarsh Infant and Nursery School we aim for all children to move into KS2 as well-rounded readers who can:

- Decode words and use this skill to read accurately.
- Read common exception words by sight.
- Demonstrate sound comprehension skills which support children to fully understand what they are reading and what is read to them.
- Spell unfamiliar words using their phonics knowledge to segment sounds.
- Write letters that are formed correctly.

How do we support children who are not keeping-up with the phonics programme?

Where children are identified to be struggling to remember phonetical knowledge in line with expectations, Little Wandle interventions are used alongside daily discrete sessions in order to ensure our 'keep up, not catch up' approach.

These children also access additional 1:1 reading with an adult to support their blending and decoding.

How do we develop fluency?

"Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words and sentences and making connections across the text. As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it."

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Teachers are constant models of fluency across the curriculum; they build deliberate fluency practise into their shared reading sessions as well as the wider curriculum through but not limited to: modelling fluency, re-reading, re-casting, echo-reading and development of reading with expression.

Fluency in the Early Years

In Early Years, through quality first teaching, children are given the opportunity to read and re-read a text through the rigorous and systematic teaching of the Little Wandle phonics programme. This is supported through Collins Big Cat books, where pupils can access the same text online from home.

In nursery, the repetition of rhymes and songs are used to develop vocabulary so that children are familiar with a range of vocabulary. Likewise, texts are read three times so that children develop an understanding of the text, whilst combining successful decoding to develop fluency.

Key Stage One.

In addition to phonics sessions, all of our children (Reception to Year Two) are taught to read and develop their fluency through daily English lessons and being listened to read regularly. These sessions provide children with frequent opportunities to apply the phonics they have learned to reading phonetically decodable books. Children first work on their decoding and automaticity; then on prosody (reading with understanding and expression) and finally on comprehension.

How do we support home reading?

From Reception to Year Two, children have access to physical and online phonetically decodable book that have been read in school. This is to ensure success is shared with the family and that children are experiencing a high fluency rate. In this way, we can be sure that reading is taught and practised at school, and deliberately practised further at home.

Our children also take home a 'book to share' to be read with or by an adult. This is because we believe it is vital that children experience a wide range of quality children's books and that all families should have access to these. These books play an essential role in developing a love of reading.

The important distinction is that these books are being shared with the children, but they are using fully phonically decodable books to practise their independent reading.

Our Key Stage 1 children also visit the community library in Killamarsh to share a reading experience and take a library book home.

How is the school's Reading Scheme implemented?

Once children have successfully 'learned to read' by cracking the phonics code and are rapidly developing in their fluency, they progress onto our 'free' reading books which include an extension to additional Big Cat books and other quality text that are not banded.

Here, children are able to practise, develop and use their acquired skill in order to 'read to learn.'

How do we build pupils' vocabulary?

Our reading curriculum is largely underpinned through our whole-school curriculum. There is a planned approach which ensures children are building world knowledge and understanding the different meanings of language in different contexts. Children are exposed to ambitious vocabulary within the context of the curriculum subject being studied.

How do we support pupils' comprehension of texts?

During shared reading sessions - either 1:1, group or part of the English lesson children are engaged in book talk. In Key Stage 1 comprehension sessions support our children in learning to comprehend. The main focus for teaching reading is through a dialogic approach to comprehension – talking and thinking our way to an understanding. The approach teaches children to spot clues and apply strategies in order to understand texts at a deep level.

The Reading Culture

"Engaging pupils in literature gives them access to all the things we can learn from great books and stories. They should read, listen to and talk about contemporary and classic writing by a broad and diverse range of authors, where the depth of ideas and language allows for rich discussion and study. All pupils should encounter characters, situations and viewpoints that mirror their own lives, so they understand that they matter. Books, however, should also give them a window into the lives of others. For some pupils, stories might be the only place where they meet people whose social and cultural backgrounds and values differ from their own. These books should be introduced in English lessons, story times and book clubs, and used to support subject knowledge development."

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How do we choose our literature?

We believe that reading is an entitlement that should enable children to connect with some of the finest words ever written, opening-up a world of possibility, interest and intrigue. It is with this in mind that across all of our carefully created book lists: **The Reading Spine**; books to share and the **Recommended Reads**, we have hand-picked traditional classics as well as a wide variety of texts for the children.

The Reading Spine

The Reading Spine has been carefully developed to broaden children's literature repertoire and encourage them to become wider, more avid and life-long readers and to support writing. These are our core English texts through which our writing units are derived. Where possible, cross-curricular links are made and texts are chosen because of their connection with wider learning in areas such as history or geography or exploring many social, emotional and cultural issues thus developing the cultural capital of our children.

'Recommended Reads'

We know that well-chosen literature allows children to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary; allowing children to explore and appreciate our rich and varied literary heritage. In order to expose our children to a wider range of high-quality literature we have developed a bespoke collection of texts. The recommended reading book lists have been carefully created by class teachers and are a range of traditional and modern classics as well as non-fiction and poetry titles.

Poetry and Rhymes

"Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, teachers can build children's strong emotional connection to language."

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Daily rhymes and poems are built into our school day in Early Years: carpet-time, tidy-up time, when we are lining up and are also built into our English lessons. Rhymes can also be taught through our music lessons combining poems, lyrics and music. Classes have carefully selected poetry books in their book corners. Through our

writing curriculum we teach a unit of poetry each half term and including a range of poems in our English reading phase

How do we promote Reading for pleasure?

"Setting aside time for pupils to read independently, such as at the end of book club or at another time of the day, helps them to build fluency. It also increases the vocabulary and ideas they encounter, in turn improving their understanding. Putting in the reading miles is important. Class reading time is an equitable activity because every pupil, including those who do not read regularly at home, can learn to appreciate the benefits and pleasure of regular, sustained reading. At its best, class reading time is enjoyable, something on the timetable the class looks forward to. It provides the chance for pupils to settle down and be transported into the world of a good book. To achieve this, however, needs careful planning. Simply asking pupils to find a book and read quietly is unlikely to make the time as valuable as it might be."

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Independent Reading

We have a strong ethos around the importance of reading; including reading for pleasure. Children are given opportunities to read for pleasure daily through independent reading. Adults in the classroom may also read a book of their choice as a way of modelling this practice: immersed in uninterrupted quiet reading.

Story Time

We aim for each class to enjoy listening to a class story or poem daily. This is usually read by the class teacher. This is in addition to English lessons. These sessions may take place at anytime in the day. Story Time is a powerful driver for improving pupils' reading and all-round education, as well as having a positive impact on their social and emotional wellbeing. It can also be a time of genuine enjoyment for the whole class, a shared experience sparking reflection and discussion. Pupils are seated comfortably with no distractions. The books read aloud might be either the same texts studied in English lessons or reading sessions or additional texts.

Reading Buddies

As part of developing pupils' fluency in the early years of reading we engage in 'Reading Buddies' where older children take on the role of reading mentor, supporting children weekly in 1:1 reading sessions. This not only helps develop younger children's reading fluency but this shared activity offers a social and well-being benefit for all taking part. All our classes take part in Buddy Reading.

Classroom Book Areas

In each of our classrooms there is a well-resourced reading area: a place for children to both enjoy reading in comfort and to select age-appropriate reading material. A display of books can be found in each reading area. In the Early Years 'story sacks' are used to promote books as well as specific books within the provision linked to the resources e.g Old Macdonald story sack is placed alongside the farmyard set up.

IMPACT

How do we measure the impact? Monitoring and Assessment of Reading

All children, from Reception to Year 2, have a Reading Record. Children are expected to have their reading records in school and to take them home every day. We share high expectations that all children should be reading every day at home. Parents and staff in EYFS and KS1 are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating.

Phonics Assessment: children's phonetical ability is assessed and recorded on a phonics tracking system half termly. Results are discussed between class teachers and alongside the Phonics Lead and Head Teacher at termly pupil progress meetings.

Fluency Assessment: Staff keep a regular check on reading fluency using Little Wandle fluency assessments – ensuring end goals are met where appropriate before the end of the year. Reading progress in the acquisition of fluency is assessed and gaps are addressed quickly and effectively for all pupils – this may be through phonics intervention, increased fluency in reading support or parental engagement request. When making judgements each term, teachers take into account children's comprehension ability as well as their development in fluency. Children's attainment is recorded on the whole school data tracker. This allows leaders to understand which children are on track, based on their prior attainment, as well as identifying the lowest 20% of readers in each year group through mapping grids.

Continuous Professional Development for Staff

We take the continuing professional development of staff seriously and as result ensure our staff have regular access to training on how to deliver phonics effectively and how to deliver our reading strategy.