

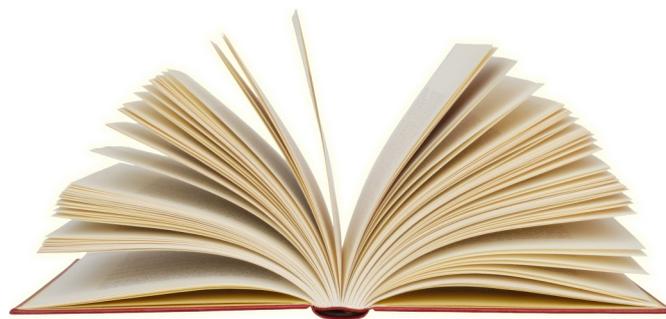


Kildwick CE VC Primary School

Learning to Live, Living to Love, Loving to Learn



Reading at Kildwick CE VC Primary School



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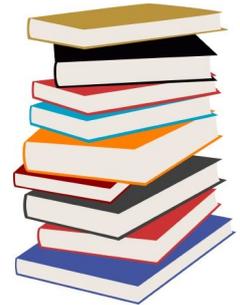
The Importance of Reading

“Reading for pleasure is more important for children’s cognitive development than their parents’ level of education and is a more powerful factor in life achievement than socio-economic background.”

(Sullivan and Brown, 2013)

At Kildwick CE Primary School, we greatly value the importance of reading. We believe strongly in the importance of reading as a driver of attainment across the whole primary curriculum but also as a source of enjoyment.

Children value and respect books and understand their importance. Reading is promoted by all adults in school. We have high expectations of our children regarding reading whilst supporting all children in making progress in reading whilst exposing them to the wider



What Our Children Say About Reading...

What do you like about reading?

I find it very fun and exciting and you can find new things and words you haven't heard before.

I think it's relaxing.

The thing I like about reading is that I learn things from the books.

Some books are exciting. I enjoy the excitement and happiness it brings me.

What's your favourite type of book to read?

Roald Dahl because I like the books and they're nice to read.

I like comedy books and my favourite author and illustrator are David Walliams and Tony Ross.

Non-fiction because you actually learn facts.

What do you think of the books that we have in our classrooms?

They are really good because they are different types of books like fiction and non-fiction.

It is hard to choose because they are all fantastic.

Why is it important to read?

If you can read, you will be a lot more successful in life.

You can get better at understanding the world around you.

It helps you relax.

The Importance of Reading

Through modelling, discussion and shared reading, we ensure that children have the right to....

Read in

Read any book they want.

Stop reading a book.

Share a book with others.

Get help with their reading.

Feel emotional when reading.

Read anything—not just books.

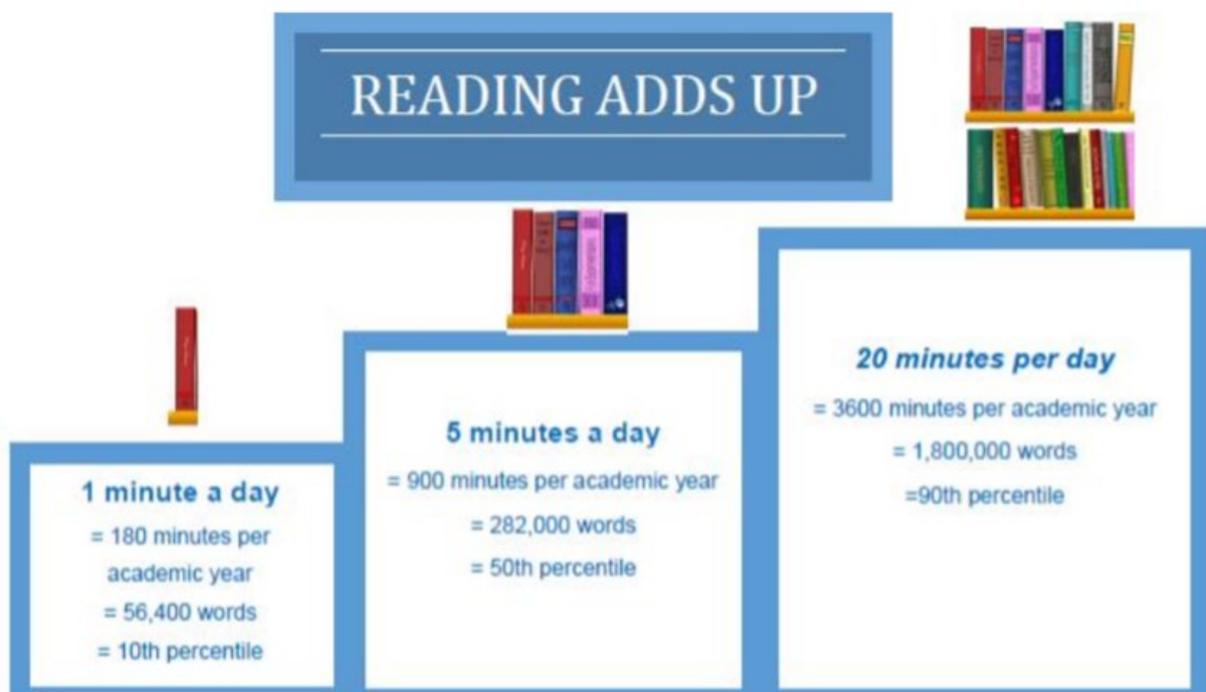
Read anywhere.

Have their own opinions on a book or author.

Read at any speed.

Read the same book as a friend.

Recommend a book.



Our Reading Intent

Our English strategy follows the 2014 National Curriculum. Our primary aim is to increase children's confidence, enjoyment and ability in reading, writing and communication. We ensure that we provide all children with depth, breadth and ambition in their learning – ensuring that our curriculum is well sequenced and building on knowledge and skills gained as children progress through school. We promote a love of reading and writing whereby children want to read and write spontaneously with enjoyment. We strive for our children to develop a passion for English to aid them in later life and to enable them to become lifelong learners.



Reading Implementation:

In the early stages of reading, we teach children to decode words using phonic skills as our sole approach.

Synthetic phonics is taught using the Letters and Sounds programme. Children are introduced to synthetic phonics in our Reception class and children progress through the phases during Reception and Key Stage 1 (Year One and Two). Sight reading and tricky words are introduced in Phase Two phonics. Pupils are put into groups for phonics lessons based on the phase that they are ready to access. We strive to ensure that children “keep up” rather than “catch up” and we offer early intervention when a pupil is making slower progress. We use a wide range of teaching techniques and resources in our daily phonics lessons and aim to make lessons fun and interactive whilst building on previous knowledge each session.

We use Big Cat Collins Reading Scheme and ensure that each child is given a reading book with the relevant sounds that they are learning at that time. The books are varied in their genres which encourages a love of different texts. Guided reading is taught in small groups across KS1 and builds on phonics knowledge.

Once decoding is grasped, our focus on developing reading is based on understanding and comprehension. In KS2, this is done through Guided Reading lessons which are taught in small groups and as a whole class. Children develop further reading skills through comprehension lessons, by reading independently and with an adult and by enjoying a class novel. Books and texts are specifically and carefully chosen for each class ensuring that progress is built on and so that a range of genres and authors are covered.

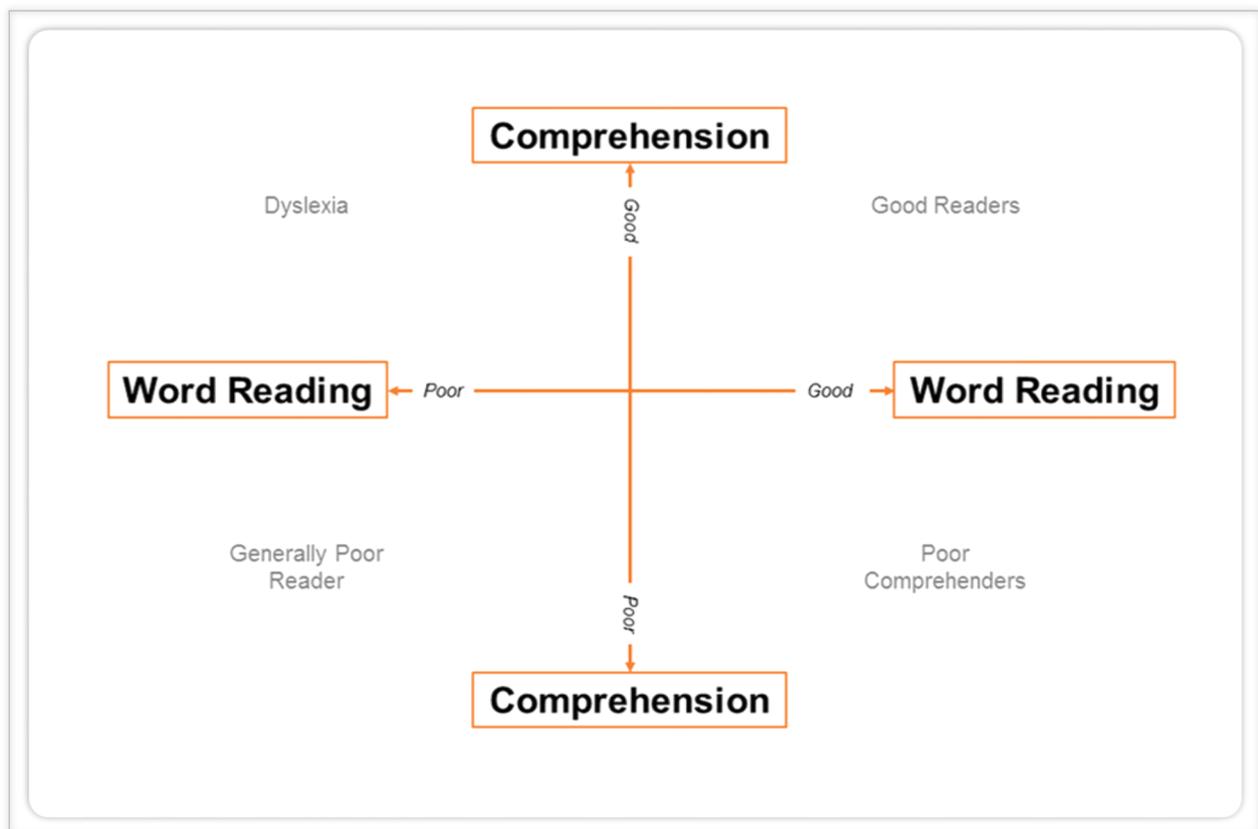
In KS2, pupils have a weekly spelling lesson which focusses on spelling patterns as well as learning the common exception words for each year group. Phonics intervention is implemented in KS2 for those pupils who still need to access the phonics curriculum. This is a targeted intervention based on the individual need of the child. Phonics assessment continues across KS2 until staff are confident that children are secure in their phonics knowledge.

We want children to enjoy reading at both home and school and for parents to be on board with reading with their children. Our approach to reading in KS2 is that all pupils can access a class selection of recommended reads that cover a range of genres. These are high quality texts which have been carefully chosen to challenge and engage our pupils. We encourage children to read for pleasure by choosing a book that engages them and that they can share with an adult. Once a book is completed, children complete a task in their reading journal. They are encouraged to talk about the book with their peers and discuss the books and recommend them to a friend if they choose to.

Applying Reading Theory

We base our approach to reading on 'The Simple View of Reading' which highlights the importance of a child having both the ability to decode words and to understand their meaning and context. Word reading skills begin in EYFS and Key Stage One with an in-depth, thorough phonics programme. Children are also exposed to the skill of comprehension through daily story times and individual readers. As children move into Key Stage One, they begin to practise comprehension skills more independently through small group discussion and independent work.

These decoding and comprehension skills are worked on in Key Stage Two. Once children become confident, fluent readers, we expose them to a wide variety of texts in order to increase their vocabulary, which in turn improves both word reading and comprehension skills. Comprehension is practised in a variety of ways in Key Stage Two in order to ensure that by the time children leave Kildwick Primary School children are confident, enthusiastic and skilled readers.



How Do We Encourage Good Comprehension Skills?

We recognise that the skill of having good comprehension is a complex one which encompasses many different strands. When teaching reading comprehension, teachers ensure that children are exposed to a variety of question types as seen in the table below.

Question Strand Skill	Example Questions
Vocabulary	<p>What does <i>(a phrase/word/group of words)</i> mean?</p> <p>Give the meaning of the word <i>parched</i> in this sentence.</p> <p>Find and copy two words from the story that show that the 'frog was frightened'.</p>
Retrieval	<p>Look at page 4. According to the text, what could you do on your space holiday ?</p> <p>How can you tell that the International Space Station is very large?</p> <p>Write down <u>three</u> things that you are told about the oak tree on the island.</p>
Summarise	<p>What is the main message of the poem?</p> <p>Below are some summaries of different paragraphs from this text. Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you.</p> <p>Which of the following would be the most suitable summary of the whole text?</p>
Inference	<p>Why is space tourism <i>impossible</i> for most people?</p> <p>Find and copy a group of words that shows that...</p> <p>How do these words make the reader feel?</p>

<p>Predict</p>	<p>Based on what you have read, what does the last paragraph suggest might happen to the explorers next?</p> <p>Do you think that Martine will change her behaviour on future giraffe rides? Yes? No?</p> <p>Explain your choice fully, using evidence from the text.</p>
<p>Identify/explain content</p>	<p>Find and copy the group of words on page 9 where Lord John's mood changes.</p> <p>Draw lines to match each part of the story with the correct quotation from the text.</p>
<p>Word choice</p>	<p>What does (a word) suggests happens?</p> <p>Find and copy four words from the paragraph that suggest (danger).</p> <p><i>... they crossed the glassy surface of the lake.</i> Give <u>two</u> impressions this gives you of the water.</p>
<p>Comparison</p>	<p>How does . . .'s mood change throughout the text?</p> <p>According to the text, give <u>one</u> way that giant pandas are (a) similar to other bears (b) different from other bears.</p>



How We Promote and Develop a Love of Reading at Kildwick



Reading Café

Parents had the opportunity to come into school and read with their child.

This was to promote the importance of continuing to read with children even as they become a more independent reader.





World Book Day

Promoting a love of reading through a variety of activities every World Book Day.





Reading Buddies

Encouraging early reading through paired 'buddy' reading sessions between EYFS and Year Six.



Reading Books in EYFS and Key Stage One

Children have access to a wide range of books in EYFS and Key Stage One. Books are readily available in many areas of the classroom. Reading takes place inside and outdoors.

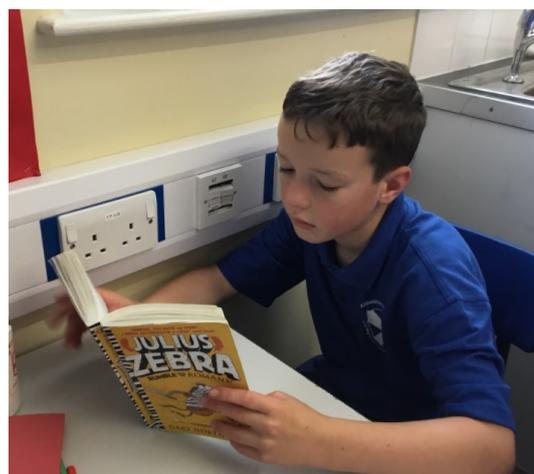
Children choose a 'bedtime book' to take home and share with their family. Whole class story times are a highlight of the day and spark discussion, writing and imagination.



Recommended Reads in Key

Stage Two

Our recommended reads have been carefully selected in order to expose our children to a wide range of topics, authors, cultures and characters. High-quality modern texts make up the majority of our shelves. As well as this, we have invested in a variety of books that have characters from a LGBTQ+ background or black characters in order to broaden children's reading horizons.



Examples of Recommended Reads

Year Three and Four

Desirable - Frank Cottrell Boyce
Little Leaders. Exceptional Black Men in History - Vashti Harrison
Good Dog Lion - Alexander McCall Smith
Scrum – Tom Palmer
The Butterfly Lion- Michael Morpurgo
The Genius Aged 8 ¼ - Jeremy Strong
Stone Age Boy- Satoshi Kitamura
George's Marvellous Medicine- Roald Dahl

Year Four and Five

Return to the Jungle - Bear Grylls
A Pocketful of Stars – Aisha Bushby
The House with Chicken Legs – Sophie Anderson
How to Train Your Dragon – Cressida Cowell
Varjak Paw – SF Said
The Last Wolf – Michael Morpurgo
In Darkling Wood – Emma Carroll
Funky Chickens – Benjamin Zephaniah

Year Six

The Invention of Hugo Cabret – Brian Selznick
Clockwork – Phillip Pullman
A Monster Calls – Patrick Ness
The Many Worlds of Albie Bright – Christopher Edge
The Nowhere Emporium – Ross Mackenzie
Pig Heart Boy – Malorie Blackman
The Pants Project – Cat Clarke
Young, Gifted and Black – Jamia Wilson

Reading Across School

In Robins class (Reception and Year One), the children are immersed in words, books and reading. Reading is a priority above all else and seen as a key building block in early learning. Books are available in different areas of provision around the classroom. Emphasis is put on orally rehearsing any new vocabulary across the curriculum.

All children take part in one to one reading with the class teacher and teaching assistant at least weekly in order to target the child's individual needs. The books read in this time reflect the child's phonics learning and progress.

Robins class have a box of 'bedtime books' for children to borrow and read at home which are high quality and specially selected texts that broaden children's reading experiences.

Children take part in a daily thirty minutes phonics session which follows the Letters and Sounds scheme. Children are grouped to ensure targeted support from an adult. The class also enjoy a daily whole class story time where adults model good reading practice and promote discussion of a text. Parents and carers are informed of which phonic sounds their child will be learning that week in order for phonics to be further supported at home.

Our reading scheme (Big Cat Collins Phonics) promotes the importance of the skill of comprehension. Children complete a comprehension section of their book at home or at school to ensure secure understanding before starting a new book.



Reading Across School

In Swallows class (Year One and Two), the Year Two children take part in two guided reading sessions a week using Big Cat Collins guided reading books which are linked to the reading books the children take home. Comprehension activities are also built into English lessons.

There is a daily whole class story time where children have the opportunity to explore either their whole class novel or a shorter story. This exposes children to a wider variety of books and introduces them to longer texts.

All children read to an adult a minimum of once a week. These sessions are recorded in their reading record which is also used to record reading sessions at home with an adult.

Swallows class have a wide selection of recommended reads available for children to borrow and share at home. Children are also given access to a wide range of both fiction and on-fiction books within the classroom and are encouraged to access these independently.



Reading Across School

In Kingfishers class (Year Three and Four) , children take part in a daily carousel guided reading session using the Rigby Navigator books. For each child, one of these sessions a week will be working with the teacher focusing on creating written answers for questions; a highly important skill in Key Stage Two.

The class also take part in one additional whole class reading lesson for an hour each week. The whole class reads the same text and then answer questions together and independently.

Children have access to the class recommended reads and complete an activity in their reding journal once they have read a book. There is a target group of children who read aloud to an adult on a daily basis and also have access to 'confidence builder' books to bridge the gap between their reading ability and the level of the recommended read books. Some of the Year Three children also access phonic level books if needed.

The children enjoy a whole class book which is used to promote a love of reading and creates a stimulus to use in writing lessons. Children are inspired to write through this text by using drama and focussed comprehension.

Class books we use in Kingfishers class:

The Hodgeheg—Dick King-Smith

Escape from Pompeii—Christina Balit

Beowulf—Micheal Morpurgo



Reading Across School

In Upper Key Stage Two (Owls and Eagles class—Year Four to Six), a variety of reading activities take place on a daily and weekly basis. There are many reading and comprehension opportunities across the curriculum.

In Owls class, children take part in a daily guided reading activity based on a half termly book. Children will work on a book relevant to their reading ability. This carousel of activities include pre-reading, a teacher led sessions and a post reading task. Children also work on their spelling and independent reading skills in these sessions.

In Eagles class, children work on fine-tuning their written comprehension answers in preparation for the end of Key Stage Two assessments. This is done in a variety of ways including whole class sessions, small group work and targeted interventions. Guided reading sessions are taught as a whole class through a high-quality text with targeted questioning based on the different strands of reading (see page 8). Children improve their vocabulary skills through constant exposure and discussion of new words.

In both classes, children have access to high quality recommended read texts which are frequently promoted and discussed as a class. Children complete activities about these books in their reading journals once they have read a book and decide if they want to recommend that book to a friend. Children also have access to non-fiction texts including encyclopaedias and child-friendly newspapers. Children have the opportunity to independently read every

Class books we use in Owls class:

Who Let the Gods Out?—Maz Evans

The Great Kapok Tree—Lynne Cherry

Journey to the River Sea—Eva Ibbotson

The Wind in the Willows—Kenneth Graham

Class books we use in Eagles class:

Holes—Louis Sachar

Goodnight Mister Tom—Michelle Magorian

Wonder— R.J Palacio

Cogheart— Peter Bunzl



Phonics

At Kildwick CE VC Primary School we teach 'Synthetic Phonics' using the Letters and Sounds programme. Synthetic Phonics is a way of teaching reading and spelling. Children are taught to read letters or groups of letters by saying the sounds (phonemes) that they represent. Children then start to read words by saying the phonemes together to make a word. They also learn how to spell words using their phonic knowledge. The children are introduced to synthetic phonics in our Reception Class and children progress through the phases during Reception and Key Stage 1 (Year 1 & 2). They are put into groups for phonics lessons based on the phase that they need to learn. We use a wide range of teaching techniques and resources in our daily phonics lessons and aim to make lessons fun and interactive.

Phonics Reading Scheme

The Phonics Reading Scheme used in Key Stage One is "Collins Big Cat Phonics". This scheme's bands are based on the letters and sounds phases so that each child's book only contains words with the phonemes that the child has been taught in their daily phonics lessons already. We use the Collins Big Cat Guided scheme in Key Stage One for guided reading lessons. This again ensures that the words that children are reading are ones that contain phonemes and graphemes that they have been taught and that they are applying the skills that they have learnt in phonics lessons.



Common Exception Words

Children will also learn to read common exception words. These are words which don't quite follow the spelling or phonics rules that children are taught in Years One and Two and need to be practised until they are instantly recognisable. We try to think of different memorable ways that we can remember these words!



Phonics

Kildwick CE Primary School Phonics Map

These tables show where we expect the average child to be at different points from reception to the end of year 2 in phonics.

<u>Reception</u>	
First two weeks of Autumn 1	Baselining (no phonics)
Week 3 of Autumn 1	Start Phase 2
Week 1 of Autumn 2 (first week after Christmas)	Start Phase 3
First week of Summer 1	Start Phase 4
End of Summer term	Finish Phase 4

<u>Year 1</u>	
Autumn 1	Recap Phase 3 and 4 (taken from assessments)
First week of Autumn 2	Start Phase 5a (4 weeks)
Week 5 of Autumn 2	Start Phase 5b (3 weeks)
First/Second week of Spring 1 (depending on half term length)	Start Phase 5c
End of summer 2	Finish Phase 5c Teach 5d alongside 5c.

<u>Year 2</u>	
Autumn 1	Recap Phase 5c
Start of Spring 1	Teach Phase 6 (alongside phase 5c if needed)



Phonics Glossary

Here is a glossary of all the key phonics vocabulary we use in school.. It would be useful to use these words when reading at home too.

Phoneme	The smallest unit of sound in a word.
Grapheme	A letter or group of letters representing one sound. The way of writing down a phoneme.
Digraph	Two letters that make one sound.
Split digraph	When a digraph is split by a consonant, it becomes a split digraph. E.g. in the word pine, the ie digraph is split by the letter n.
Consonant cluster	When two or more consonant phonemes appear next to each other. E.g. str, br.
Blending	This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word.
Segmenting	This involves hearing a word and splitting it up into the phonemes that make it to work out how to spell it.
Alien words	Words that we read in phonics that are not real words.
Consonant	Any letter that is not a vowel.
Vowel	The letters a, e, I, o and u.
Trigraph	Three letters that make one sound.
Cvc, cvcc, ccvc words	The abbreviations used for consonant-vowelconsonant and consonant-consonant-vowelconsonant-consonant words, used to describe the order of sounds. E.g. cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words.
Sound buttons	Dots and lines that we put underneath words to show the different phonemes.
Phoneme frame	A line of boxes that can be used to segment and spell words.

Reading at Home

There are two key components to reading: word reading and understanding. Use these question stems when discussing a text with your child to ensure that they have a good understanding of what they've read.

Vocabulary

What do the words and suggest about the character, setting and mood?

Which word tells you that....?

In the story, is mentioned a lot. Why?

Find a word or phrase which shows/suggests that.....

Can you explain the term_____

What other words/phrases could the author have used instead of?

Find and highlight the word that is closest in meaning to.....

Find one word in the text which means.....

Which keyword tells you about the character/setting/mood?

For these questions, if your child has a longer text you may want to give a specific page number for them to focus on.

Retrieval

How would you describe this story/text? What genre is it? How do you know?

How did...?

How often...?

Who had....? Who is....? Who did...?

What happened to....?

What does..... Do?

Give one example of....

The story is told from whose perspective?



Summarise

Can you number these events 1-5 in the order that they happened?

What happened after?

What was the first thing that happened in the story?

Which of these phrases best sum up the first 3 paragraphs...

In what order do these chapter headings come in the story?

What subtitle could you give to this paragraph?

What's the main point in this paragraph?

These summarise questions are great for non-fiction texts but also work with fiction too.

Reading at Home

Inference

Find and copy a group of words which show that...

How do these words make the reader feel? How does this paragraph suggest this?

How do the descriptions of show that they are

How can you tell that.....

What impression of do you get from these paragraphs?

What was thinking when.....

Can you explain why...?

Inference questions can be the ones that some children find most difficult. They need to think outside the box and the answer often isn't written in the text. Lots of discussion with your child about thoughts, feelings and actions will help this skill.

Identify and Explain

Explain a character's different/changing feelings throughout a story. How do you know?

What are the clues that a character is

liked/disliked/envied/feared/loved/hated etc...?

Who do you think this information is for?

Why has the writer written/organised the text in this way?

Why is 'x' (character/setting/event) important in the story?

Why do you think the author chose to use a question/bullet/subheading/table etc to present the information?

How does the title/layout encourage you to read on/find information?

Predict

From the cover what do you think this text is going to be about?

What is happening now? What happened before this? What will happen after?

What does this paragraph suggest will happen next? What makes you think this?

Do you think... will happen? Yes, no, maybe? Explain using evidence from the text.

Encourage your child to expand their answers when predicting. **Why** do they think something might happen? What clues have they read or seen?

Reading at Home

Word Choice

What does this word/ phrase/ sentence tell you about...character/setting/mood etc?

Which words do you think are most important? Why?

The writer uses words like ... to describe What does this tell you about a character or setting?

What do you think the writer meant by... 'x'?

The writer uses ...words/phrases...to describe ... How does this make you feel?

The author makes an action/description 'like' something else. Why? What does this mean?

Comparisons

Describe different characters' reactions to the same event in a story.

How is it similar/different to ...?

Which section was the most interesting/exciting part? Why?

Compare and contrast different character/settings/themes in the text.

What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

The mood of the character changes throughout the text. Find and copy the phrases which show this.

Useful Websites to Support Reading at Home:

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

<https://www.bbc.co.uk/bitesize/articles/zbxb9q>

<https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/top-10-tips-to-help-children-enjoy-reading.html>

<https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read>

