

Reading at Brent Knoll Primary School

Intent:

At Brent Knoll Primary School, we aim to provide children with a language- rich environment, high quality texts and inspiring learning opportunities, which will help the children to:

- Read with confidence and enjoy books
- Read accurately, fluently and with understanding
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- Broaden their vocabulary
- Develop comprehension skills and analyse what they read

Implementation:

Early Years Foundation Stage

Pre- School

Brent Knoll's approach to reading begins on day one, whether a child starts in our pre-school or reception class. Upon starting, the younger children receive a box containing a chosen book which is added to three times throughout the year: the child's birthday, Christmas and Chinese New Year.

As expected, the pre-school has a welcoming reading area where children can choose books to read independently in addition to the several story times planned throughout the day. The children also engage with adult- led activities that focus on different nursery rhymes. Through play, and carefully planned questions, the children develop their understanding of the rhyme through examining vocabulary, rhyming patterns and pictures.

Reception

Upon starting in reception, children are gifted a book bag to support the transition phase. Similar to pre-school, the reception class is 'language rich' and has a welcoming book corner to promote an early love of reading. All children are encouraged to visit the area daily to vote on which story they would like to hear later that day. In addition to daily story time, the children continue to explore nursery rhymes together.

Unicorn class use the 'Super 6' approach to reading. Six quality books are chosen across a half term and each one is explored for the duration of the week, both at school and home. The books are chosen carefully by the class teacher and each has a different focus. For example, one may be set in a different country, while another may focus on emotions. Each week the chosen text will be explored in a variety of ways- though use of puppets and other continuous provision activities, adult-led groups and a home reading challenge.

We consider strong links with home regarding reading imperative across the school, and this is embedded in the Early Years. From day one, the children are encouraged to take home a library

books to share with their family at home. Additionally, children are given a reading book that corresponds with their current phonics phase in school. These books encourage phoneme recognition and blending which compliments their learning in class and offers an appropriate level of challenge. All books that are sent home contain a 'reading target sheet' to ensure a consistent approach to reading between home and school.

Key Stage 1

The Key Stage one classrooms have welcoming reading areas that use box-style book cases to allow children to visually browse the titles. In addition to the reading area, topic books are always accessible to the children and are regularly changed using the school's subscription to 'Resources for Learning.'

Children in year one and two continue to work their way through the coloured book bands as well as receiving a phonetically decodable books that reflects their learning in class. The children also receive a weekly guided reading session that aims to scaffold their learning and further their reading development. Naturally, daily story time is planned into class time tables to ensure the pupils are exposed to a wide range of high- quality texts. These are often shown on the visualiser, a resource available in every classroom, to allow the children to follow the words, as well as model key reading skills, such as following the words with a finger or segmenting an unfamiliar word.

Key Stage 2

The Key Stage two classrooms at Brent Knoll School have welcoming reading areas that are well stocked with texts from a range of genres that continue to promote reading for pleasure as the children get older. In addition to these books, children continue to take home a banded book to enable them to develop their independent reading. From year three, time is built into class timetables to allow children to read independently and build their reading stamina. Our half termly curriculum topics are supported by an array of fiction and non- fiction books that are on offer to the children at all times and are regularly rotated. The children are encouraged to immerse themselves in their learning; to further develop their appreciation of reading and continue to build on their knowledge.

From year four, whole class reading lessons are included in class timetables. A wide range of high quality texts (including fiction, non- fiction, poetry, songs etc.) are used to develop key reading skills that can be transferred into independent reading. These skills are carefully considered by teachers to ensure that the children can securely use these strategies independently before building on them. From example, upper key stage two may be working on summarising and contrasting, while lower key stage two may be focussing on retrieval, inference and vocabulary.

In Pegasus class, the children are encouraged to partake in the 'Genre Challenge;' to read books and texts from different genres and present a review of each. The challenge ensures that the children have been exposed to a range of texts and can lead a child to a completely different selection of books than they may have chosen for themselves!

Interventions

If there is a need for additional support in reading, class teachers will identify skill gaps, plan appropriate intervention and monitor the child's progress. In key stage one and lower key stage two, Toe-by-Toe can be used to support phonetical awareness and develop skills that can be transferred to independent reading. Additionally, Rapid Readers is used to support children's decoding and other reading skills as they move through the book bands. All of these skills put together, form the fundamental skills to allow children to learn to read and develop a life-long love of reading.

Impact

The impact of the reading curriculum is regularly assessed; teachers identify gaps that need to be addressed and move children along the book bands if necessary. In key stage two, reading objectives (taken from the National Curriculum) are shared with the children prior to each lesson. They are also recorded in front of their reading workbooks to enable them to identify targets and areas they need to work on.

Formal assessment judgements are made termly and pupil's progress against the end of year expectations is monitored throughout the year.