

Reading at Kingfisher Hall (KHA)

“Reading is a gateway for children that makes all other learning possible.” Barack Obama

At KHA, our principal objective is to foster an environment where **all** children:

- enjoy reading, have increased self-esteem and become fluent, life-long readers
- apply their reading skills and can access the whole curriculum
- have the knowledge, skills and understanding to be able to decode, become fluent readers and are able to comprehend a range of texts
- acquire and use complex vocabulary and sophisticated language
- have a deep understanding, from their reading, of the world around them (local, national and beyond)
- are given the necessary Reading skills to become **‘A Force for Positive Change’**.

To support our children to develop all of the above, we use:

Read Write Inc. (RWI) Phonics programme

In the Summer Term of Nursery, children are introduced to Ruth Miskin’s RWI Phonics Programme. This programme runs through Reception and Year 1; it is designed to teach children to read accurately, fluently and develops their comprehension. The children learn to read the 40+ sounds and also learn to blend these into words. Children experience success from the very beginning, which increases their self-esteem.

Children are grouped according to ability and there is on-going assessments by the adults delivering the Phonics sessions. Every 6 weeks, our trained Phonics Lead along with teachers assess the children’s progress. Children in need of additional support to meet national expectations are identified and targeted, remedial interventions is put in place. Our aim is to get all the children confident with blending as quickly as possible so they are able to develop a love of Reading from an early age. Regular RWI Development Days led by a RWI Consultant help build teacher knowledge, confidence and keeps us all up-to-date with the latest thinking around the teaching of Reading.

We believe it is the teacher’s responsibility to teach the children how to Read but we also know the importance of having the support of our parent community. Parental support is invaluable when families reinforce what is being taught at school so we ensure there is transparency to strengthen the home-school relationship. Children are expected to take home a book each week, which mirrors the Phonics teaching they have had during the week. This enables the children to practice their sounds, blending and comprehension, which builds their confidence. We deliver regular parent sessions to give families the understanding and insight into what the RWI programme entails and we explain how best families can support their children at home.

All children in Reception and Year 1 access the RWI Programme and at the end of Year 1 all children will participate in a Phonics Screening Check. The Phonics Screening Check is undertaken individually by all children in Year 1 in England during the month of June. It is designed to give teachers and families information on how children are progressing in Phonics. It will help us as a school to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early Reading skill. There are 2 sections in this 40-word check and it assesses Phonics skills and knowledge learned through Reception and Year 1.

Click the following link to access Oxford Owl for more information about the Phonics Screening Check:

Oxford Owl

<https://home.oxfordowl.co.uk/>

Phonics Screening Check Questions and Answers

<https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/#>

Children that are new to English and arrive in our school in Year 2 and for those children that are yet to meet national expectations, Phonics continues in Year 2 with children getting additional support on a 1:1 basis in addition to their English lessons. In Years 3 and 4 we also provide a group for children new to English.

Reading beyond Phonics in the Early Years

Nursery

Throughout Early Years, adults spend time in Reading areas reading to children and sharing books with them. This encourages children to enjoy books, reading and to use reading areas independently. Books are available across the learning environment and children are encouraged to not only retell familiar stories orally but also make up their own stories in-line with Pie Corbett's imitate, innovate and independent model.

Adults regularly share books with children – on a 1:1 basis, in small groups and as a whole class. Picture books and books with flaps are effective. Story sacks, puppets, different voices are a selection of resources used to engage children. Children also access the Book Start Corner Programme. The programme provides our teachers with resources to promote reading within the classroom and support families to maximise their skills and give their children the best possible start. As well as guidance to support families, each child is also given two free picture books to take home to enjoy.

Daily story time is something we advocate. Actions, different voices, props, puppets and small world toys are additional resources we use to engage the children as well as regular visits to our school library, which is stocked with an eclectic mix of high quality books. During their daily story time, children are introduced to Big Books. These books are

repetitive text and repeated refrains - books that lend themselves to choral reading so that children can join in. The book is read several times over two weeks (whole class or in small groups) so that children become familiar with it. Similar techniques to the above (actions, different voices, props and puppets) are again deployed to support the children to effectively retell the story independently. The book is readily available in the reading area for children to revisit or read independently.

Reception

As well as daily story time, individual weekly reading is introduced. This is supplemented by a Big Book, which is selected from the 'KHA Reading Spine' collection. Like in Nursery, this should be a book that lends itself to choral reading – simple, repetitive with repeated refrain. Children should be able to see the text. This is read to the children at least three times over the week. The sessions should be as follows:

1. read through for enjoyment (with expression and where possible actions)
2. children anticipate, jump in, repeat and the adult models the reading process with think alouds
3. children join in with the story

The aim is that by the final reading session, children are able to read or chant along at the pace of the adult. Actions and different voices may be used but no props or puppets. Again, the book will be available in the reading area for children to revisit and/or read independently.

In EYFS, the afternoon sessions are driven by the 'Power of Reading' initiative. This is an initiative where a book is used across two or three weeks and through build up the story is slowly revealed. Experiences to support the story are planned using the Power of Reading' teaching sequence as a starting point, these include activities to stimulate talk and role play. A minimum of three carpet sessions are planned around each book and this leads to focused writing activities. Questioning is used to develop inference using the 5Ws – who, what why, when, where. Many techniques are deployed to engage children – from the effective use of actions, different voices, props, puppets, role play to acting out the stories. A range of resources (e.g. props, puppets and small world toys) are readily available in the classroom for children to use independently.

The purpose of all the above is to ensure that children develop a love of stories, are excited to read, show enthusiasm around books and have good comprehension of stories they hear and are able to discuss themes as well as story structure. Children also develop rich vocabulary and this supports and stimulates their writing.

Home Reading at KHA

Reading at home gives children the opportunity to rehearse skills taught in school and also gives children a chance to develop a love for reading as well as build up a bank of

experiences that cannot always be covered by a school curriculum. Children choose a book regularly to take home. Nursery children take a book a week home. Reception, Year 1 and for all children accessing the RWI Phonics programme, a book that reflects their phonic ability is sent home each week giving them the opportunity to practise what they have been learning in school. In addition to this, all children take home a book from our Big Cat range and a high quality text for pleasure that can be shared with family at home.

Once they become free readers they are guided by the teacher to choose a suitable book. We run a reading challenge, which encourages children to read and write reviews on the books they have read. These reviews are published and their peers can read it to help them decide what book selections to make.

We expect families to support the home reading experience by writing in the children's Reading Record Book to let us know how the child's reading experience at home is going.

Fluency

A major aspect of the reading process is fluency, which comes after decoding and before comprehension. Fluency refers to the rate, expression and smoothness with which a student is able to read. It is more than just reading quickly, though pace is a key component of it. Fluent readers read as though they are talking. They attend to punctuation, use different voices to represent characters in dialogue and change their tone and pace accordingly to reflect the mood or register of what they are reading.

It is important because it provides a bridge between word recognition and comprehension. When fluent readers read silently, they recognise word automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers that have not yet developed fluency tend to read slowly, word by word and their oral reading flow is choppy.

In Reception, a Big Book is used to develop fluency skills and in Years 1 – 6, children have a copy of a text which may be fiction, non-fiction or poetry. The children are taught to track the text and to read with pace and accuracy. Vocabulary is explored and children are all encouraged to become actively involved in the session.

Domain driven Reading lessons

Through their reading week, children are taught how to build upon their comprehension skills. Using the texts that they have become familiar with the children are introduced to different styles of questions and how best to answer them. Children are encouraged to become more independent and demonstrate their skills. Teachers are on the look-out for any misconceptions and are ready to deal with these in a timely manner.

Developing Reading for Pleasure

Reading is the passport to the world. Reading for pleasure gives children opportunities to learn about a range of experiences and opens up their mind to opportunities they would not typically have. To ensure this experience is heightened and of a high standard, all teachers are expected to read a class book on a daily basis to the children. During weekly visit to the school library, adults are expected to read classic tales to the children while they choose from the broad range of genres within the library. In KS1, the Reading Café is open to all the children on a daily basis. The children, while having a Café experience, get to listen to classic tales that they can join it with, listen to or have discussions about. Book fairs across the academic year, typically during Parents' Consultation evening exposes the children to new, exciting authors and we take every opportunity to invite authors in to the school as well to foster that love of reading. Regular Reading competitions are held and the children are rewarded with prizes from the KHA Book Vending Machine, which is situated between the school library and the Reading Café.

Parental involvement

We believe to successfully ensure our children become confident, enthusiastic readers, we need to involve our families in the Reading process with strong channels of communication as well as transparency. We also hold regular Coffee Mornings, where support and training is giving to families so they are familiar with the Reading process we have at KHA that way they can support their children's learning better at home.

Through these regular Coffee Mornings, we are able to recruit volunteers, who are inducted (full training) into the KHA Reading way and they then support the children with their Reading through 1:1 support, phonics blast and working with focused groups during Reading sessions to ensure the children are making good progress.

Libraries

We currently have two libraries. One for KS2 and the other one for EYFS and KS1. Within these libraries are an eclectic range of texts (fiction, non-fiction and poetry). The children are able to visit the library on a weekly basis and check out a book. To foster and encourage the love of Reading, there are Author recommendation, peer recommendations and adult recommendations. Within some of our books we have golden tickets and the children that find these tickets collect tokens that give access to the KHA Book Vending Machine.