



Kennet Valley CofE VA School

Reading Strategy

Our Reading Intent

At the Kennet Valley, reading lies at the very heart of our Christian community. For our children to truly flourish, they must be equipped with more than just the essential academic, artistic and athletic skills. We ensure our reading curriculum is aspirational, sustainable and inclusive. It is designed to broaden, deepen and consolidate children's knowledge and understanding of the world whilst providing the space for them to branch out and engage in personal enquiry appropriate to their age and stage of development.

Reading threads through our curriculum. Our reading strategy ensures all children are able to leave Kennet Valley as fluent, life-long readers who are ready for the next stage of their education and spiritual journey.

Our approach to teaching reading is an equitable one: we secure a research informed universal provision and additional 'targeted' academic strategies for those children at risk of underachievement. This way we can be sure that our reading strategy is built around our mustard seed parable: *"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches"*.

Reading Implementation

We believe that laying the foundations for a life-long love of reading is core to the happiness of our children and we therefore promote this across all curriculum areas. We are insistent that children have access to a wide variety of high quality texts. Building our offer around quality and choice takes time. This approach is currently under development.

In the Early Years and KS1 we ensure the delivery of our Synthetics Phonics Programme (**Little Wandle**) is supported by high quality phonetically matched books that children take home to celebrate with their families.

Across EYFS, KS1 and KS2 our children will share carefully selected high quality texts linked a child's reading age, interest or reading preference. These texts are carefully pitched using Book Banding, The Book Trust and Open University Reading for Pleasure. We ensure our choices include popular children's authors, classics from our rich culture heritage and a wide range of non-fiction and poetry.

To aid appropriate book-match, beyond phonically decodable texts, all children are assessed through Salford Reading Tests and then supported to select a banded book or similar 'reading for pleasure' book to take home and share with their families.

We are currently investing in significant improvements to our reading for pleasure library. Our aim is to provide all our pupils with the choice of a wide variety high quality texts throughout their time at Kennet Valley.

Developing Early Reading and Fluency

Universal provision for word reading

At our school we use **Little Wandle** systematic, synthetic phonics to teach our phonic programme. In EYFS, Year 1 and into Year 2, daily reading sessions are based around programme. This promotes pupils' phonics knowledge and decoding at word level, developing reading fluency, and using the alphabetic code to encode for spelling. Children engage in reading a variety of Read, Write Inc phonic books matched to the progression on a one to one basis. Comprehension and reading for pleasure are developed through reading a whole class book on a daily basis.

Targeted academic support for word reading

We use **Little Wandle** to regularly assess children's progress in phonics. Sometimes it is necessary to provide extra support for our children with word reading. For this, we use 'Keep Up/Catch Up' and, for KS2, Rapid Catch Up to ensure all children are able to read fluently using recall of their phonic knowledge. Teachers ensure that children at risk of underachievement have daily one to one reading which is carefully tracked.

EYFS	Y1	Y2	KS2
Daily 1:1 and small group interventions			
Little Wandle 'Keep Up' sessions	Little Wandle 'Keep Up' sessions	Little Wandle 'Keep Up' sessions	Y3/4 Little Wandle Rapid Catch Up
Little Wandle 'Catch Up' session for children that are falling behind	Little Wandle 'Catch Up' session for children that are falling behind	Little Wandle 'Catch Up' session for children that are falling behind	

Phonetically Decodable Reading Books, Book Bands and Reading for Pleasure

At Kennet Valley we ensure that, when children are learning Phonics, they are able to practice these sounds in phonetically decodable texts.

In EYFS and KS1, we ensure that all children take home one book a week, matched closely to their phonic knowledge and one library book to read and share with parents for pleasure.

In KS2 we use the Salford Reading Test to inform and support children to read appropriately matched books. To help us with this we use various schemes and Book Banding.

Regular formative teacher assessments ensure that children are supported by Book Band choices but not limited to those banded titles. We know that children will read when motivated so our Book Band approach is in place to support children to have the freedom to choose.

We are developing our reading for pleasure strategy so that teachers and children work together to connect a child's interest and reading skill with high-interest texts. This is currently in development.

We see a child's progression from phonically decodable texts as a '**Reading Journey**'. As children become more fluent and their expertise develops book choices are recorded and children are encouraged to respond to the texts they read using 'Reading Journal Activities'.

EYFS	Y1	Y2	KS2
Little Wandle assessment and tracking			
Sonar assessment		Salford Reading Test tracking and Sonar assessment	
Weekly phonetically decodable text Reading for Pleasure Book	Weekly phonetically decodable text Reading for Pleasure Book	Weekly phonetically decodable text Reading for Pleasure Book	Books matched to reading ages and reading for pleasure books Logged reading journey Reading for Pleasure Book

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Reading Fluency and Comprehension

Universal provision for reading fluency and comprehension

From KS2, we target reading fluency through our Just Read approach and fluency focused guided reading.

Just Read

In Term 1, 3 and 5 our KS2 children 'Just Read'. This involves the teacher reading aloud a more challenging book whilst the children track the reading in their own copy of the book. This approach is based on research from Sussex University and a project developed by Gloucester Road Primary School

<https://films.myattandco.com/programs/a-faster-read-primary-project-part-1>. This approach is built around the principles of reading for pleasure and vocabulary instruction. We are currently investigating the feasibility of rolling this approach out into Year 2.

Fluency focused guided reading

In Term 2,4 and 6, KS2 teachers will deliver four whole-class reading sessions per week. These sessions allow children to explore high-quality non-fiction texts and poetry. These whole class reading sessions ensure a balance of reading fluency (accuracy, stamina, prosody), discussion based learning, Readers' Theatre and written comprehension.

The whole class approach ensures children reader collaboratively, learning from one another as well as the adults in the room. Children sit in mixed-ability arrangements so as to allow for frequent, whole class discussion.

The acquisition of vocabulary is central to our approach to the teaching of reading. Teachers identify vocabulary and instruct meaning alongside teaching fluency. These words are then revisited through the week and term.

Weekly Fluency Focused Guided Reading Universal Offer			
<p>Explicit Teaching of Fluency</p> <ul style="list-style-type: none"> • Teacher modelling reading aloud and robust instruction of new vocabulary • Careful modelling of decoding • Choral and echo reading for accuracy, stamina and prosody • Responding to the text to 'check understanding', summarising, retrieval 	<p>Discussion Based Learning (Fluency)</p> <ul style="list-style-type: none"> • Retrieval Quiz (including vocabulary) • Echo reading for prosody and reading for meaning. • Model questions • Modelled verbal responses • Responding to the text Inference (oral) 	<p>Written Response</p> <ul style="list-style-type: none"> • Explicit modelling of how the author uses language with text marking • Model responding to inference and deduction questions and written responses • Written comprehension responses 	<p>Reader's theatre and poetry</p> <ul style="list-style-type: none"> • Read aloud to model fluency • Small group reading of text to decode and target automacy • Re-reading using text marking for accuracy • Re-reading to develop prosody

Targeted academic support for fluency and comprehension

At Kennet Valley, in addition to our universal offer for teaching fluency and comprehension, we aim to ensure our children at risk of underachievement keep up and, when necessary can catch up. To ensure our children in KS2 leave Kennet Valley ready for the next stage of their education we use targeted fluency intervention. This is based on an initial assessment of reading fluency to ascertain a word per minute score. Following this assessment, targeted children will have additional reading fluency sessions with a trained adult. Children are then retested to assess progress.

Further support

The follow strategies are used for targeted academic support for comprehension

- Additional Adults from Marlborough College are targeted to read 1:1 with children who need more than is universally available
- Nesy interventions
- Pre-teaching vocabulary (for reading and writing)
- Lisa may have other programmes – add as appropriate

Reading progression

Reading Assessment

At Kennet Valley, we use a carefully selected range of assessment programmes to ensure children are accurately tracked so to facilitate timely interventions.

1. Little Wandle assessment programme (6 x times per year)
2. Sonar is used to help us report National Curriculum reading comprehension data. This is supported by ongoing teacher assessment and Rising Stars assessment (2 times per year at the end of Autumn and Summer term). Optional SATs in Y2 are also used to inform teacher assessment
3. Salford Reading Test to establish reading ages and secure book banding (2 x per year in November and February)

Reading for pleasure and our library

Reading for pleasure principles are embedded into our approach to teaching reading. Reading aloud and informal book talk is used to share the class book on a daily basis. These texts are pitched slightly higher than the most able readers in the class and link to the school's English curriculum.

We are fortunate to have a fully functioning library at the heart of our school. The children visit it on a regular basis and it is open lunchtimes and after school to allow children to borrow and browse. Additional adults work with specific children to help them use the library. These adults will also discuss their choices, likes and dislikes.

Reading and Parental Engagement

We actively support parents to reading for pleasure at home. We run a number of initiatives across the school year:

- World Book Day
- Termly reading challenges and rewards
- Reading buddies
- Outdoor reading areas
- Dressing up as book characters
- Engaging reading environments
- Year 5/6 Reading Champions