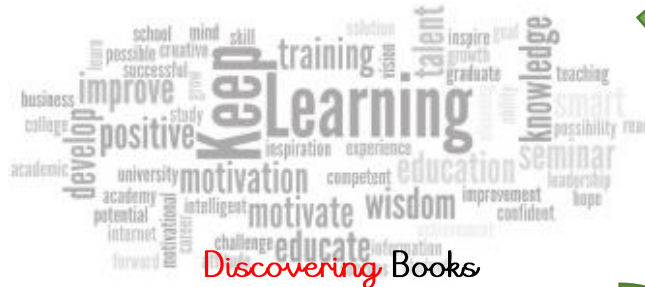


Reading at Keelham Primary School

The Keelham Reading **Adventure** starts with:

Exploring Words



Discovering Books

And Becoming Reading **Pioneers**



Our Intent

At Keelham Primary School, we are dedicated to teaching our children to become accomplished readers and develop a comprehensive understanding of words, language and texts as they progress through school. Through a range of strategies, it is our aim to ensure that pupils develop a love and passion for reading.



Implementation

Foundation Stage and Key Stage 1

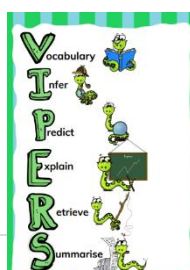
For any child to enjoy reading, they first need to be able to access texts at their own level. All reading books in Reception and KS1 are carefully chosen to match the pupils' phonic knowledge, in order for the words to be decoded easily.

In Year 1 and Year 2, all pupils are involved in group reading sessions and whole class reading lessons each day.

Key Stage 2:

In KS2, whole-class reading happens daily. Lessons are focused on a high-quality text chosen by the class teacher, ideally linking to the overarching topic within each term. Specific reading skills are then explicitly taught and practised. While reading skills are being taught explicitly, the reading content is relevant, inspiring and purposeful and becomes the driver for developing wider subject knowledge.

All pupils in KS2 have their own individual reading book. Pupils select a book from a wide range of genres including picture books and graphic novels, non-fiction information books, biographies, poetry and novels. The weekly timetable is structured so that there is an emphasis on developing fluency and reading prosody.



Phonics in EYFS and Year 1

At Keelham Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [*Little Wandle Letters and Sounds Revised progression*](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read and we model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Keelham, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [*Little Wandle Letters and Sounds Revised expectations of progress*](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11-20 of ['Application of phonics to reading'](#)
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Reading in Key Stage 1



Vocabulary

Pupils look at the front cover and discuss what they might already know about the book.

Key words and phrases are picked out from the book and discussed to explain meaning and applied in a variety of contexts.

Decoding the book

Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.

Reading for fluency

This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody

(intonation, expression, pausing and phrasing) when they read and children apply this skill.

Echo reading is used as a strategy to support this.

Comprehension

This time, the pupils read the book again but, by now, they are quite familiar with the words.

The focus of comprehension begins with retrieval and moves to inference and deduction.

Reading - Key Stage 2

Vocabulary

Pupils look at the front cover and discuss what they might already know about the book and they make predictions based on what they can see.

Key words and phrases are picked out from the book and discussed to explain meaning and applied in a variety of contexts: (contextualise, repeat the word, child-friendly definition, other examples, relating to experience, engage in other ways & record)

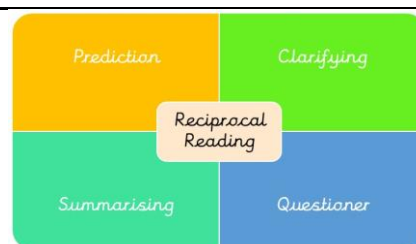
Reading for fluency

Children are exposed to the whole book right at the start of the unit. This enables children (especially those who struggle with reading and comprehension) to fully immerse themselves in the text. Adults model prosody (intonation, expression, pausing and phrasing) when they read and children apply this skill.

Echo reading is used as a strategy to support this as well as repeated re-reading and performance reading.

Reciprocal Reading

Reciprocal reading is used as a strategy to develop good reading behaviours. These sessions are scaffolded in the first instance until children have developed proficient skill sets as they read.



Comprehension

Rapid Retrieval (who, what, where, when, why and how) is key to children understanding the text. From here they will gain a better understanding of inference and deduction.

Vocabulary 2a 10%	Infer 2d 40%	Predict 2e <10%	Explain 2f, 2g, 2h <10%	Retrieve 2b 40%	Summarise 2c <10%
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Reading intervention in Key Stage 2

- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan a Rapid phonics programme to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.
- In Year 5/6 a Reading Fluency Programme is being trialled as part of a research project conducted by the English coordinator and class teacher. The aim of the programme is to help children working towards standard in reading gain confidence and fluency, which in turn will aid their comprehension skills. In the academic year 22/23, the programme is going to be introduced into Year 3/4.

Yearn to Learn



Our 'Yearn to Learn' texts are there to inspire and engage our children in their topic and are offered as their home reading books. Pupils read a variety of high-quality texts which are carefully selected to complement the overall learning theme that term. These texts are ideally pitched above the child's chronological age to ensure there is appropriate stretch and challenge for all pupils. There will be a mixture of fiction, non-fiction and poetry to expose the children to a wide variety of writing styles which in turn will hopefully aid development in their own writing in class.

The texts are chosen carefully by class teachers to ensure content is both challenging and appropriate so that children have the opportunity to read around the topic rather than meeting any particular curriculum objective.



A Love for Reading



Throughout their time at Keelham, we want our children to have a genuine enjoyment of Reading.

As well as a 'Yearn to Learn' book, all pupils can choose books from their class reading scheme which is kept in each classroom.

This scheme is made up of a range of highly recommended titles, appropriate to each age group as well as featured authors each term. These are updated annually, based on pupil feedback, and new books are added.

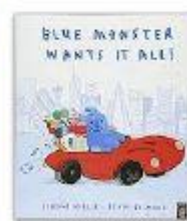
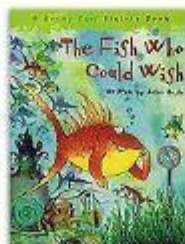
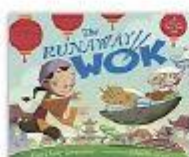
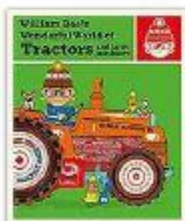
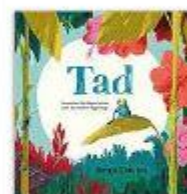
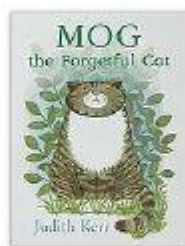
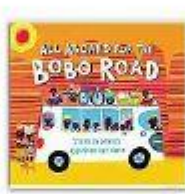
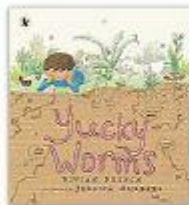
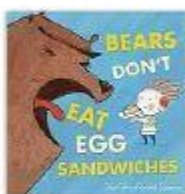
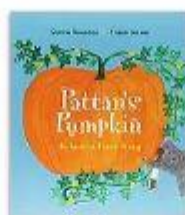
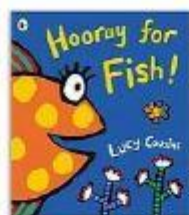
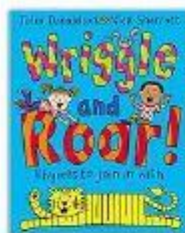
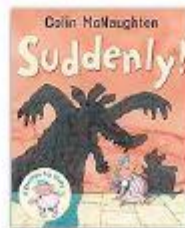
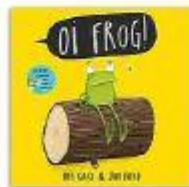
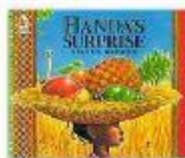
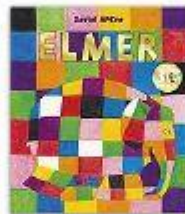
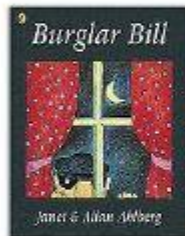
Once they have read one of the titles, children are encouraged to complete a book review for the class review folder and choose a new title. Whilst there is an expectation for children to work through as many of the books in the reading scheme over the course of the year, we are also aware of encouraging them to follow their own interests too.

School is hoping to purchase multiple copies of each title on the class reading schemes over the next 12 months so that children can engage with each other as readers. Once a fortnight, children in Key Stage 2 who are reading the same title will have an opportunity to be part of 'Book Club'.

The idea of these sessions is for children to get the opportunity talk about their favourite part of a book, discuss key themes, question each other and explore new vocabulary. However, the main aim is to create a community of Readers where staff and pupils spend quality time talking about books in our new library.

50 Recommended Reads for...

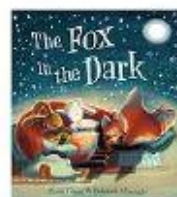
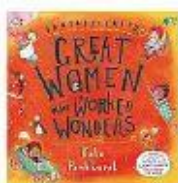
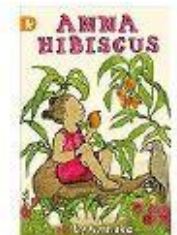
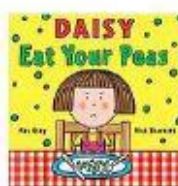
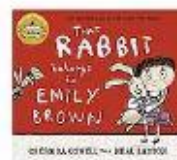
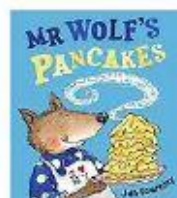
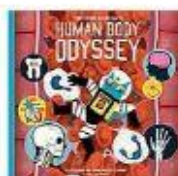
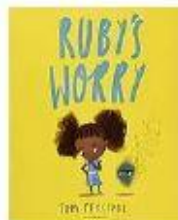
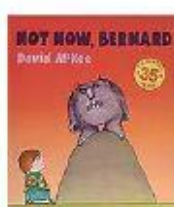
Reception

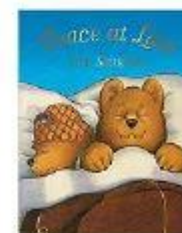
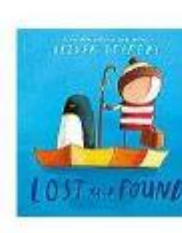
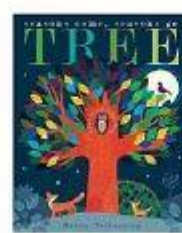
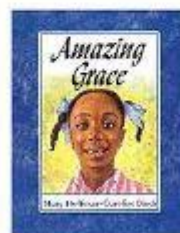
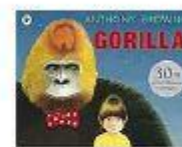
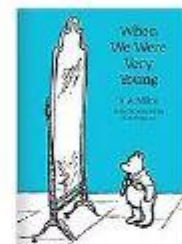
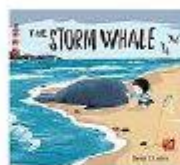
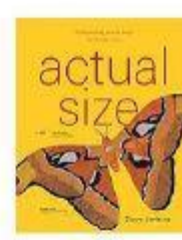
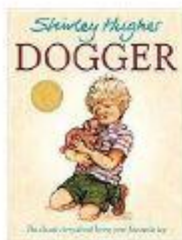
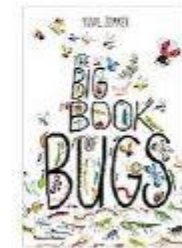
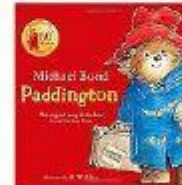
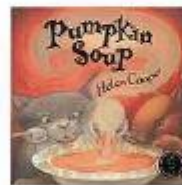
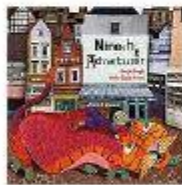
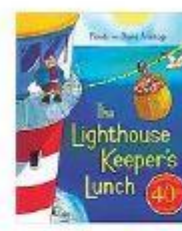
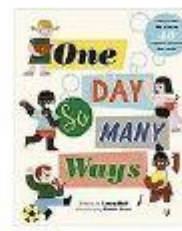
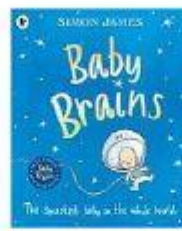
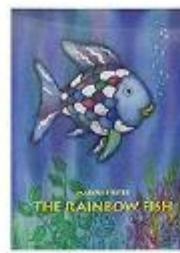




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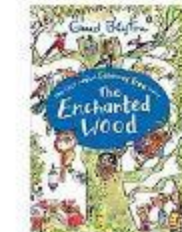
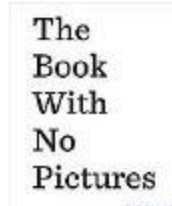
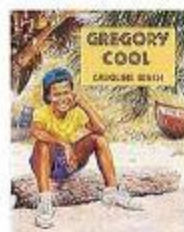
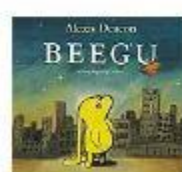
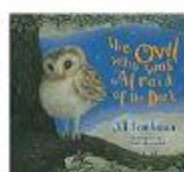
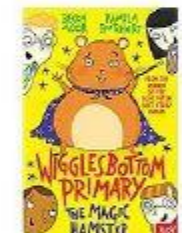
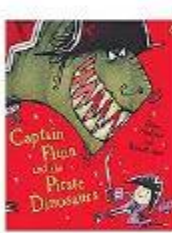
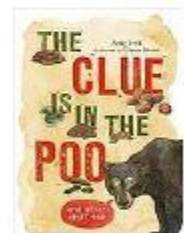
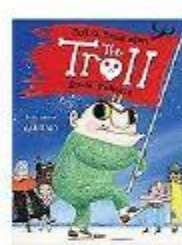
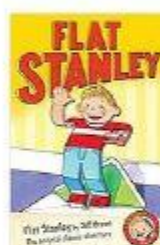
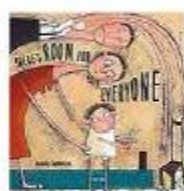
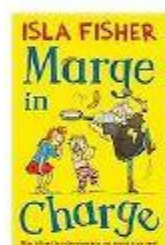
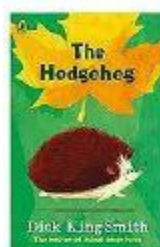
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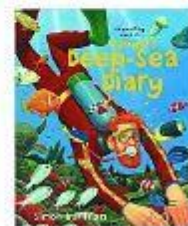
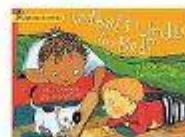
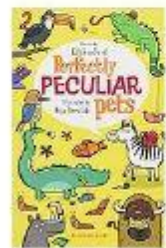
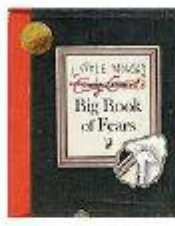
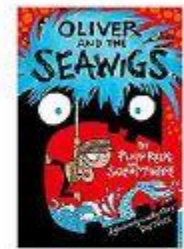
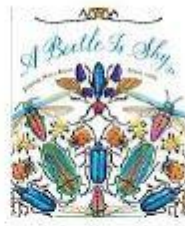
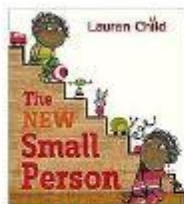
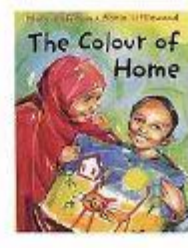
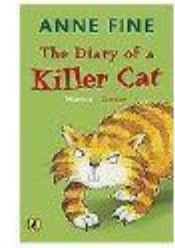
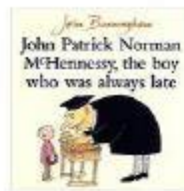
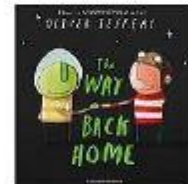
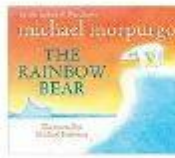
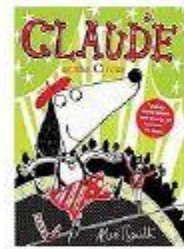
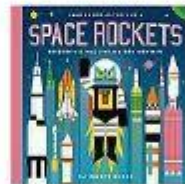
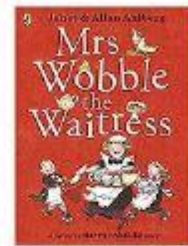
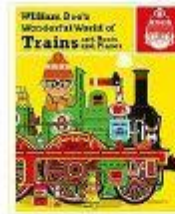
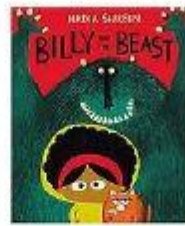
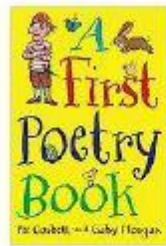




50 Recommended Reads for...

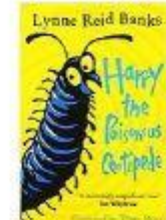
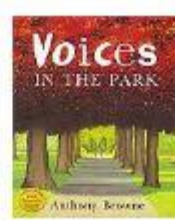
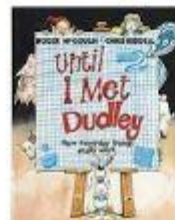
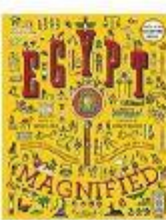
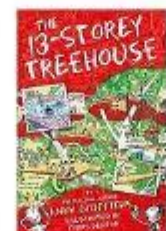
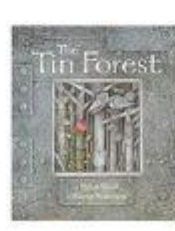
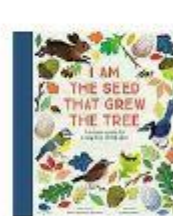
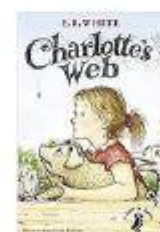
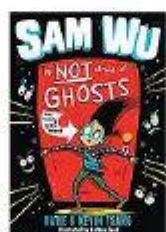
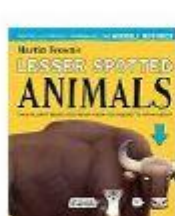
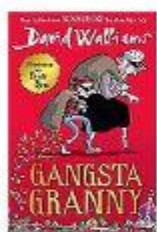
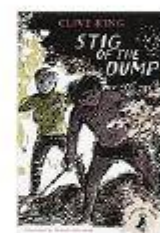
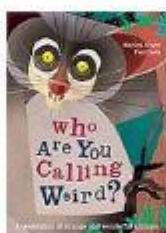
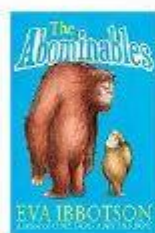
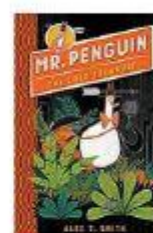
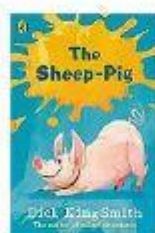
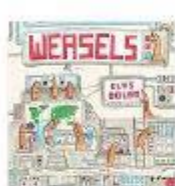
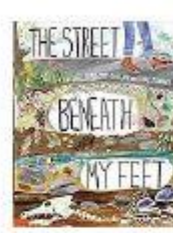
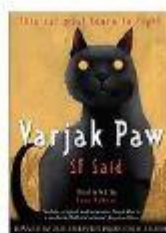
Year 2





50 Recommended Reads for...

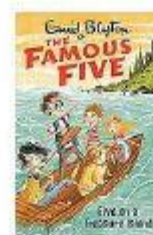
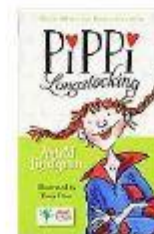
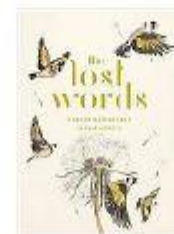
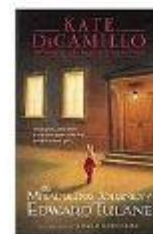
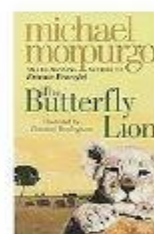
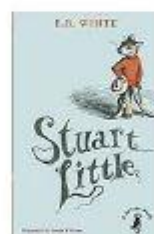
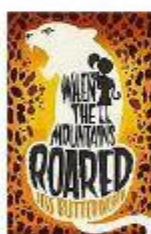
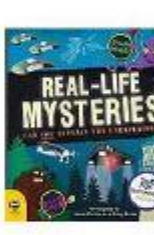
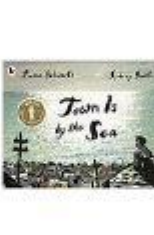
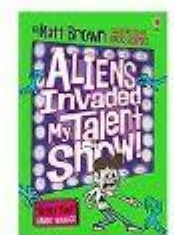
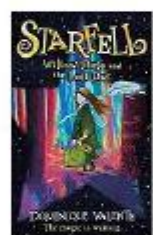
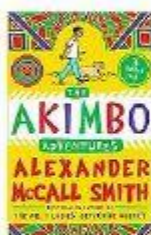
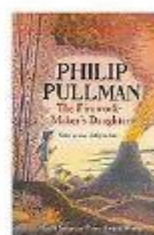
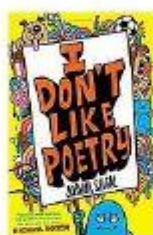
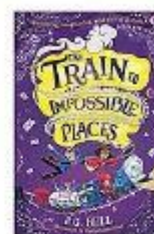
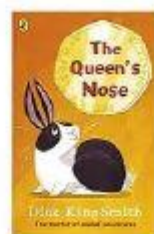
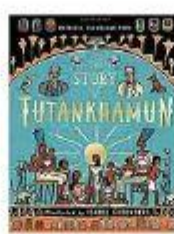
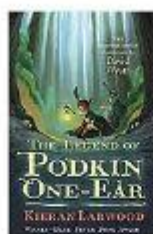
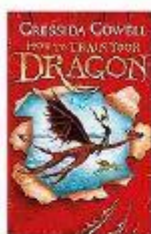
Year 3

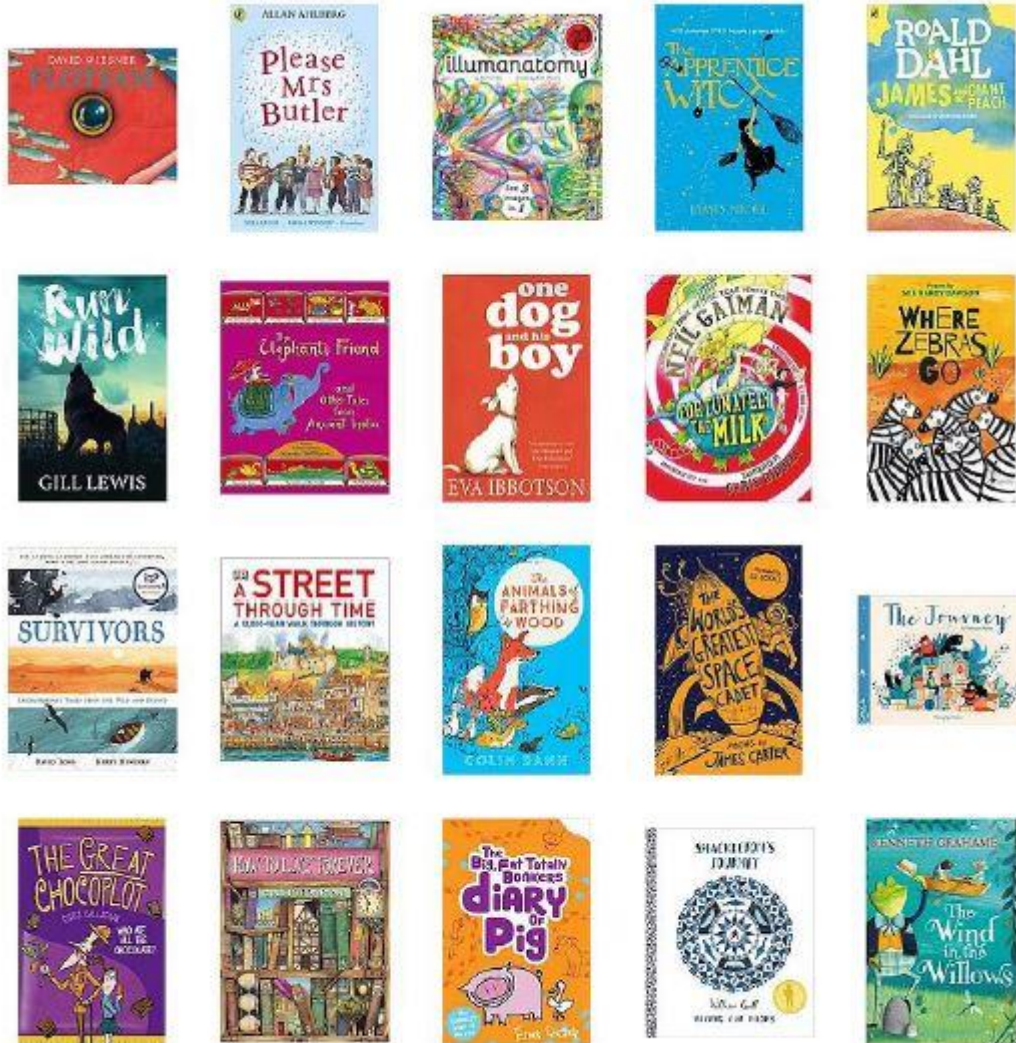




50 Recommended Reads for...

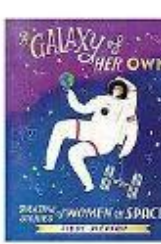
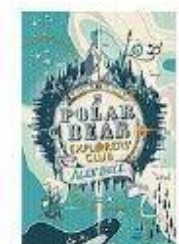
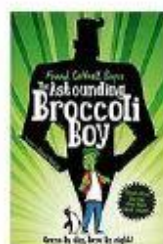
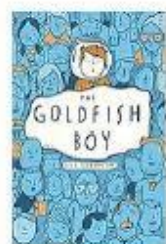
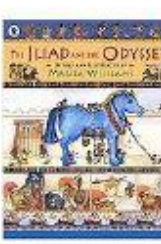
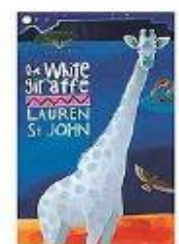
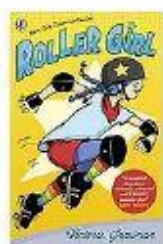
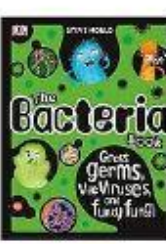
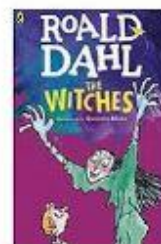
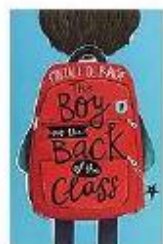
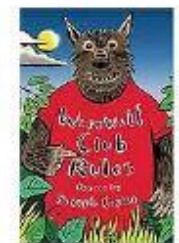
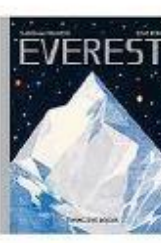
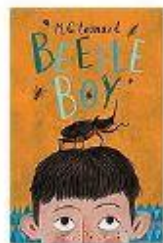
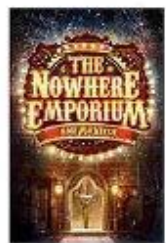
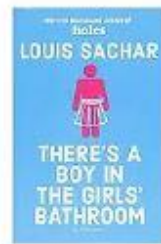
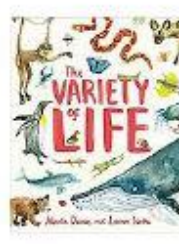
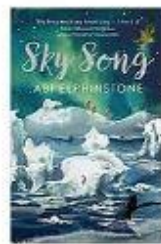
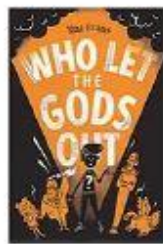
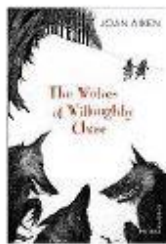
Year 4

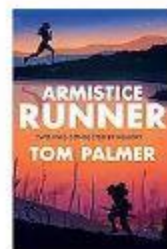
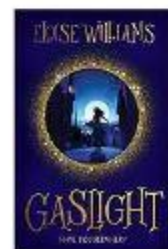
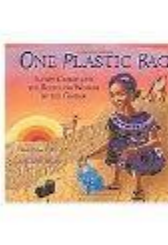
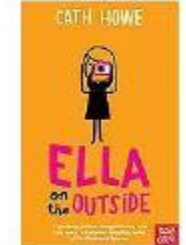
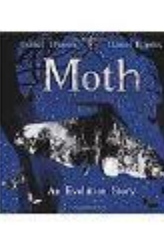
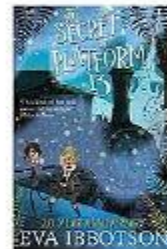
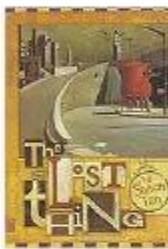
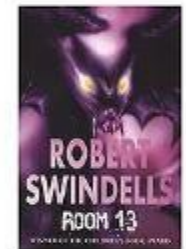
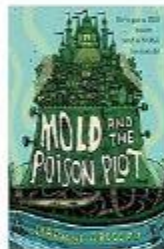
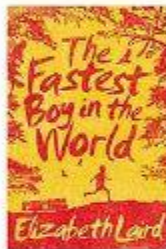
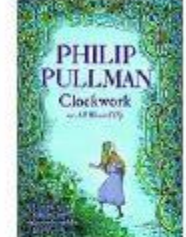
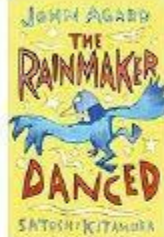
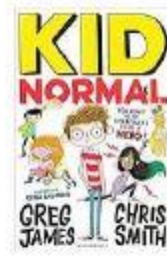
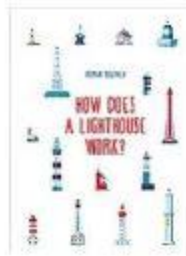
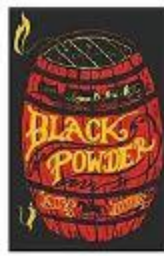
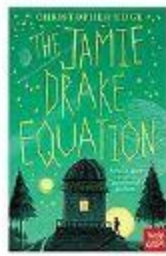




50 Recommended Reads for...

Year 5





50 Recommended Reads for...

Year 6

