

The 7 areas of Reading at St Kew

Prioritise Reading

Reading is the number one priority at St Kew: School leaders, governors, teaching and support staff recognise the importance of reading as a 'life' skill' and you will hear us using the phrase 'Reading is FUNdamental' throughout the school.

We have developed our literary curriculum, with a book stimulus that launches children into their learning through exploration and discovery, enquiry and experience.

Every topic starts, and ends, with high quality texts - these are linked to all aspects of learning in every class, so that children can make connections between their life experience, the text and the learning taking place.

Being able to read ensures every pupil has access to the rest of the curriculum and therefore, to learning for life.

Bedtime reading is a focus for each term with parents joining us for regular after-school sessions held in the library for pupils and parents to 'snuggle down and read together'.

Training sessions and monitoring of reading are in place and these are regularly reviewed.

The systematic, synthetic teaching of phonics is delivered daily to the EYFS and KS1 pupils between 9.00 and 10.00am. During this time, the KS2 children have group guided reading sessions with VIPERS being used as the main structure for the aspects covered throughout.

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise



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Love of Reading

All staff and children are passionate about reading and staff share books with children on a daily basis. Teachers read to their class at the end of every day and children are able to vote for the book that they would like to read as well as those that are linked to topic learning.

Our curriculum is based on a book stimulus that launches children into learning through exploration. Each text fires the imagination and interest and is a source of pleasure which helps to motivate children and engage with books.

Every classroom has an inspiring reading corner, stocked with fiction and non-fiction texts, linked to learning and the children's interests alongside material to stretch and challenge the pupils in their reading.

'Reading buddies' sessions are held throughout the school where older children read with younger children, thriving on the ability to share books and read for pleasure.

Children receive stars for 'home reads' on a daily basis, to work towards reading rewards at the end of coloured cards.

Upon completion of 60 home reads (3 cards) children are invited to afternoon tea with the Head Teacher, which helps them to 'want to read more'!

The school library has recently been restocked, with books chosen by the children, and all children have timetabled slots in the library to choose and peruse books freely.

Children are presented with an award in our weekly 'Star of the Week' assembly for an aspect of reading based on an individual's progress / skill development.

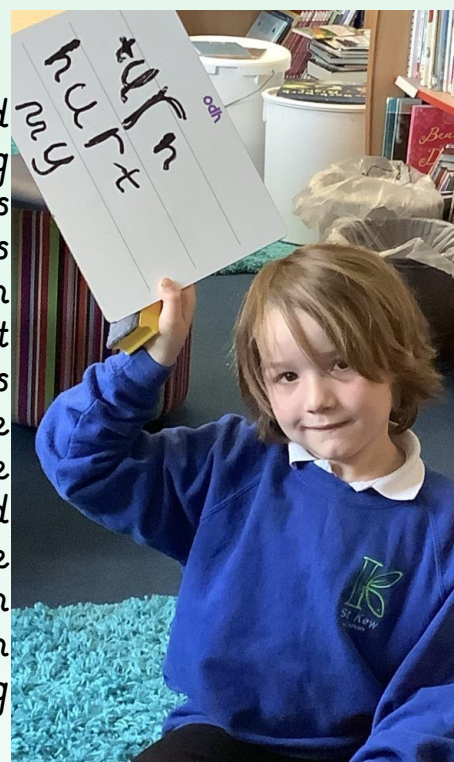


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Programme and Progress

The school follows the Little Wandle Letters and Sounds Revised sequence of phonics teaching, using best practise aspects of teaching. Phonics enables children to directly link letters (graphemes) to sounds (phonemes), teaches pure sounds like ah, b, k when encountering the alphabet. Children learn how to put sounds represented by letters or letter groups (like ch or igh) together to read words in a more straightforward way. The relationship between the letter(s) and the sound is called a letter-sound correspondence, also known as a grapheme-phoneme correspondence (or GPC). Children are taught in groups, matching their phonic (phase) knowledge, with reading books that closely match their developing knowledge.



As children re-read these stories at home, using the same pattern of teaching from school (sound / tricky word identification, vocabulary check, shared reading, fluency and comprehension), their fluency increases and comprehension deepens.

Children's progress is regularly monitored through teacher assessments alongside the more formal testing periods, for examples SATs. Those children who are not making expected progress are given targeted support to enable them to catch up.

Further information on our programme can be found below.

Books match sounds

Children are given books that are matched to the phase and phonics that they have been taught, which enables them to practise these sounds at home and read with increased confidence. The school has made further purchases of books to allow all children to access these at home and in school.



Teachers and support staff regularly check children's reading books to ensure they are able to read them fluently at home, ensuring taught reading skills are further developed.

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Phonics from the start

Our children start daily systematic, synthetic phonics from the very beginning: Children in Pre-School share daily story times and in Reception to Year 6, all children have a daily session where the class teacher or support staff read to them, which develops a love of reading from the beginning of their school journey and throughout the years.

Children in Reception and KS1 are taught in structured sessions, moving from easier to more complex phonic knowledge to effectively learn to read. Our KS2 pupils leave school with good reading skills and comprehension, enabling them to access the next stage in their education fully.

Catch up quickly

Children who are not making expected progress are given targeted support, with extra phonics teaching and reading practise taking place on a daily basis. Children in the lowest 20% participate in intervention sessions in small groups or on a 1:1 basis.



Early reading experts

The phonics and English lead has been trained using the 'Little Wandle Letters and Sounds Revised' programme and has trained all teachers teaching phonics in this method. All staff understand the teaching of synthetic phonics and within KS2, the staff use a system for guided reading, in whole year groups, to ensure children build on skills that have been learned in KS1. All staff have completed reading training to ensure sufficient expertise in the teaching of phonics and reading.



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