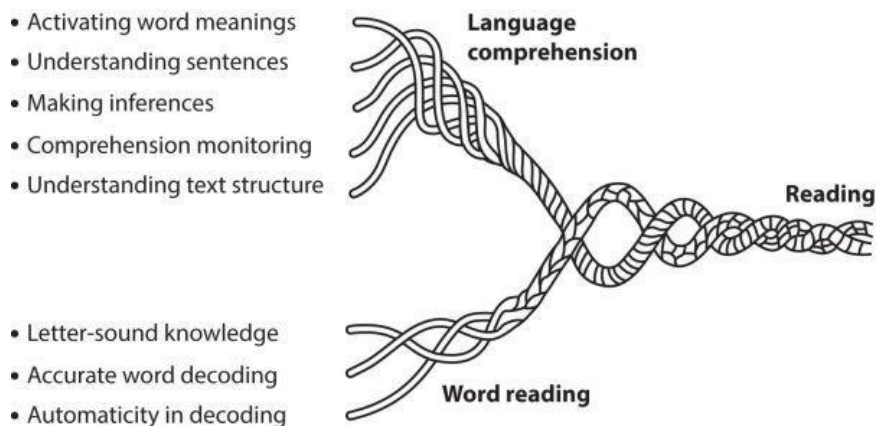


Reading Vision, Implementation and Impact

Vision

At St Peter's we believe that reading is an essential life skill, and we are committed to enabling our children to become lifelong readers. At the heart of our strategy is our drive to foster a love for reading including carefully chosen texts, reading for pleasure sessions and creating inviting reading environments. Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundation for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We understand that a variety of skills are woven together to facilitate the skill of reading and furthermore a love of reading.



Implementation

Teachers use a range of documentation within their reading sessions, including our skills progression map focusing on strands such as word reading, authorial intent and comprehension and genre list to cover and expose children to a variety of texts.

How we develop Early Reading

At St Peter's Brafferton we believe that phonological awareness is an essential part of children's ability to develop a love of reading. We deliver daily Read, Write Inc phonics sessions (a high-quality programme), allowing children to learn to decode and become fluent readers.

Please see phonics subject on a page for more information.

How we develop reading comprehension

In Helperbees and Class 1, the children are exposed to a quality text and children are asked questions about the text and/or complete activities which are recorded in a 'Reading Journey book'. This is called our 'Super Six' approach. Six books are chosen each half term, in Helperbees this follows the half term theme and in Class 1 this is inspired by the learning and covers a range of genres. The super six book is repeated throughout the week allowing children to have a good comprehension of the text. In Class 1 the books are further supported by following a 'whole class reading approach', this is also adopted in Class 2 and 3.

In Class 2 and 3 our whole class reading sessions occur three times a week lasting half an hour. Within the session, the children are given a copy of a text, and this is dissected by the class through high-level questioning and discussion. The activities that accompany this develop children's vocabulary and comprehension skills and may not always be a written response. This approach came from Ashley Booth, and we use the planned format of three linked texts per week based on a theme, which covers a range of genres of text. The teachers attended training from Ashley Booth to facilitate this approach in school, we chose this approach because of the focus on key vocabulary, wide range of text types and the different strategies covered.

What you will see:

- The comprehension activities include are either for individual thinking, partner work or solo thinking
- Reading the text could be a choral class read, independent reading in their heads, taking it in turns in pairs or teacher read
- The text is an extract if a larger example and teachers plan carefully to include wider genres such as webpages and blogs (Please see genre tracker)
- Lessons begin with a vocabulary check to discuss meaning and unfamiliar words followed by a quick retrieval quiz

How we develop reading for pleasure

We strive to promote the importance of a text-rich environment and all classrooms have a designated reading area with books linked to learning, a range of genres and recommended reads. As a school we value sharing high quality stories with children.

Read aloud time

Every class has 20 minutes read aloud time every day! This is time dedicated to model intonation, phrasing and other key storytelling skills.

- Helperbees children have a cosy reading area where adults share books throughout the day and have a dedicated story session.
- Class 1 children vote daily for their story
- Class 2 and 3 have a high-quality text is chosen each half term, this includes narratives, non fiction and poetry. Books are also chosen using reading spines, current popular books or the interests of the class.

The reading diet

Children in Read, Write Inc phonics groups read with an adult daily and in KS2, children read with an adult as much as possible thorough the week, as this provides children the time to decode, intonate and show meaning through expression.

Every week each class also has a reading for pleasure session:

- Children to read their own books
- Paired read
- Reading buddies (older children with younger children)
- Weekly library session - children all have the opportunity to choose books from the library sorted into genres and labelled so children are inspired by their interests.
- Librarians who run a lunchtime library club with a teaching assistant
- Reading outside

Reading across the curriculum

In all subjects, we link texts to the current unit of work such as history narratives, geography fact books, science information texts, stories in DT and poetry. We use every opportunity to read and share books with the children from Helperbees to Year 6.

We hold reading events such as World Book Day, Scholastic Book Fairs, local library visits to launch the Summer Reading Challenge and links with a local book shop.

Inclusion

Children who need further support with their reading receive interventions or scaffolding to support comprehension and decoding. This includes fast track tutoring in Read Write Inc for phonics support, dyslexia friendly texts and small group sessions such as Talisman.

Parental Involvement

We promote reading in school by encouraging parents to read at home with their children.

- Children following the Read Write Inc. programme receive **two decodable books** each week matched to their phonics ability and a reading for pleasure book (library). One of these is called a book bag book and the other one is their phonics book read in class to build fluency.
- In Class 2 and 3 children choose a recommended read book (year group directed) and a book of their choice from the library.

Assessment

Children who are currently learning decoding skills through our phonics programme are assessed termly and then grouped homogenously. Across school each year group from Year 1 upwards complete the PIRA assessment providing teachers with a standardised score to support their termly assessments on Insight. Year 6 pupils sit an End of Key Stage 2 Reading Paper.

Impact

- Children will develop a passion for reading and feel confident to decode and comprehend texts appropriate to their level
- Children will discuss and share their love of reading
- Children will have a secure understanding of phonics enabling them to be confident readers making expected progress or more
- Children read at home, school and enjoy choosing books from the library and read in a fluent and expressive manner
- Phonics Screening check (Statutory assessment) - A high proportion of children will pass the phonics screening highlighting their security of phonological awareness and knowledge
- The whole class approach to teaching reading will support pupils to become more confident readers by the time they leave at the end of Key Stage 2 and the children will be widely read as they have been shown a range of genres.
- Our pupils will be able to read for a range of purposes and understand how writers make vocabulary and organisational choices based on their audience.
- It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence and in any subject.