



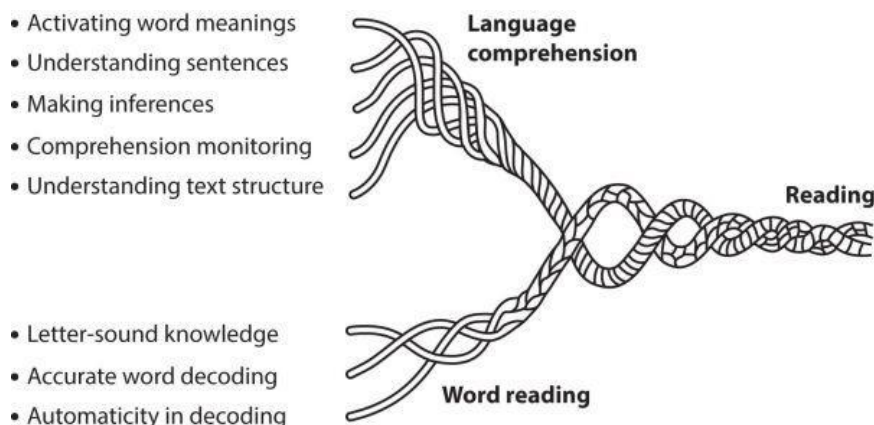
## Reading

### Intent, Implementation and Impact

#### Intent:

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.

#### Early Reading

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

#### Whole Class Reading

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 through 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

#### Pleasure for Reading

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. In response to this, we have included a 10-15-minute time to read a class book every day. This is time dedicated to model intonation, phrasing and other key storytelling skills. In Class 1, children vote daily for their story and in Class 2 and 3 a high-quality text is chosen each half term. This is chosen using reading spines, current popular books or the interests of the class. Helperbees children have a cosy reading area where adults share books throughout the day and have a dedicated story session. Our curriculum whenever possible has links and suggested texts, such as writing, DT and Early Mathematics.

Children in RWI 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. This session is when teachers provide opportunities for children to read their own books, go to the library or have an extended class novel read. Children all have the opportunity to choose books from the library which from pupil voice has been sorted into genres and labelled so children are inspired by their interests. We have a library club on a lunchtime and have library leaders who support this in school.

#### 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 and we have enrichment opportunities in school such as Scholastic Book fair, World Book Day, author webinars which are promoted to parents. 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 book and take home a reading record book where we track children's reading.

### **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.

### **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.