



St Andrew's CE Primary School

Reading

At St Andrew's, we ensure reading takes priority. Our aim is for all our children to choose to read. There are protected sessions in each class's timetable for children to select books, read to themselves and/or share books with their peers. The class teachers support children in choosing books which will appeal to them, using their knowledge of each child's interests to source genres and titles for individuals. New, award-winning books are purchased regularly and promoted in classes. Children are given opportunities to recommend books to each other, sometimes during a 'book club' session. Teachers are always considering new ways to engage children in their reading and provide opportunities for children to read across the curriculum.

Teachers read to their class regularly. In EYFS and year 1, this is usually through sharing picture books, and the introduction of age-appropriate, simple chapter books in year 1. In year 2, children listen to a wider range of chapter books. In key stage 2, most class books are chapter books though non-fiction books, poetry and picture books are at times shared. Sometimes class books link to a topic being studied in other areas of the curriculum which enhances and enriches this learning. However, teachers will only select quality texts and often a text is chosen purely to engage the class in an absorbing and enjoyable text.

At St Andrew's we have a 'poet in residence', James Carter. His visits enthuse the children and shows them the magic of poetry; they see how a carefully chosen selection of words can create images and cause an emotional response. We also have visits to school from authors and literacy consultants to support further development of our reading curriculum. We always celebrate World Book Day; dressing up as book characters, listening to stories and taking home a new book picked up at the 'book swap'.

The local county library is located next to St Andrew's and classes visit and borrow books on a regular basis. We have a dog, Raggy, from 'Pets as Therapy' and his owner (a literacy consultant) hearing individual readers - supporting children with their reading and confidence throughout the year.

Our Phonics Programme

Rocket Phonics from Rising Stars is the validated SSP programme used at St Andrew's. It is introduced in EYFS with new sounds being introduced until the end of Year 1. In Year 2 children revisit all taught sounds and start to look at the alternative graphemes for all the phonemes and begin comparing these. Rocket phonics focuses on two sounds each week with the fifth lesson focusing on common exception words. Children focus on blending and segmenting and bring these skills together to complete a phonics booklet. In KS1 children have daily guided reading sessions where they use rocket phonics books to target the sounds/ phase they need more practise on. Interventions are put in place using the scheme where sounds are recapped, and children are taught additionally in small groups.

Early readers in key stage 2

Children who have not completed the phonics programme in key stage 1 or who have areas where more practice is required attend phonics sessions across key stage 2. Children who did not pass the phonics screening are also targeted. These sessions are delivered by teachers and teaching assistants who undertake training in the delivery of Rocket Phonics.

Reading sessions take place for early readers where children are grouped according to their reading level and share a set of the same book title. This enables the adult working with the group to focus on supporting decoding at the correct level and lead discussions about the content of the texts.

Early readers frequently read with an adult 1:1. Adults working in school and volunteers take children for these reading sessions. Our 'pets as therapy' dog, Raggy, and his owner Mary Weston (our literacy consultant) also spends time with early readers – an experience we find relaxes and enthuses even the most reluctant readers.

The reading lesson in KS2

Reading lessons are taught using one whole class shared text. The children have a book each or a book to share with a partner. The teacher reads the text aloud modelling pacing, intonation and punctuation. Children are questioned at pertinent points. Targeted, planned questioning ensures children are developing their reading comprehension skills. The children are introduced to the six reading domains; key areas children need to know and understand in order to read for meaning (expressed as VIPERS – vocabulary, inference, prediction, explanation, retrieval, sequence or summarise). Teachers use 'think alouds' to show the children how a confident reader interprets a text and to ensure depth of understanding.

EYFS Reading begins with daily whole class sessions, promoting a love of books, rich experiences, the purpose of reading and the development of vocabulary. Book talk is essential. Books are available to share and to look at independently in all areas of the classroom and we try to match the books to the children's interests or the theme. We believe that adults should model choosing books and explain why they have chosen different genres.

In EYFS we have key texts each week, 'hook books' which reflect the topics and a range of interests and styles. Sharing books with our class provides the opportunity to develop fluency, to discuss, explore and embed new vocabulary and phrases.

Books allow us to share new concepts with the children across the curriculum. Sharing books allows us to 'ponder', to think out loud and to invite the children to join in the process, developing their comprehension from the beginning.

Story sacks are sent home to every child on a bi-weekly basis, to encourage the children to share a book with an adult and immerse themselves within a story using the material provided within the sack. This promotes a love for reading as well as developing their communication and language skills, retelling the story, or using new vocabulary introduced.

Reading books are sent home when a child can recognise letters and blend. We follow 'Rocket Phonics' framework and assess the children each term or more regularly, this informs the book band and the books offered to the individual child. The reading scheme is based on phonics. Word reading is at an individual level. All children read to an adult each week and during the week as part of the phonics teaching, children read words or sentences on a daily basis.

Hearing the children read allows us to assess and to make choices about the suitability of materials.

Some children need extra support, particularly with 'word reading'. They receive extra support with phonics, playing a range of games and using appropriate software. Parents are supported by staff with termly phone calls and extra materials are provided and suggestions of games and fun ways to deliver and enhance phonics teaching and learning. Parents also support us by making comments in the child's diary.

Year 1: In Year 1 we expose the children to a variety of texts from the beginning, reading picture and chapter books to the whole class, in small groups and individually. Our topics are rich with a variety of texts; poetry, fiction, reports, information and instructions for children to read and be inspired. We use a mix of traditional and more current picture books from inspiring authors to inform our planning and learning.

We use the Rising Stars colour-banded book scheme; the children receive a correctly levelled phonics book from the scheme which is read both at school and at home, which is fully decodable and should be read by the child themselves. To promote reading for pleasure, we have created a KS1 Reading for Pleasure book list, and the children receive a reading for pleasure book weekly that could include a fiction, non-fiction or poetry title. This book is to be shared at home with their family; the child is not expected to read this independently.

To assess the progression of reading and their book bands, we track children's knowledge using phonics tracker (phonic sounds, phonics screenings, and common exception words) and with Microsoft Reading progress (pace, fluency and accuracy of reading). We also use teacher judgement to ensure children are levelled correctly. Children are moved bands when they are ready, to ensure they make individual progress.

Half-way through the year we introduce daily group guided reading sessions during which we read different texts at appropriate levels to their group. Here we work on blending and segmenting words, using context clues and punctuation to develop comprehension.

During daily Rocket Phonics sessions children learn a new sound and read words, phrases, and sentences containing that sound. The next day we then practise writing words and sentences containing that sound to consolidate the learning. Previously taught graphemes are revised and recapped frequently, both as part of the recap section of the scheme, and throughout the day. Sound flash cards and sound mats are displayed and available throughout the classrooms to support.

We foster a love of reading through daily story sessions, book talk, and discovery time, covering a variety of genres including a class novel and chapter book. Children can freely choose books to read independently from the book corner, with a peer, or an adult. We set up our learning environments indoor and outside to encourage the continual act of reading through displays, labels, role play areas, word banks and a variety of visual aids. Our early reader interventions are through our TAs in early morning small group work as well as small group sessions. Parent helpers and experienced volunteers read regularly with the children throughout the week; there is a focus on those children who do not read at home.

Year 2

In Year 2 we use Rocket Phonics reading books where children are still learning new sounds (Pink-Orange) past this point children can choose from a range of books at their given level. Books are changed daily and children working below age-related expectations are read with daily.

We track children's progress using phonics tracker (phonic sounds and common exception words) and Microsoft Reading progress (pace and accuracy of reading) as well as teacher judgement to ensure children are levelled correctly. Children are moved on when they are ready to keep them making individual progress. Children who do not read regularly at home are prioritised for reading to the teacher in school.

We use both fiction and non-fiction books for new topics and literacy units, and we revisit these regularly. Children complete guided reading at least once a day and work in levelled groups. They complete reading twice a week with the teacher and teaching assistant. They also look at common exception words/ phonics, listen to audio books and complete comprehension. We read a class chapter book to them every day and we try to pitch this as a book just above what they could access independently. These often lack pictures to encourage the children to use their imagination and inference skills and open opportunities for discussion.

We regularly set a reading homework. We have three reading for pleasure bags per class that we send home every week. The books included in the bags link directly to what we are learning about in class. Children also receive a reading for pleasure book weekly that includes a mix of fiction, non-fiction and poetry. Along with their reading for pleasure book they receive a notebook to discuss their favourite parts and reflections.

Supporting the lowest 20%: Daily reading, books changed daily, additional phonics, termly tracking.

Year 3 In Year three we continue to use coloured book bands to build children's fluency and comprehension. We complete a reading lesson daily, usually as a whole class session where we work through identifying what the question is asking and finding the answer within the text. Children are encouraged to change their reading book regularly and ask parents to sign reading diaries and write in all the new vocabulary that they learn. Throughout the year, we try to hear as many individual readers as possible and aim to read with children who are below the

expected level at least once a day. We have volunteer adults who give up their precious time to come and listen to the children read and support them on their learning journey.

We encourage reading for pleasure by taking the children to the library and by sharing a class reader at the end of the day. We read each day to the children from a class novel which is selected and voted for by the children. We participate in the Oxfordshire book award and ask the children to vote on which book they think should win. We have two sessions of reading for pleasure each week where the children talk about/engage with their books using different activities such as guess the book, paired and reading and book speed dating.

The children who need extra support with phonics work have a daily intervention for fifteen minutes before lunch. We follow on from the phonics taught in year 2 and complete the booklets they started in year 2. Each week we have a spelling lesson from spelling shed which helps to reinforce phonics knowledge and is linked to their spellings.

We assess through continuous formative assessment, hearing children in reading lessons and through individual reading sessions.

Year 4

Pupils needing phonic structure follow Rising Stars banded book scheme, but majority are 'free readers' choosing their own books from home/school at an appropriate level (teacher checked). We have a focus book each term and use it for guided oral/written comprehension activities. Reading is taught daily through a 'whole class reading' approach. We alternate reading the book together and answering comprehension questions on the text. Comprehension questions cover all the reading domains.

Story time is takes place every day. There are two 30 minute sacrosanct reading sessions per week. Performance reading is practised for assemblies, presentations to parents and for pleasure. Between teachers, TA's and volunteer readers, we aim to read with every child weekly. Children's reading diaries are checked weekly to monitor independent reading. We set an encouraging 'reading target' (for example, read up to page 135) in the children's reading diaries for their self-chosen reading book.

We often engage in reading activities such as three-word reviews, book tasting, hands up if your book includes, book speed dating and paired reading. This enhances the children's love for reading and provides opportunities to be exposed to a rich and wide range of literature.

Supporting early readers: Interventions include phonics (occasionally this is multisensory), daily reading in small groups, pre-teaching vocabulary, group and 1:1 work with literacy support teacher, and listening to the early readers in the class regularly.

Year 5

Most pupils are 'free readers' - choosing their own books from home/school at an appropriate level, however those who continue to need some support and structure read from the banded book boxes. Children have daily opportunities for individual reading in class and are encouraged to read at home.

Children are encouraged to recommend books to each other through constant conversation during enriching reading lessons and popular book displays. Reading diaries are kept by children and teachers to ensure reading at home is frequent and to track the range of genres they have read during the year.

Class texts are often linked to the term's topic and serve as a platform for fostering an enjoyment of a range of literary genres, teaching reading skills and writing. The teacher always has a class novel on the go which is another way to promote reading for pleasure.

Reading lessons take place to the whole class to practise comprehension skills.

Supporting early readers: Early morning interventions include a guided reading session to boost the reading fluency and comprehension skills of our early readers. Teachers listen to the early readers in the class 1:1 weekly.

Year 6 Our main method for continuing to develop the children's reading skills is through the reading lesson for the whole class. The class teacher delivers the text, allowing the children to become immersed into the smaller details of the text, leading to rich discussions and questioning. The children are exposed to all the reading domains to recognise the different types of questions and skills involved to comprehend their reading. The texts used for this are often linked to topics taught each term.

A class text is chosen as a 'reading for pleasure' story which is shared regularly. Time is set aside for children to read books of their choice. The class teachers offer suggestions and recommendations if children are struggling to make book choices. Children have opportunities to read aloud through presentations to their peers and to parents. The year 6 production at the end of the year supports children to read aloud with meaning and expression.

Reading comprehension papers are used to support and assess pupil progress throughout the year. Much reading takes place across the curriculum including reading from the screen and information texts.

KS2 Reading Club

Each week children can read in a classroom during their lunch hour. They can bring their own book along or choose a book from the provided selection to enjoy. Children are able to share books and comics with a friend to discuss the content and enhance their enjoyment through this shared experience. They are able to take books from the book box if they pick one they are particularly interested in.