

## St. Bede's Reading Strategy

Our ultimate aim is to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, confident readers and fundamentally, we want children to develop a lifelong passion for reading.

### **Aims:**

By the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

- Inspire children with a love of reading that lasts for their life time by sharing with them an enthusiasm for children's literature and helping children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.

### **Teaching Approaches and Strategies:**

Reading is taught throughout the whole school discreetly as part of literacy and as an integral part of the school day. During Literacy, comprehension session and other areas of the curriculum, children will have the opportunity to experience a range of good quality texts and are encouraged to respond and reflect on these. Through our whole class reading and whole class comprehension approach, children experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes. Explicitly, teachers will model essential reading and comprehension skills.

Comprehension sessions happen on a weekly basis using prescribed approaches and domains to reading. Texts chosen are aimed to challenge the children to develop high-order comprehension skills encouraging them to use the following strategies to help children understand and enjoy reading:

- Prediction- asking questions- I wonder
- Linking the text to the children's background knowledge/experiences
- Visualisation
- Text detectives - inference
- Breaking down and repairing the text (vocabulary)
- VIP phrases
- Finding the GIST.

Teachers record and use evidence from these sessions to inform our STEPs assessment system.

Teachers read on a regular basis using a whole class novel and St Bede's Reading River.

Teachers read aloud quality children's literature, questioning the children, relating this to the story and discuss vocabulary that the children have been exposed to. Where appropriate, each child will have a copy of the book.

Each staff meeting has a 15-minute designated slot. In this slot we may revise previous training, undertake short phonic training sessions, share new ideas. Through this practice we aim to keep the profile of reading high.

We have a series of "non-negotiables" relating to reading that all teachers must ensure is happening within their classroom. (see appendix)

### Reading fluency:

Reading fluency is the ability to read accurately, smoothly and with expression. Fluent readers recognise words automatically, without struggling over decoding issues. They sound natural, as if they're speaking.

Fluency can be taught and is taught explicitly at St Bede's. It is important for adults to read aloud to children, modelling what good readers do. Staff will practice and engage them in repeated reading. There are several ways we teach fluency at St Bede's.

#### Strategies

- Model sections of text for fluency.
- Echo reading.
- Use a reading strip or ruler to keep place.
- Repeated reading: Re-read text several times to improve fluency
- Discuss sight words
- Chunk longer sentences into phrases
- Building up the sentence:

The

The cat

The cat ran

The cat ran across

The cat ran across the

The cat ran across the road

### Reading Plus:

Reading Plus is a web-based program used in for our Key Stage 2 pupils and more able KS1 children which is designed to bridge the gap between functional literacy skills and reading for meaning. It prepares pupils to engage with complex texts by building upon the foundational skills of phonics and phonetic awareness helping pupils to develop silent reading fluency, comprehension and vocabulary acquisition.

Pupils are able to choose from a wide variety of age-appropriate texts (fiction, non-fiction and informational) that are matched to their reading level and apply their knowledge and understanding by answering comprehension questions. These questions target the pupil's knowledge and skill of inference, referral and use of language.

Reading Plus automatically tracks the time it takes to read texts and establishes a pupil's silent reading speed. Silent reading speed, or reading rate, together with vocabulary understanding determines a pupil's ability to comprehend text. Reading Plus uses a *Guided Window* to help model silent reading fluency best practice. Matched to individual pupils' reading speed, the *Guided Window* gradually gets faster. We track

the impact of this initiative regularly to ensure children make progress. Teachers review the data regularly and put in place interventions when particular difficulties are identified.

### Home Readers:

All children have a reading book, chosen by them, at an appropriate level to take home. Children will be given a home reading book that matches with the current phonics sound they are learning. These books should be 90% readable by the child and the class teacher monitors this regularly. If children want to read a book that is currently beyond their ability level, we encourage parents to share the book at home with them. Children will be given the opportunity to change their books as often as needed; this will be with the support of an adult. All reading to an adult is recorded in the children's Reading records and the class teacher's reading record.

We use a variety of book schemes to support children in their reading journey. We support and encourage children through the bands but we will not rush or push children through them when their decoding and/or their comprehension skills are not sufficiently developed.

Children are encouraged to read three times a week at home with an adult through our 'Golden Ticket' reward system.

### Target Readers

At St Bede's we recognise that some children will need to read more regularly to an adult as they need more practise and/or they are not reading to an adult at home. Class teachers identify these pupils, as 'Target Readers'. Teachers provide additional opportunities for these target readers to read aloud in school and, wherever possible, working with families to help raise the profile of reading at home. Our bottom 20% of readers will be heard read in school every day. Teachers, not TAs will hear the bottom 20% of readers in their class at least three times weekly. The TAs will hear them read on the remaining days.

### St Bede's Reading River

At St. Bede's, we want it to be a place where children are read to, enjoy listening to high-quality books and share their enjoyment of stories through discussion. We want to be a school where, over seven or eight years, children are read to, enjoy, discuss and work with a core book. This is the 'reading spine'.

Our 'Reading River' (or spine) is one element of the approach we take to foster a love for reading in our children. The river is a spine of core of books that creates a living library inside the minds of pupils at St Bede's. It is a store of classics and essential reads that help our children engage at a deeper level and enter the world of the story. We have produced our very own 'Reading River' for every year group; giving children access to these high-quality texts. These texts that will be included are nursery rhymes, fairy tales, classic stories and poetry.

Because we know that children bring their existing knowledge to what they are reading, our Reading River reflects the curriculum, social context and diversity of St Bede's. By doing so, we are helping our children to connect their knowledge in a meaningful way. Ultimately, while our children are continuing to enjoy a range of books throughout their school journey, they are also learning to become readers.

We use the Reading River books in every year group over the school year. From children moving into UF at St Bede's, to leaving in Year 6, they will have been immersed into the most fantastic books available to children. We have a significant black African origin, eastern European and refugee/asylum seekers cohort. There are plenty of books that reflect the everyday lives of the children.

### **How It Works**

Each year group has a set of texts that make up our Reading River. The composition of the books/texts chosen for the spine underpins (where possible) the context of the school, our curriculum and the diversity of its children. **This reading is not to be confused with the structured reading scheme we have in place.**

### **Phonics in EYFS and KS1**

At St. Bede's Catholic Academy, the teaching of phonics is a key focus and as part of our approach we use the Read, Write, Inc programme. All children in our Foundation Stage, Year 1 and Year 2 are taught phonic skills through a daily 20-minute discrete phonic lesson. Children are taught individual phonemes (sounds) and corresponding graphemes (written letters) and then develop skills in blending and segmenting. These phonic skills also enable a child to work out the phonemes they will need to use when they are writing words. Children's phonological skills are assessed every 6-8 weeks. Further information can be found in our phonics strategy document.

### **Phonics at Key Stage 2**

Pupils who do not pass their phonics tests or are identified as needing a phonics intervention in KS2 through assessment of their reading, writing and spelling receive individualised phonics sessions delivered by teaching assistants and are regularly tracked by the class teacher. Phonics sessions in KS2 will follow all the principles as set out in Read Write Inc with more age appropriate reading books to support. (Please see appropriate KS2 intervention timetables.)

Children who need to further develop phonic knowledge and are supported and closely monitored by school staff. In addition, these children should be brought to the attention of the SEND co-ordinator in order to explore possible reasons behind their difficulties with phonics and be identified on the school's SEND register (if appropriate). A record of the targets for these identified children should be kept on an IEP.

### **Fostering a life long love of reading**

Reading as a social activity

We encourage reading by supporting a pupil-led £1 book club. Children can buy high quality books for £1 on a weekly basis. The choice of books available is pupil led. They will be read to regularly in small groups and to the whole class purely from the point of view of listening for pleasure. The books they will be exposed to will attempt to reflect their daily lives and context of the school community. Each classroom will have a designated reading area and there is a high-quality whole school library which they will be able to visit regularly. All prizes awarded in school are book tokens.

Choice is important

For individual reading, offering books in a range of genres is key to ensure pupils have access to books that align with their reading habits, interests and abilities. Pupils also need to have choice over their reading activities, although less experienced readers may need more support to make good reading choices.

### **Reading interventions**

Those children identified as falling behind their peers in reading will undertake an intervention carried out by an appropriate adult. The implementation and impact of this intervention will be monitored. The intervention will be bespoke to the needs of the child.

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Assessment

Teachers continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Children's attainment and progress is regularly monitored and reviewed through our STEPs assessment tracking and teacher and support staff records and reading plus data. Children are also assessed through the use of more formal tests termly. We use the New Group Reading Test (NGRT) to measure a child's reading and comprehension age.

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