

St Bede's Catholic Primary School



Reading Strategy

Reading Lead: Mrs A Mangles

*"The more that you read, the more things you will know.
The more that you learn, the more places you'll go!"*

Dr Seuss



Aims

At St Bede's Catholic Primary School we aim to:

- Develop curious readers, who read with fluency, understanding and confidence, and seek to acquire knowledge independently.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Give our children the reading skills they need to access all areas of the curriculum and begin to manage that information.
- Assist our children in experiencing a range of text/media types, genres and authors, across a range of contexts, to develop their understanding.
- Help our children appreciate our rich and varied literary heritage.
- Enable children to understand and respond to what they read, justifying those responses.
- Support children to develop a lifelong passion for reading, taking genuine pleasure from what they read.
- And, most importantly, ensure all children learn to read, regardless of their background, needs or ability.

At St Bede's Catholic Primary School, we are a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- Sharing stories through Story Time/Class texts – we have made a 10 minutes a day reading pledge.
- Daily vocabulary sessions focussing on Tier 2 words.
- Daily phonics sessions (Reception – KS1 and for those children who need it in KS2) to give children the technical ability to read.
- Teaching different reading skills through VIPERS (Year 1 – Year 6).
- Teaching 'Repair the Text' sessions where texts are shared, broken down and analysed (Year 1-Year 6).
- Providing reading areas that inspire children to read.
- Reading with individual children who need our support the most.
- Providing opportunities for silent reading.
- Promoting reading throughout the curriculum.

The Structure of Reading at St. Bede's

Reading at St Bede's takes a multi-strategy approach to understanding the written word.

Competence in reading is key to independent learning and therefore the teaching of reading is given the highest priority by staff.

Read, Write, Inc

Nursery, Reception and Year 1 follow the Read, Write Inc (RWI) programme. This is extended across Year 2 and KS2, where children do not have the phonic knowledge and skills they require.

In RWI sessions St Bede's children are taught to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight.

- Understand what they read.
- Read aloud with fluency and expression.
- Spell quickly and easily by segmenting the sounds in words.

In EYFS we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Children are divided into phonic groups dependant on their reading and phonetic ability. Each RWI group has a teacher/teaching assistant who is responsible for the running of their group. Groups are adapted and changed on a half termly basis following 1:1 assessments delivered by staff and overseen by the Reading Lead (Mrs A Mangles). Class teachers and Group Leaders work closely together to share progress, monitor and track pupils throughout the term. Alongside this, teachers read a wide range of stories, poetry and non-fiction to pupils. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Children take their RWI book home weekly to be shared with parents. Reading in school and at home is recorded in the child's Reading Record book. Parents contribute by adding home reading. Parents who are not consistently reading with their child are contacted by the class teacher as part of the monitoring process. Additional phonics packs are sent home when they are needed.

Children who do not reach National Expectations in Phonics/Reading

For children in Year 3 and 4 who did not reach national expectations, RWI sessions are delivered daily by teachers/teaching assistants during Accelerated Reading/Spelling Sessions. For children in Years 5 and 6 who do not meet National Expectations for their age, Fresh Start is delivered 3 times a week. Interventions are delivered during Accelerated Reading/Spelling Sessions. In addition, children are able to access the Lexia programme.

Accelerated Reader

Once children can read longer texts independently and with fluency (RWI blue or grey level), they move to Accelerated Reader. Accelerated Reader gives children the opportunity to read for pleasure (by selecting their own books from their given starting point, which is based on ability) whilst also developing their fluency and comprehension skills. After each book is finished, children access online comprehension quizzes based on what they have read. Teachers are responsible for monitoring Accelerated Reader Quiz results. Parents who are not consistently reading with their child are contacted by the class teacher as part of the monitoring process. Success in quizzes is recorded on the class reading tree and rewarded. All reading leaves at the end of each half term are placed in a prize box. Names are drawn and awarded prizes.

Reading Skills

Reading skills are taught discretely each week through VIPERS skills (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summary). Children are given a range of engaging texts from a variety of genres which they will then analyse using these skills. Questioning links to the skills and allows pupils an opportunity to extend and consolidate their learning.

Questions develop children's understanding at three levels;

- Literal questions, asking pupils to recall information that is directly stated in the text.
- Deductive or inferential questions asking pupils to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given.
- Evaluative or response questions asking pupils to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

Vocabulary

At St Bede's, we recognise that scientific research shows vocabulary size is closely linked with academic success and outcomes for our pupils. We also recognise that there is disparity, both in the size of vocabulary and speed at which this is acquired, between pupils from more affluent families and those from disadvantaged backgrounds.

Through explicitly teaching vocabulary, not only in English lessons, but in every subject, we raise aspirations for our pupils and aim to positively impact future success for all our learners. We implement this through the idea that vocabulary should be 'taught, not caught.'

We ensure that pupils develop a full, rich vocabulary which includes:

- Tier 1 words: common, everyday words used in day-to-day speech
- Tier 2 words: general academic and literary words
- Tier 3 words: field or subject-specific words

At St. Bede's, we encourage our pupils to have a wide and growing vocabulary in a number of ways. These include:

- A weekly in-depth vocabulary session based on the 'Repair the Text' technique.
- 'Word of the Day' Vocabulary Ninja sessions based on Tier 2 words.
- Display of key words on 'Magpie Boards' as part of each class' working wall.
- Exploring the etymology of words when teaching spelling, making links to words pupils already know and exploring where words come from.
- Modelling and using correct and expansive vocabulary orally.
- Using dictionaries and thesauruses regularly and embedding their use within everyday teaching.
- Key vocabulary displayed for topics and subject units, which is regularly referred to, rehearsed and applied when reading, speaking and writing.

Teachers carefully selecting class texts which challenge and broaden pupils' vocabulary, discussing words regularly and developing a love of language within our school.

Shared Reading

As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

- Visits from the local library for storytelling and book sharing
- World Book Day celebrations – dressing up, activities linked to favourite stories
- Bi-annual whole school focus on an author/text
- Half termly class texts usually linked to curriculum topics
- Daily teaching of writing through carefully selected class texts using 'The Write Stuff' programme (see writing policy for further detail).

Pupils will have regular opportunities to engage in independent and shared reading. Class teachers will read aloud to pupils daily who will then be encouraged to respond to the text in a variety of different fashions.

Assessment

Class teachers use Rising Star assessments and the STEPs Assessment Workbooks to assess pupil's reading levels. In addition to the assessments, class teachers also use Accelerated Reading Sessions, one to one reading and weekly comprehension and vocabulary sessions. This is added to the schools tracking system termly.

"There is more treasure in books than in all the pirate's loot on Treasure Island"

Walt Disney