

School Reading Strategy

St Joseph's Catholic Primary School, COUNDON



Reading is at the heart of all we do at St Joseph's Catholic Primary School. We believe that reading is one of the best tools we can give to our children in order to shape them into independent, imaginative and life-long learners. Children need to be able to read so that they are successful in all areas of the curriculum and at St Joseph's Primary School we teach reading, both explicitly and through our wider curriculum and we ask our parents/carers to support us in this.

Phonics and early reading

Our Synthetics and Systematic Phonics scheme is Sounds-Write.

At St Joseph's, we use the Sounds-Write phonics programme to teach our children to read, spell and write. Sounds-Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt.

The words used in the teaching process and the conceptual knowledge of how the alphabet code works are introduced from simple to complex, in accordance with the fundamental principles of psychological learning theory. For example, at the start, simple, mutually implied (one sound, one spelling) CVC words (consonant, vowel, consonant) only are introduced. Pupils quickly learn to read and spell words such as 'mum', 'dog', 'jam' and 'sit'. When all the single-letter sound-spelling correspondences have been introduced and established, Sounds-Write initiates the concept that the sounds " ", " " and " " can be spelt with the two letter-spellings " ", " " and " ", respectively.

As the programme progresses, the complexity of one-syllable words is carefully increased through a variety of VCC, CVCC, CCVC, CCVCC and CCCVC words, such as, for example, 'elf', 'hand', 'swim', 'trust' and 'scrub'.

After this, pupils' understanding of the concept 'two letters - one sound' is further developed through the introduction of the most common consonant two-letter spellings: " ", " " and " ", in words like 'shop', 'chimp' and 'thin', for example.

Finally, two, three and four letter spellings of the vowels are introduced and pupils are taught how to read and spell polysyllabic words, starting with simpler words (such as 'bedbug') and gradually moving to the more complex (such as 'mathematical').

All of this is taught within a well-structured, incremental and coherent framework based on the knowledge - both conceptual and factual (see below) – on which the alphabet principle and thus the writing system is based and the three key skills needed to enable learners to use the principle effectively.

- Our approach teaches the conceptual understanding needed to become an effective reader:
- that letters are spellings of sounds: visual language is a representation of spoken language
- that a spelling can contain one, two, three, or four letters - examples are: s a t, f i s h, n i g h t and w e i g h t
- that there is more than one way of spelling most sounds: the sound 'ae', spelt as in 'name', can be represented as in 'table', in 'rain', in 'eight', in 'play', and so on
- that many spellings can represent more than one sound: can be the sound 'e' in 'head', 'a-e' in 'break', or 'ee' in 'seat'
- Within this conceptual framework, we teach the factual knowledge required to become an effective reader and speller: the approximately 176 spellings that represent the 44 or so sounds in English, starting with the most simple one-to-one correspondences.

- Reading and spelling also requires expertise in the skills necessary to make use of the alphabet code and pupils need to be able to:
 - segment, or separate sounds in words
 - blend, or push sounds together to form words
 - manipulate sounds: take sounds out and put sounds into words
- Sounds-Write provides opportunities for practising these skills on an everyday basis until pupils achieve the automaticity required for fluent reading and spelling.

Reading

At St Joseph's Catholic Primary, we strive to create an environment and reading culture - that celebrates a love and enjoyment of books. It is our aim for children to become critical readers to give them a greater understanding of the wider world. Children have opportunities to undertake whole class, guided, shared, peer and independent reading throughout the school.

Whole class text and small group guided reading is the key strategy and vehicle for the explicit and direct, differentiated teaching of reading comprehension. Teachers model how to read with expression and joy. Pupils' love of reading is also enhanced with the experience of reading and seeing plays performed, as well as visits from authors who enrich our curriculum immensely.

In Foundation Stage, children generally start guided reading sessions from the Spring Term when they have learnt all of their sounds and can apply these. At this point of the year the majority of the children are segmenting and blending. Guided reading then continues on throughout KS1. Daily story time sessions form part of the routine in EYFS- our youngest children in the nursery enjoy "story and snack" daily.

In Foundation Stage and KS1 the children read books from the Sounds Write scheme. These are fully decodable and linked to the Sounds Write programme. Children take their books home to read (a 'Levelled' book and a 'Reading for pleasure' text - to be enjoyed with an adult'). They also read these books at school on a 1:1 basis with an adult at least once a week.

Library books including a range of fiction and non fiction texts are shared and sent home with the children. In KS1 guided reading and comprehension sessions focus on key skills (VIPERS) in an age appropriate manner.

All KS2 children receive an additional 30 minutes English session each day that is dedicated to whole-class / guided reading, peer reading or spelling. In guided reading, a variety of texts are chosen to match the ability of the group but still provide an element of challenge.

In order to establish a wide range of skills, we make use of 'VIPERS' based questioning (Vocabulary, Inference, Prediction, Explanation, Retrieval & Summary) in our non-fiction texts, as well as in a range of information texts, including those related to the other foundations subjects such as science, geography or history.

Each class has a Reading file that has details of the ability groups and the books each group has read with notes about their progress linked to the National Curriculum. In KS2 and when children are ready in KS1, the children use the **Accelerated Reader** Scheme. This is a computer program that helps teachers manage and monitor children's independent reading practice. A child picks a book at his/her own level and reads it at his/her own pace. When finished, the child takes a short quiz on the computer. (Passing the quiz is an indication that the child understood what was read.) AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help the child set targets and direct ongoing reading practice. Children using AR choose their own books to read, rather than having one

assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

All KS2 children have time dedicated to Accelerated Reader: including independent reading, and completing quizzes, which test their comprehension skills. Children complete a STAR Reader assessment at least every term. Those pupils who are in the lowest 20% of their cohort receive extra 1:1 reading support and their progress is carefully monitored by class teachers.

In order to support children's reading further, we use 'Lexia'- a computer-based approach to improving reading. Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension. Lexia begins with an assessment to place students at the appropriate starting point on the programme and the software then tracks pupils' progress as they work independently, automatically providing extra practice on areas of difficulty where needed.

Reading at home is regarded as an important part of reading development. Every child has a home reading record/log in which parents/carers are asked to write comments in and sign. Children select their own texts for home/school reading and these are changed as soon as they are finished. Children are expected to bring in their reading book each day. The children's home reading books should always be at a level the child can access without support (from the Accelerated Reader stock); they also have access to 'Reading for pleasure' texts - to be enjoyed with an adult.

Classes take part in regular storytimes at the end of the day to continue to foster a love for reading.

Reading for pleasure / building a reading culture

We expect all children to read at home at least 5 times each week. This is noted in children's reading records. In each class, staff monitor the reading that has happened at home and the children receive rewards for their effort either by receiving merits or being entered into a class raffle.

We encourage our children to read widely and celebrate a love of books in our classrooms, corridors and group spaces. Each week the Headteacher reads various texts with the children, this is not related to the text the children are studying in class. This introduces the children to a variety of texts, stories and many abridged children's classics.

At St Joseph's, we realise how important it is to be positive role models for our children and to foster a love for reading. During the school day, there are opportunities for the children to share books with their friends, read quietly and independently and to visit the school library to choose a book. We have an outside reading "Book nook" on the playground and children can access books at playtime in a cosy and comfortable environment. Teachers recommend books for the children to read, based on the genres and authors that the children enjoy and their interests. Time is also made available for teachers to read aloud to the children, modelling fluency, expression and intonation. The class reader is usually linked to the curriculum topic.

We are certain that our children will be more motivated to read if our staff are leading by example and demonstrating how important it is to read.

Which books do children take home from school?

EYFS/KS1

- If a child is engaged in the Sounds Write system, they will be provided with a phonics-appropriate book to take home and are expected to practise reading independently to an adult. Children also take home a library book to share with their parents.
- Once children finish the Sounds Write sequence, they take a Star Reader test on Accelerated reader and this levels the child on an appropriate ZPD. The children then choose from the library stock in their level and this is matched to their reading ability. They should be able to independently decode these books when reading to an adult at home.
- Children in Reception and KS1 also get a choice of a non-phonics book from the school library - these are the picture and non-fiction books that are greatly enjoyable and match our children's interests. Parents are invited in to Reading morning in EYFS and also can attend "Stay n Play" on Wednesday afternoons where reading and nursery rhymes are part of the session.

KS2

- For children still enrolled in Sounds Write system, a Sounds Write phonics-matched book will be provided. Most children will have been screened on Accelerated reader and are using this system to select books. The children should be able to independently decode these books when reading to an adult at home which is still encouraged and rewarded in school.