



## **St. Joseph'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. We want children in our school to become enthusiastic, confident readers and fundamentally, to develop a lifelong passion for reading.

We teach reading through the key areas of:

- phonics and decoding
- reading comprehension

At the same time, we promote a high-quality culture of reading to foster a love of reading so that children become to become lifelong readers.

### **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 lifetime 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 classics.
- 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 phonetic approach to reading.

### **Phonics and decoding**

At St Joseph's we aim to create a love for reading and the acquisition of age-appropriate skills in writing and spelling through a consistent approach of Phonics teaching. We want every child to leave the school with the skills that will allow them to access fully the secondary school curriculum and become a lifelong learner.

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics teaching will continue, where appropriate, for targeted children in KS2. At St Joseph's, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting, and blending skills

### **Implementation of phonics**

Through the teaching of letter sounds via the READ Write Inc scheme, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Foundation Stage and KS1. Extra support is provided to those in Year 2 and beyond who have not passed phonics screening in Year 1 and interventions are planned for those children who are working below expected levels in other year groups.

Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.



Phonics is delivered in a whole class/small, streamed group format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. Pupils have regular reading sessions with an adult where we ensure the pupils are regularly practising and applying their phonics knowledge.

In EYFS, there is whole class, formal, daily teaching of the set 1 and set 2 sounds. Teachers regularly assess the pupil's phonic knowledge using the phonic assessments and reading/comprehension in the Early Learning Goals. These regular assessments inform planning and allow teachers to identify any gaps in learning. Later on in the year, children are split into ability groups to provide challenge and support. The children have reading books which they are encouraged to read regularly at home. These books match their current phonic level.

Our SENDCo and class teachers check on the phonic progress of children at least half termly in years 1 and 2 and those children who are struggling to make adequate progress elsewhere in the school. Interventions are put in place for those children who are at risk. We rigorously employ both pre and post teaching periods in order for those children who are not meeting expected standards

### **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage one and two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1 and 2. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. The ultimate goal in reading is to understand – to gain insight, knowledge, and enjoyment from the act of reading. Through our provision we aim to equip all the children with this essential life skill that will allow them to be contributing citizens of the future.

### **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 will start on a book-based reading scheme once they begin KS2

Children who need to further develop phonic knowledge and are supported and closely monitored by school staff. In addition, these children are brought to the attention of the SEND co-ordinator 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.

### **Target Readers and Reading Schemes**

At St Joseph'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.

We have the "Reading Planet" reading scheme that supports children who have passed the phonics screening test in year 2 and 3 with a range of fully decodable books. Upper KS2 has access to a reading scheme that has a range of up to date and relevant fiction and non-fiction texts. There is also a scheme that caters for low ability, high interest texts, these books are designed to support the lowest ability. readers in KS2.

### **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.



## **Comprehension**

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:

- Vocabulary - Breaking down and repairing the text
- Inference – Text detectives
- Prediction
- Explanation
- Retrieval
- Summarising - 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 Joseph's Reading Spine. 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 reading focus 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.

## **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 at St Joseph's through adults reading 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 Joseph's.

### Strategies

- 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 sat

The cat sat on



The cat sat on the  
The cat sat on the mat.

### Reading for pleasure

#### St Joseph's Reading Spine (Words and Us)

At St. Joseph'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 regularly, enjoy, discuss and work with a core book. This is the 'Reading Spine'.

Our 'Reading Spine' is one element of the approach we take to foster a love for reading in our children. It is a store of classics and modern reads that help our children engage at a deeper level and enter the world of the story. We have produced our very own 'Reading Spine' for every year group, giving children access to these high-quality texts. Texts that will be included are nursery rhymes, fairy tales, classic stories and poetry. Adults read to them and children are able to access these texts independently in class.

Because we know that children bring their existing knowledge to what they are reading, our Reading Spine reflects the curriculum, social context and diversity of St Joseph'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 Spine books in every year group over the school year. From children starting in our nursery, to leaving in Year 6, they will have been immersed into the most fantastic books available to children. There are a variety of books that reflect the diversity we find in all schools.

#### How It Works

Each year group has a set of texts that make up our Reading Spine. 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.**

#### Fostering a lifelong love of reading

##### Reading as a social activity

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.

##### 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. As well as being an enjoyable shared activity, reading to children and listening to them read, can provide the motivation to further their own reading.

##### Reading environment

Understanding the role of the physical environment, including libraries, book areas, and displays can play in teaching children to be readers is a real focus in St Joseph's. In each classroom there is a high-quality reading area, we have a school library and corridors are used to promote a love of reading. The purchase of high-quality texts (including poetry and graphic novels) is essential. We ensure that children who are competent readers have challenging texts.

We have linked the science curriculum via the "Hook with a Book" initiative. Each of our science topics have an associated book that links with the knowledge been taught. We have a wide selection of bi-lingual books that match the popular and



well-known children's stories, the aim of this is to encourage EAL families to access reading for pleasure together. together.

### **Accelerated Reading**

Accelerated Reading is a web-based program used for our Key Stage 2 pupils and more able KS1 children which follows the RWI phonics reading scheme. It assesses the children reading ability through a star reading test and allocates each child a ZPD (Zone of proximal development) to match students to appropriate books giving the children a range of books with which they can read to develop their fluency and comprehension skills.

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 through the AR quizzes. These questions target the pupil's knowledge and skill of inference, referral and use of language.

Accelerated reader creates a huge amount of data for each child. It records the books the pupils read and data on quizzes taken. It looks at words read and specific target vocabulary. This enables teachers to track what pupils are reading closely ensuring that they are on track. This data is ongoing and regularly used by staff. There are also three termly assessments which update ZPD's.

### **Home Readers:**

KS1 children will be given a home reading book that links to the RWI phonics book they are reading that week. They are given this book on a Monday, and it matches with the current phonics sound they are learning. They will then be given a fiction and non-fiction book bag book which matches this book. 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.

All KS2 children have a reading book, chosen by them, at an appropriate level to take home. 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 which have been organised into the accelerated Reader Zones to support children in their reading journey. We support and encourage children through the scheme 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 five times a week at home with an adult.

### **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 Accelerated Reader data. In addition, children are assessed using more formal tests termly. We use the "star reader" termly test that gives an indication of which texts would be suitable. Test Base is also used to inform the class teacher of the progress of children through mid-points during the year.

