



Reading Strategy

God's children learning together; looking after His world and each other.



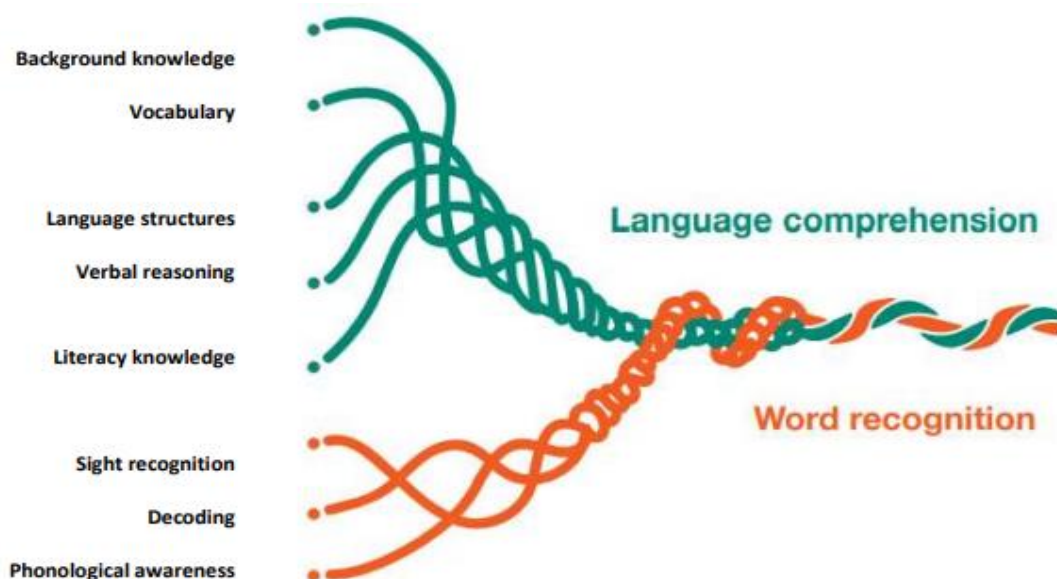
Show Love; Act Justly; Give Thanks.

We show love of reading by equipping pupils with a passion and enjoyment to read
We act justly about reading by being able to speak knowledgeably and confidently about books and authors.

We give thanks for the variety of texts we can access through using our phonic knowledge and comprehension skills.

The ability to read effectively, is fundamental to success both academically and personally. Reading is needed to master all subjects and therefore is the most important skill we teach. We therefore aim for every child to leave St Marys C of E Primary School as a confident, fluent reader who loves reading.

Reading should promote thinking and linking. It should incorporate word recognition and language comprehension. These two aspects of reading involve a number of strands that are illustrated in the diagram below:



Educational Endowment Foundation, Improving Literacy in Key Stage 2

We therefore use a whole school reading scheme – Read, Write, Inc that progresses from Foundation Stage all the way through to Year 6 and involve the school community to support the teaching of reading including Reading Champions. The reading strategy we employ has the following features-

- Reading for Pleasure
- Reading for Purpose
- Reading for Productivity

Reading for Pleasure

Gaining pleasure from reading is the greatest gift we can give our children.

Teachers model a love of reading and are excited about books. Class novels and non-fiction texts are carefully chosen so children benefit from the pure enjoyment of sharing a story and the love of reading, whilst ensuring that they are introduced to a wide range of genres and authors within each year group. In addition to variety, our chosen novels also ensure that there is progression and challenge across the school.

During the school day, children are given opportunities to select from quality books, articles, poems and short stories that will have a direct impact on children's enjoyment and passions, language development and understanding of the world around them and these are often matched in the Foundation Stage and Key Stage 1 to help secure their phonic knowledge.

Reading for purpose

- To learn phonics

Please see our Read Write Inc Strategy

Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

Each child in Reception and Yr1 has a daily, minimum 20-minute phonics lesson, following the teaching sequence of revisit/ review – teach – practise – apply by following the Read Write Inc scheme. In a session, children are taught either phonemes/ digraphs/ trigraphs, high frequency and/or tricky words and these are consolidated through reading and writing.

Children will also have a reading book which compliments their learning in phonics that can be taken home.

In Yr2, children access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment.

In Key Stage 2 children take part in a guided reading session every week where they spend time focusing on a particular text. This allows for opportunities to increase their technical vocabulary and to talk about their reading, so helping them to develop critical appreciation of what they read.

Any children who are falling behind are provided with effective interventions to support them and RWI phonic interventions.

- To learn comprehension skills

We understand that children learn best when the meaning of text can be understood and explored.

In the Foundation Stage and Key Stage 1 discussions are promoted that include structured questions to develop children's thinking and language development. During weekly guided reading sessions children discuss the questions connected to each book. Emphasis is placed on asking the children to 'prove it' when asking questions about the text.

In Year 2 the children start working more independently on formal comprehensions which is continued in Key Stage 2.

In Lower Key Stage 2 the children will take part in carousel activities focusing on expanding their knowledge of books, vocabulary and reading comprehension. Carousel activities follow the pattern – pre-read and questions, guided read with a teacher, a summarising activity, synonym challenge and independent read.

During guided reading sessions, in years 3 and 4 children develop their understanding through scaffolded conversations with their teacher and peers. Children answer VIPER questions. Throughout the year the level of question challenge is increased.

In upper key stage 2 children are encouraged to use their vocabulary books to broaden their vocabulary when reading and are moved on from VIPERS to different formats of questioning.

- To increase fluency.

Staff and parents will model reading fluently each week through class stories and support reading. Giving the children time to practise their decoding skills and read together in guided reading sessions all help the children increase their fluency

Reading Champions read with focussed children to help give them opportunities to improve fluency.

Reading for Productivity

Reading opens up new worlds of discovery, it ensures lifelong learning and it is a skill for life which reaches into every area of the curriculum.

Opportunities are given to develop study skills so that the children can select appropriate fiction and non-fiction books from quality books in school. Using the Library Service ensures specific topic based books are available for children to use across the curriculum.

The production of a written piece of text in multiple formats such as posters, drawings or mind maps will validate the learning that has occurred across all the key stages. It is important that every pupil can develop their original thought from the

texts they read and produce written evidence to support their progress and development.

Reading at home

Parents/carers have an important role in practising fluency with their children. In the Foundation Stage and Key Stage 1 we provide a balance of books to send home for early readers, including:

- a fully decodable book matched to the child's phonic stage that they can read independently
- a colour 'book banded' book which children can read at 'instructional level' (i.e. with

At Key Stage 2, the emphasis is on broadening the range of reading and deepening understanding. Opportunities are provided to allow children to share their reading experiences with others, to talk about stories, ideas, favourite authors, likes or dislikes.

Impact of our Strategy

- To have a lifelong love of books.
- To leave KS2 with the skills necessary to access the KS3 curriculum.
- To be able to share their reading ability and skills with an audience.
- To become a discerning reader recognising different genres as well as justifying their personal preferences.
- To build reading stamina enabling sustained reading for pleasure.