



# Reading at St. Paul's School

## **Intent**

At St Paul's we share a real passion for reading and a love of books, we believe in creating a reading culture where books are read, enjoyed and shared by adults and children alike. We know that the development of reading skills is crucial to the progress that children make across the curriculum and we are intent in supporting the children to become confident and effective readers. We have high standards for our readers and expect them to make rapid and sustained progress throughout their time in school. Tracking progress, putting support in place and employing skilled teachers and teaching assistants to guide the children on their reading journey.

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. We also continue to teach phonics to those that need it until they have the skills they need to become fluent readers. At St. Paul'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, but also to read fluently so that they can access the curriculum. In order to allow pupils to read independently we recognise that we must start with the foundations of acquiring letter sounds, segmenting and blending skills.

## **Reading- Aims**

At St Paul's school we aim:

- To encourage everyone, of all levels and abilities to develop a love of reading;
- To foster an interest in words and their meanings and to gain an appreciation and love of books from a variety of genres;
- To enable children to find books interesting, to read with enjoyment and to evaluate and justify their preferences;
- To enable our children to read confidently, fluently, accurately and with understanding;
- To employ a full range of reading cues- phonic, graphic, syntactic, and contextual- to allow the children monitor, correct and make sense of their own reading;
- To develop a suitable technical vocabulary through which children may discuss the understanding of their reading;
- To develop reading skills in tandem with those of writing;
- To develop and create reading opportunities across the curriculum;
- To be able to use books confidently and accurately.

## **Implementation**

At St Paul's, we teach reading alongside Little Wandle Letters and Sounds Revised in EYFS and KS1. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading.

### **Children in EYFS and KS1 learn to:**

- decode and blend words using their phonic knowledge and skills;
- as children become more confident they sound out in their head;
- read tricky words on sight;
- understand what they read/develop comprehension skills;
- read aloud with prosody;
- encode quickly and easily by segmenting the sounds in words;

- In Year 2 most children will start to record written responses to reading comprehension questions.

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, all children review the week's teaching to help them to become fluent readers. Teaching begins in Week 2 of the Autumn term. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

#### **Reading Practice Sessions and Individual Reading:**

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

We recognise that some children may need additional reads in order to catch up with peers. Where possible, they will be heard by teaching assistants and reading helpers.

#### **Children in KS2 learn to:**

- use VIPERS skills (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise or sequence);
- Read fluently and accurately with automaticity and prosody;
- discuss the features of written texts through daily guided reading;
- develop key strategies in decoding;
- use punctuation when reading;
- explain to clarify and discuss;
- question - to probe understanding of words and text;
- investigate text - to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discuss and argue - to justify a preference;

#### **Guided Reading:**

Guided Reading takes place as a whole class daily, and focuses on developing children's ability to become independent readers, thinkers and learners. Key skills are taught during this time using the acronym VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise or sequence). In this way, we teach a progression of reading comprehension skills. The development of comprehension skills is recorded in reading journals during at least one of their guided reading sessions each week.

### **Storytimes:**

Teachers will teach the skills of reading comprehension and vocabulary acquisition through their class story time. In EYFS and KS1, the same stories will be read repeatedly until the children are able to join in with key words and phrases and the story structure becomes familiar to them. Teachers have the freedom to choose books that they are passionate about, meet the needs of the children in their class or reflect events that are happening at the time. To ensure that there is good progression, that children are accessing stories of an appropriate level of challenge and that children are exposed to a wide range of story types, we also select high quality texts from our *The Write Stuff* reading spine. In addition to reading and understanding these stories, the children are given writing opportunities linked to them as part of Write Stuff approach to the teaching of writing. This immersive way of teaching reading and writing ensures the children have a great understanding of the text and can demonstrate this through their writing.

### **Reading Assemblies:**

Creating a reading culture is central to our school vision and we believe it is vital for adults to set an example for all pupils by sharing books that they enjoy and are passionate about with a range of pupils. All teachers read to either EYFS and KS1 or KS2 as part of our reading assemblies. We believe that giving children the opportunity to hear an adult read aloud, allows them to see the teachers as 'readers' who passionately enjoy books and to begin to see reading as a pleasurable and enjoyable experience. It also allows the children to comment on and make sense of the events and experiences within a text and to deepen a child's understanding, by asking and answering questions. The books shared as part of the reading assemblies are displayed outside of the school hall so that children can see their reading journey, but also to refer to should they want to find and reread a book that they enjoyed.

During our assemblies, we also celebrate children who have shown a positive attitude to reading either in or out of school. They are given a certificate and prize by the teacher leading the assembly.

### **Displays and Book Corners:**

In order to promote reading, all classes have a book corner or shelf where high- quality books, that are appropriate for the age of the class, are accessible. These areas are engaging and inviting so that pupils are incentivised to use them. In EYFS and KS1, the books the children are familiar with and that have been used as part of story times are displayed at the front or forward facing. In KS2, the covers of books that have been read are displayed alongside key questions, skills, quotes or book recommendations. The number of books is manageable so that the children do not feel overwhelmed when choosing. Staff know the book stock in their classrooms and are able to make recommendations to the children.

The children also have access to our whole school library and use this area to explore a wider range of books than is available in their classrooms.

### **Cross- Curricular Reading:**

We actively encourage the children to become fully involved with their learning and support them to read and research using a range of topic books and internet content that will support their work across the curriculum. Our well-resourced non-fiction library has a wide range of topic books and the children are encouraged to use.

### **Enrichment Activities:**

We regularly enrich our reading experiences by providing opportunities for visitors to come to our school to share stories. Each year, we celebrate World Book Day and also encourage pupils to take part in The Summer Reading Challenge which is held every year by our local library. The children's librarian comes to school to take an assembly about this and engagement of pupils at our school is high.

### **Parents as Partners**

We firmly believe that parents who share the same passion and vision for reading make an enormous impact on their children's progress and enjoyment. We encourage parental engagement with reading and feedback the effectiveness of this at parent evenings and in the annual reports. We offer all new parents the opportunity to take part in a reading workshop when their children start school in reception. They will receive all of the necessary information about how to support early reading at home. Parents are also offered supportive workshops prior to the PSC and KS2 SATs. The importance of regular reading at home is always reinforced during these meetings. For parents who are unable to attend these meeting, we provide the resources that we have used for the workshops on our school website. We also have an 'open door' policy meaning that parents are able to come and speak to the class teacher at the end of the day if they require any further information about how to support their child.

We also use the Little Wandle parent resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### **Home/School Reading:**

Pupils who are learning to read through the Little Wandle scheme will receive phonically decodable books that are very closely matched to the sounds that they are learning in class. Regular assessments are used to determine which set of books the children read and they work systematically through the different levels. Alongside the Little Wandle books, children also receive a picture book each week to share with an adult at home.

When a pupil is ready to move away from the reading scheme, they are encouraged to borrow books from class collections and read these at home and in school during independent reading time. The books they have to choose from include fiction, non-fiction and poetry.

All children at St. Paul's are given a Reading Bingo Sheet at the beginning of each academic year. The purpose of these sheets is to encourage children to read widely across all genres, to encourage them to take an active role in what they choose to read and to enjoy reading. They run throughout the school year and we encourage adults and children to read together to complete them. The pupils are rewarded with a certificate in Good Work Assembly when they complete 1 line, 2 lines and the full house.

### **What happens if a child is struggling with reading?**

If a pupil in EYFS or KS1 is struggling with the demands of the Little Wandle reading curriculum, they may need some additional Keep Up sessions in the afternoons. These are short 5 or 10minute focus sessions to help them to get back on track. We may also ask parents for some additional support from home with this.

Some pupils will continue to need support with phonics as they move into KS2. For those children, we offer the Little Wandle Catch Up programme.

### **What happens if my child is identified as have a SEN need that impacts reading?**

We also offer the Little Wandle SEN programme for any pupil in the school who may need a more graduated response to the teaching of phonics. This is lead by a fully trained practitioner. It is consistent with the approaches in the main scheme to avoid any confusion. These sessions are in addition to the teaching that happens in class.

Within the classroom we have a range of texts which meet the needs of all learners. Learners, especially those who find it more challenging and feel less confident, how to navigate book areas/corners and where to find the texts they will be able to and will want to read.

Teachers plan for class 'read-alouds' and discussions that give learners with lower reading fluency access to age-appropriate texts. Hearing texts beyond their fluency level will also ensure that these learners are having opportunities to extend their vocabulary. Giving learners the opportunity to listen to a story without the printed text can support their engagement by freeing up their working memory.

## **Impact**

In order to measure the impact of our approach we assess the children and scrutinise the data in order to plan next steps. Our assessments include:

- Little Wandle phonic assessments six times a year and are completed by the class teacher. Interim assessments are used as and when is necessary to determine whether a child is making rapid progress towards their goals.
- When the children are fluent readers and are ready to move on from Little Wandle, they will sit PIRA assessments in order to help teachers identify any gaps and ensure that planning and teaching closely matches the needs of the pupils.
- In Year 1 the children take part in the Phonics screening in the Summer term. In Year 6 the children take a formal reading assessment as part of SATs. Pupils feel well prepared for these assessments.
- Salford reading papers will indicate reading ages and are used when appropriate for SEN pupils.
- Formative reading assessments are carried out through teacher-set tasks, focused observations and questioning of the children. The children's reading development is evaluated on an ongoing basis by the teacher/ teaching assistant and/or child, which ultimately informs the planning of reading.
- In KS1, if a teacher notices that a child has a gap in their reading then they can use the Little Wandle Keep Up resources to plug this quickly.

The English leaders monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident. The types of monitoring that take place are:

- Learning walks
- Book moderations
- Leadership observations
- Pupil interview