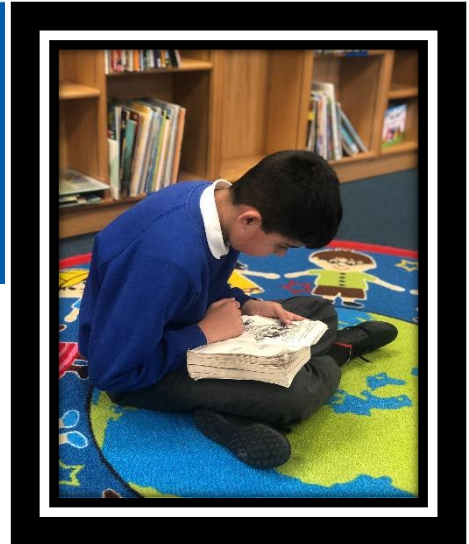
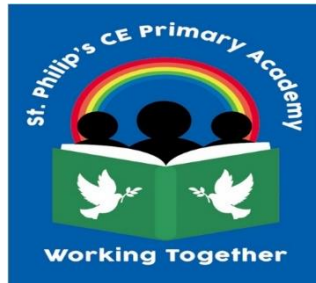


# Reading at St Philip's CE Primary Academy



# The Importance of Reading

**Our pupils say...**

**Others say...**

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

**- Walt Disney**

**'If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.'**

**- Albert Einstein**

**'I think it's the books that you read when you're young that live with you forever.'**

**- J.K. Rowling**

**'I like to read fiction books because they are good for your imagination.'**

**- Y5 pupil**

**'I like all kinds of books because it gives me the knowledge that I need to know.'**

**- Y5 pupil**

**'I like reading adventure books because they are so interesting and when you are older you know about the world.'**

**- Y4 pupil**

**'Reading is like a world full of imagination.'**

**- Y6 pupil**

**'I like books (mainly Harry Potter books) because they are fun to read and have lots of interesting words that you can use in your own writing.'**

**- Y4 pupil**

**'A book leads to a world of inspiration and thrilling adventures.'**

**- Y6 pupil**

# Reading through school

Research shows that a child who reads every day does better at every stage of their education.

## Overview

At St Philip's CE Primary Academy, we are dedicated to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read as writers and then write as readers. We use a range of strategies that aim to ensure pupils develop a love of reading. Thus, allowing them to read not only for purpose, but pleasure too.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RWI programme daily						
Small group reading sessions						
3 x week	3 x week	3 x week				
			Whole class reading lessons Daily			
Individual reading books						

## EYFS and KS1

Individual and group reading books in Reception and KS1 match the pupils' phonic knowledge, ensuring all words can be decoded. The books currently used are those that fall in line with the 'Read, Write, Inc' scheme.

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice. The lessons take place daily, lasting up to one hour and our led by fully trained teachers and teaching assistants. Assessments take place half termly, in line with the 'Read, Write, Inc' scheme.

Pupils also have individual book-bag books which are closely matched with phonic knowledge and taken home weekly.

## KS2

Whole class reading sessions occur daily – centred around a high-quality text (taken from the Power of Reading scheme) and often link closely to the topic within their class. Specific reading skills are explicitly taught and practised. All reading content is carefully chosen and is relevant, interesting and purposeful.

All pupils in KS2 visit the school library weekly and have their own individual reading books. Whole class books are read over a half term and individual book time is given in most classes each day. Weekly 'Book Talk' sessions are being trialed in two year groups. Pupils are given the chance to share (through talk) their current class book. Other pupils are then invited to ask specific focussed questions. All pupils are expected to read at home for a minimum of fifteen minutes a day.

# Skilled reading

## Reading Roles

At St Philip's, all classes use the 'Reading Roles' scheme. Pupils are explicitly taught each skill, using a variety of high-quality texts (fiction and non-fiction). We are finding that this approach ensures that pupils are equipped with a deeper understanding of reading.

Reading Roles – Areas of Content Domain ks2		
	<b>Translator</b> <i>The translator knows and can explain what individual words in a text mean.</i>	(2a) give/explain the meaning of words in context
	Focus: vocabulary	
	<b>Reporter</b> <i>The reporter finds the main facts in a text and writes them down.</i>	(2b) retrieve and record information/identify key details from fiction and non-fiction
	Focus: retrieving	
	<b>Researcher</b> <i>The researcher finds only the most important information in a text.</i>	(2c) summarise main ideas from more than one paragraph
	Focus: summarising	
	<b>Detective</b> <i>The detective works things out (makes conclusions) based on clues in a text.</i>	(2d) make inferences from the text/explain and justify inferences with evidence from the text
	Focus: inferring	
	<b>Forecaster</b> <i>The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective.</i>	(2e) predict what might happen from details stated and implied
	Focus: predicting	
	<b>Author</b> <i>The author explains why language and structural choices are made.</i>	(2f) identify/explain how information/narrative content is related and contributes to meaning as a whole
	Focus: explaining language and structure choices	
	<b>Interpreter</b> <i>The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.</i>	(2g) identify/explain how meaning is enhanced through choice of words and phrases
	Focus: authorial intent	
	<b>Librarian</b> <i>The librarian thinks about all the information in the text and finds similarities and differences.</i>	(2h) make comparisons within the text
	Focus: comparing	

# Reading in EYFS and KS1

Individual and group reading books in the EYFS and KS1 progress according to their sound content. Each book is placed into a set corresponding with the 'Read, Write, Inc' phonics programme used currently in school. Books are used for each set and progress by introducing new sounds, whilst also revisiting previously learnt sounds. Books are chosen carefully, focussing on the pupils' phonic abilities.

## EYFS

Reading Continuum				
Nursery 1	Nursery 2	Reception Semester 1	Reception Semester 2 (ELG)	Year 1 Entering
Shows an interest in print in the environment.	Knows that print gives meaning.	Is able to link sounds to letters in the alphabet.	Knows all set 1 and set 2? phonemes by end of reception	Knows all set one phonemes fluently and most of set 2 phonemes.
Shows an awareness of sounds in the environment.	Is able to orally blend simple CVC words.	Is able to segment and blend simple words demonstrating my knowledge of sounds.	Is able to use phonic knowledge to decode (Fred talk) regular words.	Is able to use phonic knowledge to decode (Fred in your head) 1.1-1.7 words.
To recognise familiar print in the environment.	Is able to recognise own name.	Is able to decode simple words and read ditties and captions.	Is able to read and understand simple sentences	Is able to read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
Is able to recognise print in the environment.	Is able to recognise signs and logos in the environment such as Morrison's and McDonalds.	Is able to recognise familiar words such as their own name and mum and dad.	Is able to read some irregular (tricky) words.	Is able to Read common exception words, noting unusual correspondences between spelling and sound.
Shows an interest in books and handles them with care.	Is able to hold a book, turn the pages and indicate an understanding of picture and print.	Is able to decode simple words and read ditties and captions.	Is be able to read a book (decodable)	Is able to read Green Read, Write Inc. books.
Shows an interest in rhymes – beginning to join in.	Is able to join in with the rhythm of well-known rhymes and songs.	Is able to find their own rhymes.	Has a favourite poem and can talk about its features.	Is able to participate in discussion about what is read to them, talking turns and listening to what others say.
Show an interest and begin to talk about illustrations in books.	Has a favourite story and say what it is called. To be able to talk about the main character of a book they have been read.	Is able to talk about the events and characters in books they hear and read.	Demonstrates understanding when talking with others about what they have read.	Is able to explain clearly their understanding of what is read to them.
Shows an interest in print in the environment.	Is able to tell you after being told what print says in the environment.	Is able to read by decoding provocations within the provision with some adult assistance.	Is able to read to support their learning of the wider curriculum.	Is able to re-read books to build up their fluency and confidence in word-reading.

### Children should be taught:

**'Word reading' through the systematic synthetic phonics program 'Read Write Inc.**

**Phonics - to recognise graphemes and speedily match them to phonemes**

**To read unfamiliar words working out the pronunciation by speedily decoding the word by sounding out (Fred talking)**

**To read irregular/common exception words through recognition of familiar printed words**

**'Comprehension' by developing linguistic knowledge and knowledge of the world**

**Different genres of literature such as stories, rhymes, poems and non-fiction texts**

**Story/Narrative language...**

**Storytelling story recounting using 'Pie Corbett' inspired actions and story mapping**

**How to play Bananagrams—a game with word building letter tiles.**

## **Dialogic Talk and Vocabulary**

**Dialogic classroom talk is used, whereby interactions between children and adults are motivated by discussable topics or objects that give direction and purpose to the dialogue. New vocabulary is introduced by commenting on what children are doing, recasting/echoing back as well as through engaging actively in stories, rhymes and poems. Storytelling exists using 'Pie Corbett' inspired actions and story mapping. New words and vocabulary are focussed on through the 'Word Aware' approach to teaching vocabulary and children are given opportunities to embed new words and vocabulary in a range of contexts.**

### **KS1**

**In KS1, pupils read a variety of quality texts in order to develop their reading skills.**

#### **Dialogic Talk**

**Dialogic talk plays a crucial role in deepening understanding and comprehension. In reading, much of the learning takes place through talk, discussion and debates. Pupils constantly discuss texts, with a focus on themes and meanings. They must draw on evidence from the text and justify their answers. The element of paired, group and whole class discussions allow and invite disagreements – whereby choices and ideas must be justified. This process, albeit rather new to staff and pupils – introduced November 2018 (English Lead) and September 2019 (all other staff) is beginning to deepen understanding and comprehension. It prompts pupils to probe their understanding of the text.**

#### **Vocabulary**

**Pupils discuss new words and build a wider understanding of vocabulary through exploring the meaning of different words. Subject specific and technical vocabulary is introduced via the 'Word Aware Charts'.**

# Key Stage 1

**Systematic phonics is taught using the RWI programme throughout Reception, Year 1 and Year 2. This is used to ensure the pupils are taught new phonemes in a particular order. Group phase teaching takes place on a daily basis.**

**A new sound is taught daily using flashcards and 'Fred the Frog'. Every lesson also incorporates writing of words with the taught phoneme.**

**Lessons are kept fast-paced and usually last no more than 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their learning.**

**Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound. This informs those that need 1-1 tutorials. Summative assessment takes place every six weeks, where the children are then re-grouped. Knowledge of each sound is checked, as well as the child being able to apply this when reading words.**

**Phonics does not stand alone at St Philip's. It is integrated into many areas of the curriculum, referring back to sounds and strategies wherever possible.**

**Children who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.**

**Set 1 phonics teaching starts as soon as the pupils start full-time in Reception. Set 1 introduces 24 phonemes. During the set, oral blending and segmenting begins, before moving on to blending and segmenting with letters.**

**Set 2 teaching then commences, which introduces more new sounds. By the end of set 2, the children will know one way of writing down each of the 44 phonemes.**

**In Year 1, children continue their phonics learning as soon as they arrive, usually recapping the set 1 phonemes. Set 2 phonics is then taught from early September. Set 3 phonics must be covered by the end of the Spring term to ensure consolidation time before the screening check in June.**

**In order for pupils to apply their phonic knowledge, they read in small groups with an adult three times a week. A strong emphasis is put on enjoying books and being enthusiastic about them. The children are grouped based upon their current phonic knowledge. Over the course of the week, the groups read their book three times. Each time focussing on a different aspect of reading. All groups are reading with their adults at the same time.**

**Before opening the book:**

**Graphemes that will be covered in the book are read**

**Red words are looked at and children are reminded of what these words say**

**Connections are made – comparisons with other books, similarities and predictions made**

# Key Stage 2

In KS2, pupils read a variety of quality texts in order to develop their reading skills.




All classes now also use the Power of Reading scheme to raise engagement and attainment in reading. Two staff members have attended various training sessions and are leading the way with effectively using this scheme.

## Dialogic Talk

Dialogic talk plays a crucial role in deepening understanding and comprehension. In reading, much of the learning takes place through talk, discussion and debates. Pupils constantly discuss texts, with a focus on themes and meanings. They must draw on evidence from the text and justify their answers. The element of paired, group and whole class discussions allow and invite disagreements – whereby choices and ideas must be justified. This process, albeit rather new to staff and pupils – introduced November 2018 (English Lead) and September 2019 (all other staff) is beginning to deepen understanding and comprehension. It prompts pupils to probe their understanding of the text.

## Vocabulary

Pupils discuss new words and build a wider understanding of vocabulary through exploring the meaning of different words. Subject specific and technical vocabulary is introduced via the 'Word Aware Charts'.

Explanation text – The Oozlewump			
	 Anchor Words	 Goldilocks Words	 Step on Words
Nouns	Scientists	member antennae	predators insulation
Verbs	wriggling mix bursts slides survive	wallowing flattening protected emerges provide develop	congregate rely attach distinguish recover
Adjectives	giant tiny	common protective foamy	indigenous solitary transparent rigid

**Most texts are chosen to align with our topics. This ensures the pupils really connect with what they are learning and what they are reading, on a deeper level. Other texts are also used so that they are able to apply their skills to unfamiliar subjects.**

### **Reading sessions**

**Reading sessions take place daily and are based around the explicit teaching of reading skills and metacognition via the Power of Reading. These sessions give the pupils the chance to develop these skills in ways which are challenging and engaging. Children work mainly as a whole class. The sessions help to link directly into the writing that the pupils produce. The following skills are taught and focussed on in KS2:**

	Content domain reference
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

### **Home reading**

**All children are given a Reading Record book which they must use alongside their home reading book. Books are taken home from the school library. It is essential that LKS2 children read for a minimum of three times per week and UKS2 children read for a minimum of four times per week. After a single reading at home, children must record at least two new vocabulary words and source the meaning. Parents must acknowledge and sign each reading entry. Reading Record books are checked to monitor reading at home.**

### **Learning through drama**

**Drama forms a crucial part of how English is taught. Class texts provide starting points to ignite the children's imaginations through drama. By doing this, the children are able to improve their understanding of texts as well as an engagement within writing – which emerges from the drama.**

### **Reading partnership**

**A reading partnership programme was launched in November 2019 between different year groups. Members of the class were partnered with those from another class and shared books together. This will become a termly event to support the learning of younger children and provide the older children with the opportunity to think about questioning. This will also support the improvement of comprehension skills.**