

St Paul's C of E Junior School Reading Strategy

Reading is central to the curriculum at St Paul's and is taught explicitly and is also used to support learning throughout the wider curriculum. We ask parent/carers to reinforce this at home through reading carefully selected reading material.

Phonics – Bridging the Gap

On entry to Years 3, pupils' phonic knowledge is formatively assessed: phonic patterns and sounds are recapped through starters to English lessons in the initial weeks of the Autumn Term. Any pupils joining the school, at any stage, who did not pass the Years 1 Phonics screening, and those for which English is an additional language, are assessed on a one-to-one basis. Those pupils whose learning needs still sit within a phonic programme are supported through daily phonic groups, organised within phases. Pupils are grouped according to need and phonic stages.

Guided Reading in Lower Key Stage 2 (Years 3 and 4)

In Years 3 and 4, pupils begin to build on their secure phonic knowledge acquired in KS1, to read longer texts. Reading is taught using the whole class approach, with everyone reading and enjoying the same text together. Whole texts are read across the duration of a term, with and include both fiction and non-fiction. Sessions are taught using a reciprocal reading approach and consist of a dialogue between the teacher and the pupils for the purpose of jointly constructing the meaning of the text. Teachers use a balance of explanation, instruction, modelling and guided practice to develop understanding of key reading skills. Those pupils who struggle with reading are of the highest priority and are frequently given the chance to read aloud in these sessions and at the least, three times per week.

Reading units are structured in the same way across the key stage to ensure consistency:

- On Monday, an hour-long session is taught that focuses on particular objectives from the National Curriculum in response to a short section of the text read aloud and explored through thorough class discussion, giving pupils the chance to orally rehearse and refine their responses before writing them down.
- Throughout the rest of the week, there is a short-focused activity each day in response to a short extract of the text read aloud. For these activities, pupils are encouraged to respond independently, with whole class discussion following after.

Across the two Years, the texts studied become progressively detailed and challenging and are carefully selected to cover a range of themes.

By the end of Years 4 children should be secure readers, who read for meaning. A secure reader has a good understanding of texts and takes an active approach to reading. They are able to visualise, ask questions, repair any break down in meaning and use different strategies to infer the meaning of unfamiliar words. These children think about their background knowledge of a topic before and

during reading and frequently check their own understanding of the text through making predictions, linking to other texts, asking questions to clarify and constantly visualising and making brief summaries of what they have read. If they do not understand, instead they re-read for sense, infer meaning of new vocabulary or read on to clarify meaning.

Guided Reading in Upper Key Stage 2 (Years 5 and 6)

In Years 5 and 6, we continue to build on the foundations of reading laid lower down the school. Pupils continue to be taught using the whole class approach, structured in the same way as in previous Years, and texts are carefully selected to push pupils' deeper reading skills and challenge them to read more critically and analytically. A range of themes, techniques and intricacies displayed by writers are explored. Sessions remain heavily discussion-based, allowing pupils to learn collaboratively how best to structure their book-related thinking and subsequently, written answers.

Guided Reading Strategies

Within guided reading sessions, teachers use a range of strategies:

- 1. Teachers will be explicit as to which reading skills are being taught that lesson.**
- 2. Teachers will guide the pupils to explore challenging vocabulary that will be encountered in the section of text to be read.**
 - Children will be taught different strategies to infer the meaning of unfamiliar words: re-reading the text, reading around the word, reading on to the next sentence, visualising the information, using their background knowledge of the subject, analysing part of the words from clues, examining what fits the context and using knowledge of synonyms that would fit the sentence.
- 3. Teachers will recap what has been read in the previous session, reminding pupils of any key questions/thoughts that were raised.**
 - This keys children into the text and starts to activate prior knowledge.
- 4. Modelling reading:**
 - Teachers will explore the first part of the text with the children and discuss how the text should be read, exploring themes, language and context.
 - Teachers discuss with the children where to use emphasis and intonation in the text.
 - Think Aloud:** The teacher, with the children, models what they are thinking when they are reading, asks questions, predicts what may happen next in the text, discusses the language choice of the author, uses background knowledge of the subjects and makes inferences.
 - Shared Reading:** Teacher will read up to a certain point in the text with correct fluency and intonation at a specific point the children will take over the reading from the teacher correct fluency and intonation.
- 5. Predicting, hypothesising and using evidence:**
 - Teacher models predicting what will happen next/ themes/ motives etc. (based on available information).

- Children practice predicting what will happen next/ themes/ motives (based on available information).
- As they read on the teacher and children discuss how and why they may need to modify their predictions based on the extra information they have read.
- Children are encouraged to make regular, brief summaries of what they have read, linking their summaries to previous predictions and updating their ideas about the text in light of what they have read.

6. Exploring key themes:

- A range of strategies to explore themes are used: emotion graph, timelines, visual diagrams, mind maps, conscience alley, comparison charts and tables to highlight similarities and differences between texts, debates etc.

7. Skimming and scanning:

- Teachers model locating key words in specific sections of text and re-read the sentence before, the sentence the key word is in and the sentence after.
- Children are encouraged to find key words in text as part of the process to answer comprehension questions.

8. Developing and expressing understanding:

- Led by the teacher, children constructively contribute in a discussion to explore their understanding of a topic raised through reading. They respond to and build on the views of others through evidence from the text.

9. Modelling effective responses:

- The teacher and children discuss the different types of comprehension questions being asked and which are the appropriate strategies to use when finding the answer.
- Children recognise different types of comprehension questions and know whether the information required will be explicitly stated or implied in the text.
- Teacher will model varying reading strategies to answer different types of questions
- Teacher will model answering questions and justifying their answers with evidence from the text. Showing when it is useful to use a direct quote, paraphrase or adapt.
- Children orally discuss answers and evidence from the text.

Reading for Pleasure / Reading at Home

It is part of the homework expectations that pupils read aloud to someone at home for a minimum of twenty minutes, four times per week. We encourage parents and carers to discuss their child's reading with them, supported by suggested prompts and questions. Reading is recorded in the pupil's Reading Record. This reading is monitored by the class teachers and any pupils identified as needing further support with their reading are supported in an appropriate way, decided on an individual basis.

Pupils work their way through the school reading stages and when it is deemed appropriate by the class teacher, they will become a 'free reader' and will select books from their class library. At the beginning of every Years, teachers conduct a reading survey, listen to individual readers and have discussions with their new

class, to inform them of their pupils' reading practices and to allow them to support the pupils in selecting reading material that will interest them but also remain well-matched to their reading competency. Throughout the Years, teachers check fluency and comprehension through questioning in a variety of reading contexts. These questions assess the child's understanding through asking them specific comprehension questions about the text covering vocabulary, inference, prediction, explanation and retrieval.

Reading for Pleasure is also promoted in other ways in school, such as:

- Daily Class Reader time;
- Book Fairs;
- Authors into Schools Programme;
- World Book Day;
- Class Reading Scrapbooks;
- Half-termly Reading Newsletter;
- Reading challenges.

Reading Ambassadors

In Years 5 and 6, pupils have the opportunity to apply to become a Reading Ambassador. This group meets regularly with the Reading Subject Lead, to discuss ways to promote reading throughout the school. They also carry out a range of day-to-day duties:

- Ensuring the class reading environment is positive by keeping the class library tidy, organised and enticing;
- Reading with pupils in younger Years groups;
- Visiting other classes to recommend and promote books;
- Organising and presenting book-themed assemblies to the rest of the school;
- Helping with the planning of World Book Day;
- Contributing to the Reading Newsletter.