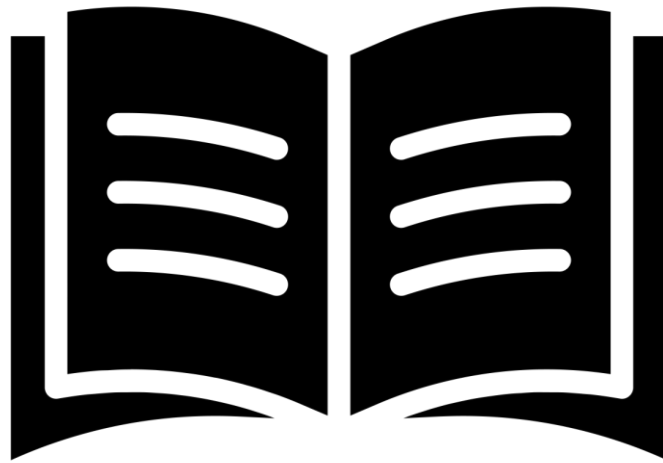




St Cecilia's
CHURCH OF ENGLAND PRIMARY SCHOOL

'Therefore encourage one another, and build each other up.'

How We Teach Reading



School vision

‘Therefore encourage one another, and build each other up.’

At St Cecilia’s our vision is to be a school community where we celebrate everyone’s gifts, and where everyone has a chance to flourish and grow. Our pupils will leave St Cecilia’s Church of England Primary ready for secondary school with a thirst for seeking knowledge, wisdom and understanding. Our pupils will gain high aspirations and the self confidence that they can lead a meaningful and fulfilling life, contributing positively to the community.

Education at St Cecilia’s Church of England Primary will be built on a firm foundation of Christian values with an expectation of high academic standards and pastoral care for all. The right foundations will mean unlocking future potential and enabling all in our school community to flourish. We want to give all our pupils ‘a good foundation for the future’. In partnership with parents, it is our ambition that all children will be independent, resilient and have a strong sense of moral responsibility.

Reading Intent



To **Inspire** so that children are motivated to read and have a genuine love of reading. They enjoy the challenge of reading increasingly sophisticated texts and have high aspirations of themselves.



To **Impart knowledge** so that children become fluent readers and they can confidently comprehend the text they are reading, understanding the themes and plot lines of stories.



To **Develop Communication** by providing children the opportunities to read allowed for a variety of purposes and audiences. Children learn that authors communicate with their audiences through the texts that they write.



To **Be Inclusive** so that all children can enjoy a range of narrative, non-fiction and poetry texts.



To **Promote Citizenship and Spirituality** by encouraging children to discuss and give opinions about a text and interpret what is read in way each child finds meaningful. Children read books from a diverse range of cultures allowing them to connect with characters and themes at a deeper level.

Reading Implementation

Teaching and Learning Principles

To realise these aims we have core principles, based on extensive research, that drive curriculum design, teaching and learning in our school.

To inspire:

- We read aloud to the children every day and enjoy a story for the story's sake
- We select books that the children love and connect with
- We focus on enjoyment rather than competition
- We offer the children the opportunities to read a range of genres and support children to find texts they enjoy
- We challenge each reader to stretch themselves and recommend aspirational texts
- We set personalised goals for the children, which aim high, and value excellence
- We teach skills using engaging texts which relate to the interests of the children
- We celebrate the successes of each other and praise effort and perseverance
- We use quality texts which the children have access to
- We arrange for local authors to come to our school and read with the children
- We facilitate reading clubs

To Impart knowledge:

- We ensure that our curriculum places rich subject-specific knowledge at the heart of all learning.
- We organise our reading spine so that it is progressive not only with text difficulty but also the themes and plots that need to be comprehended
- We model reading to the children every day showing what quality reading looks like
- We explicitly teach the skills required to become strong readers (VIPERS)
- We guide children through an instructional framework and model expectations clearly
- We use knowledge organisers to support children with the understanding of a text being read
- We use high quality feedback to children through a collaborative dialogue
- We ask questions to deeper understanding
- We ensure teachers have strong subject knowledge through regular CPD
- We revisit key concepts regularly to ensure they enter the long-term memory.
- Each lesson begins with a recall of key vocabulary met in the text

To develop communication:

- We place a high value on oracy and language development
- We ensure every classroom is a language rich environment
- We plan in opportunities for children to talk and listen to each other's views and ideas
- We teach children how to be good listeners
- Children have regular opportunities to read aloud to an audience
- Adults model good reading fluency and skills
- ORACY programme and sentence stems (Voice 21)
- We have a 'no hands up' policy so all children must engage with questions. Children have opportunities to discuss answers before answering focusing on the quality of responses.

To be Inclusive:

- We have clear routines and expectations of learning behaviours
- We model and scaffold learning so that it is accessible to all
- We ensure learning is broken down in to small steps.
- We ensure we are aware of the specific needs of every child in the classroom
- We ensure that adjustments are made to the text being read if appropriate
- Individual reading scheme books are carefully matched to the ability of the child
- Children have access to the same challenging texts during WCR
- We use pre-assessment techniques to inform teaching
- We celebrate success and progress for all children

To Promote Citizenship and Spirituality:

- We ensure children have opportunities to read books by authors from different cultures
- We ensure children have opportunities to read books including themes which create a deeper understanding of the world including cultures and religions.
- We encourage children to give their views and opinions based on what has been read
- We ensure children have the opportunities to regularly reflect on what they have read and how it impacts their own lives.
- We teach children to respect the views and opinions of others
- We encourage children to take responsibilities for their actions and for looking after the wider school environment and community
- We engage in democratic processes when selecting class texts
- We encourage children to contribute their thoughts and ideas to whole class discussions
- We teach children how to manage their feelings when they are evoked from a text
- We discuss how characters reconcile tensions and dilemmas
- We discuss the actions of characters and discuss whether it was the right way to act and the impact of character's actions
- We teach children and encourage them to lead active, healthy lifestyles
- We provide opportunities for children to read to wider audiences
- We provide opportunities to meet and talk to authors from the locality

Phonics

At St Cecilia's we place huge focus on the children's ability to read and therefore it is pivotal that the children get off to a good start when they enter Nursery/ Reception. For this to happen we use a well renowned scheme called Read Write Inc (RWI). To learn more about this scheme please read the school's phonics handbook.

RWI sessions will take place everyday in the mornings and children will be placed in smaller group sessions so that learning can be focused on the needs of each child.

Children are given individual reading books which are linked to the RWI scheme and that are appropriate to the phonics phase and sound in which they are learning.

Whole Class Reading

PRIORITISING FLUENCY, CONTENT KNOWLEDGE, vocabulary STRATEGIES

Once children have completed the phonics scheme and are secure with phonological sounds, the teaching of reading progresses to Whole Class Reading (WCR). This entails the class reading a specifically chosen text that allows children to develop reading fluency and has themes and opportunities to develop comprehension and language understanding.

The structure of WCR is as follows:

- Half a term on well-chosen extracts including poetry, non-fiction and fiction. This will be one extract a week
- Half a term studying a text in a deeper way – one chapter/ section a week.

WCR sessions happen on a daily basis and last 30 minutes.

Monday	Tuesday	Wednesday	Thursday	Friday
Children get extracts and teacher reads to the children	Fluency reading of the extract	Children read the text again	Retrieval focus Explaining focus	Inference Focus Prediction focus
Vocabulary focus session	See fluency activities	Summarise What has been read.		

WCR Weekly Session Structure

Monday - Teacher reads the text to the children addressing key language and discussing meaning

Tuesday - Children focus on fluency. Children can read to each other and the children assess against the class fluency checklist. Children can text mark. For more ideas see the VIPER activity ideas sheet. During this time adults listen to children read as part of our policy to hear all children read weekly.

Wednesday – Children read through the text again and focus on summarising what they have read. Children must bullet point the key events from the extract/ chapter and explain why they think they are key.

Thursday - Based on the extract/ section they have read the children answer retrieval and Explaining questions. Focus on the teaching of skills that allow children to retrieve and explain.

Friday – Based on the week's extract/ section the children focus on inference and prediction. Teacher focus on teaching strategies that allow the children to do this well.

For activities that allow the children to engage with VIPERS can be found in Appendix 1

How Vipers matches the expectations of the Curriculum can be found in Appendix 2

Whole Class Reading texts

The texts chosen for the WCR sessions are carefully selected to support the children's reading development. When choosing the texts for each class we consider the following factors:

- 1) Lexile measure – words per sentence/ language complexity
- 2) Syntax – sentence type variation
- 3) Diversity of literature and Authors
- 4) Skills focus (VIPERS)
- 5) Child enjoyment
- 6) Curriculum links

See Appendix 3 for year group reading spines.

Individual Reading Scheme

At St Cecilia's, we use Accelerated Reader as the individual reading scheme. Each child is assessed and given a book rating based on their ability and then given a reading book that matches this level.

Each child in the school reads to an adult at least once a week with the lowest 20% of each class reading 3-5 times a week to an adult.

Children are expected to read at home with adults at least 3 times a week with a focus on reading fluency, speed and vocabulary.

Reading for pleasure

At St Cecilia's we value reading, not only as the doorway to the curriculum, but also as a means to improving well-being and reading for the pleasure. We have an initiative call 'Bookopoly' where each year, the children have the opportunity to read a range of texts for enjoyment. As they read these books they tick them off their card. Children who complete the card by the end of the year receive a prize.

The Bookopoly texts:

- Are challenging at their age range
- Are of varying genres including poetry
- Are written by a variety of authors
- Have a variety of themes including culture, diversity, race, environmental issues, historical themes,
- Are varying in length

Reading teaching pedagogy

- Teaching takes in to account previous learning
- Instruction and explanation are clear and precise
- Subject matter of the text is understood by the learners so reading 'skills' can be the focus
- High standard of modelling by the adults
- Regular feedback is given to the individual
- Build on phonological awareness as a means to develop fluency
- Give children opportunities to engage with challenging texts increases reading age by 8 months
- Teaching of reading skills is explicit e.g VIPERS
- Vocabulary is discussed ever lesson so the text is accessible
- Children have regular opportunities to read aloud and reflect on the fluency

SEND

All pupils at St Cecilia's are entitled to a broad Reading curriculum. Adaptations are made to content delivery rather than diluting the content taught.

Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.

Through using a range of assessment tools, differentiation/ scaffolding is facilitated by teachers, to ensure that each pupil can access the Reading curriculum.

Children are given clear success criteria in order to achieve the Learning Intention with different elements of independence.

If appropriate, children engage with pre-teaching sessions so that they have a stronger idea of what is being taught before the lesson starts.

Interventions are implemented where appropriate to support lower attaining children.

Reading at home

Children are expected to read at home on a regular basis with a focus on reading fluency. We hold annual reading workshops around what this means and what it can look like at home for different year groups.

Assessment

Formative Assessment

Teachers use AFL strategies on an ongoing basis, during WCR and Individual reading, so that misconceptions can be identified and addressed at the earliest point.

Individual targets are set for each child and these are worked on during individual reading sessions.

Summative assessment

In year 1

- Children complete termly Phonological awareness checks leading up to the statutory assessment in June.
- Children complete termly Assessments
- Children complete termly reading speed checks and fluency checks against Tim Rasinski Rubric (Appendix 5)

In year 2

- children complete termly SATs papers leading up to the statutory assessment in May/ June
- Children who had not passed PAC do termly assessments leading up to retake

In KS2

- Children complete termly NFER assessments
- Children complete Termly reading speed assessment
- Children complete termly reading fluency rubric
- Year 6 complete termly SATS papers leading up to statutory assessment in May.

Values in Reading



- Gratitude –** Children read a range of text types and show gratitude that they have the opportunity to read these and
- Kindness -** Children read books with varying themes and have the opportunity of discussing character actions etc. Children also read aloud often so children are encouraging, supportive and where appropriate constructive with feedback.
- Forgiveness -** Children read texts with a range of themes. Children pick up when apologies are made in the text and how this helps the characters move on.
- Truthfulness -** Children are honest with themselves when they find things hard and need some help. They ask questions to deepen their understanding of the text that they are reading. Children are honest about how they engage with reading outside of the classroom.
- Perseverance -** Children will engage in texts which are challenging to read and have challenging themes and plot lines. Children are encouraged to persevere with books they are reading and understand where they can get support.
- Wisdom -** Children understand that reading is the doorway to the whole curriculum and opens up a wealth of knowledge.

Impact

Pupil voice shows that pupils are confident and able to talk about the books they have read. Pupil voice also demonstrates that pupils enjoy Reading and are able to recall their learning over time.

Pupils work demonstrates that Reading is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Evaluating the Reading curriculum

When evaluating our curriculum, we ask ourselves these questions which are derived from our curriculum aims:

Inspire

- To what extent do our children show independence, resilience and high aspirations in Reading?
- To what extent does our Reading curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality texts?
- To what extent are children motivated to read?

Impart Knowledge

- To what extent do children retain the knowledge learnt in Reading?
- To what extent does the Reading curriculum build/ progress over time?
- To what extent do children make progress against milestones over time in Reading?
- To what extent does teacher's subject knowledge impact learning?
- To what extent to the VIPERS progress from year to year?

Develop communication

- To what extent does our Reading curriculum teach quality language?
- To what extent does the Reading curriculum provide opportunities to work collaboratively?
- To what extent does the Reading curriculum support children with oracy skills?

Inclusivity

- How well is learning broken down and scaffolded in Reading?
- How well is assessment used to inform planning in Reading?
- To what extent does the Reading curriculum meet the needs of all learners including SEND/ EAL etc?
- How effective are Reading interventions?

Citizenship and Spirituality

- To what extent does the Reading curriculum allow children to take responsibility for their learning?
- To what extent does our Reading curriculum allow for diversity?
- To what extent does the Reading curriculum offer opportunities to present work in creative ways?
- To what extent does Reading offer opportunities to utilise the skills of the wider community?
- To what extent do learners contribute to discussions and verbalise opinions?

