

Reading

Our Vision for Reading:

We believe that reading is a vital skill that will support children's learning across the whole curriculum. As a school, we ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. We want our children to become enthusiastic, independent and reflective readers but most of all, we want our children to enjoy reading.

Our Aims for Reading:

Children have many opportunities to develop their word reading and comprehension skills: through guided reading sessions, whole class readers, individual reading books, home reading books and reading interventions. We aim to ensure all children:

- Read with confidence, fluency and understanding.
- Are able to use a full range of reading strategies, e.g. phonics, word recognition, graphic knowledge, picture or context clues.
- Have an interest in books and read for enjoyment which provides them with a wealth of texts and story patterns for their own writing.
- Develop the skill of sustained reading.
- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Have knowledge of a range of authors, poets and playwrights.
- Have experience of group, shared and individual reading.

At St. Elizabeth's Primary School reading takes place on a regular basis for every child. Children are encouraged to read at home daily and a variety of books are available for children to use both in school and at home. Children are taught reading strategies through shared reading during English lessons, other curriculum subjects and during guided reading sessions.

Phonics:

Letters and Sounds is introduced at Foundation Stage, using a synthetic phonic approach. Daily phonics sessions follow a very structured format. Children are also taught to read and spell words from the National Curriculum and are tested on these.

How Phonics works:

- Phonics focuses on sounds for example, ee, ch, th, oo, ai, rather than children having to recognise whole words.
- In synthetic phonics, children start by sequencing the individual sounds in words- for example, 's-t-r-ee-t, with an emphasis on bringing them together.
- Once they have learned all these, they progress to reading books.
- The synthetic part comes from the word 'synthesise' meaning to assemble or blend together.
- Children who learn using synthetic phonics are able to have a go at new words working from sound alone, whereas those using analytic phonics are more dependent on having prior knowledge of families of words.

During the autumn term, all reception and year one parents are invited to attend a meeting on how phonics is taught in our school.



### Individual Reading:

Children's reading is continually assessed, throughout Key Stage 1 all children are given a book banded book appropriate to their level of reading and comprehension. In Key Stage 2, class teachers assess children and decide whether they are able to choose their own book or stay on a book banded book. We provide a wide range of reading material for children to select from, for information and entertainment. Our reading schemes include: Project X, Bug Club, Out of this World, Collins Big Cat, and Oxford Reading Tree.

### Guided Reading:

Guided reading is used throughout the school as a key learning strategy. Teachers and Teaching Assistants conduct small guided reading sessions weekly. These sessions cover a range of assessment foci and reading domains. We have adopted the Literacy Shed Reading Vipers to ensure coverage of all reading domains. For guided reading we have a wide selection of books including fiction, non-fiction and poetry. We also have a wide selection of comprehension resources which are also used in guided reading sessions.

### Shared Reading:

Teachers take every opportunity to shared read with a class or group. They demonstrate how to read a wide variety of different genres and text types and show that reading is a pleasurable and informative experience. Once a term we host a whole school 'Big Read,' all classes swap around so that older children can share books or their own writing with younger children. Students from our local High School also join us for these sessions.



### Reading at Home:

Reading improves with practice, so regular reading at school and at home will help children to become a better reader. Reading to and with a child every evening for at least 10 minutes can make a dramatic difference to a child's achievement within school. A report from the Oxford Reading Press highlighted the importance of parents reading with their children.

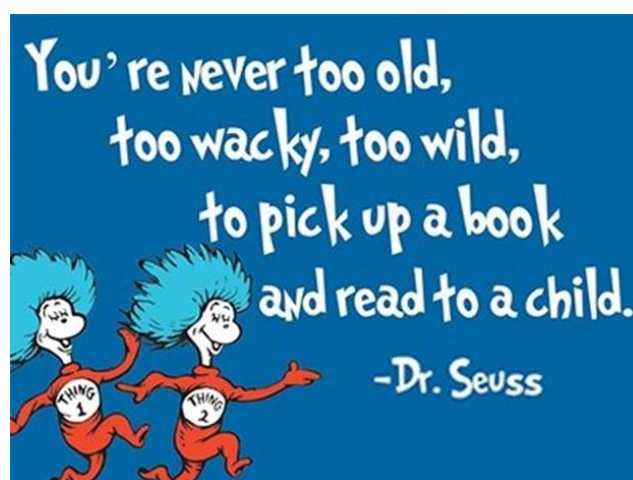
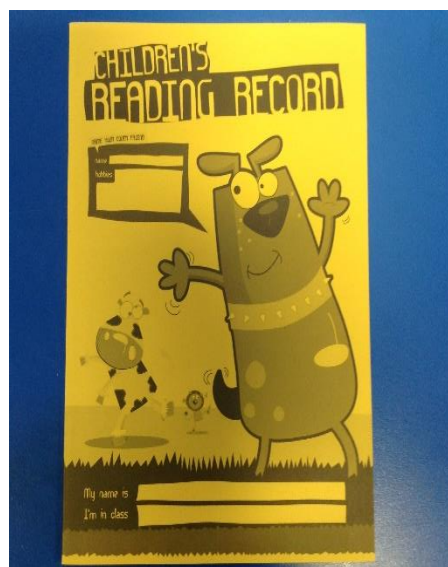
***'Children who read outside of class are 13 times more likely to read above the expected level for their age.'***

We expect our children to read regularly at home, the following table is a guideline:

Year Group	Reading Expectations at Home
Nursery	Sharing stories and rhymes together, promoting a love for stories
Reception	Reading – 5-10 minutes, 3 x week with an adult, including discussion about the text
Year 1	Reading – 10-15 minutes, 3 x week with an adult, including discussion about the text
Year 2	Reading – 10-15 minutes, 3 x week with an adult, including discussion about the comprehension and inference of the text (see suggested questioning)
Year 3	Reading – 15-20 minutes, 3 x week with an adult, including discussion about the comprehension and inference of the text (see suggested questioning)

Year 4	Reading – 15-20 minutes, 4 x week with an adult, including discussion about the comprehension and inference of the text (see suggested questioning)
Year 5	Reading – 20 minutes, 4 x week with an adult, including discussion about the comprehension and inference of the text (see suggested questioning)
Year 6	Reading – 20 minutes +, 5 x week with an adult, including discussion about the comprehension and inference of the text (see suggested questioning)

All children have their own home reading book and a reading record. Parents are encouraged to listen to their children reading regularly and record this in their children's reading record.





## Reading Volunteers and 1:1 Readers

We acknowledge that some children need some additional support with reading. We have reading volunteers from the reading charity Beanstalk who attend school regularly to give support and encouragement to those children. We also have key children, across the school, who benefit from daily 1:1 reading sessions with an adult.

If you would like to volunteer as a reader please pass your name and number into the school office, any support with reading is hugely appreciated.

## Celebrating Reading

We celebrate books in many ways in St. Elizabeth's School. Classes regularly host reading conferences in which children and adults discuss their favourite books and authors, providing reading recommendations. Every month a child is selected from each class to recommend their choice of book in assembly, they receive a 'Reader of the Month' certificate and the choice of a new book as a reward.



Authors and poets are frequently invited to our school. In the autumn term the whole school participates in a 'Performance Poetry Week' and in the spring term we have a 'Book Week.' We host two Book Fairs per year and every two years we have a 'Recycle Your Book' day.

