

Reading at Christ Church C of E Primary School



It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. National Curriculum 2013.

Aims

- To establish a clearly sequenced and progressive reading curriculum across all primary school key stages, ensuring a smooth and effective development of foundational skills and reading comprehension from entry to Year 6.
- To cultivate a vibrant reading culture throughout the school that ignites a lifelong love of reading in all pupils, fostering positive attitudes towards books and reading for pleasure.
- To provide consistent and equitable opportunities for all children to engage with a rich and diverse range of high-quality texts, encompassing various genres, authors, and perspectives, to broaden their understanding of the world and develop their literary appreciation.
- To empower every child to become a fluent, confident, and comprehending reader who can apply their skills to become motivated and expressive writers and articulate speakers by the time they transition to secondary education.

Intent

At Christ Church School, we believe that reading is the cornerstone of a fulfilling and successful life, extending far beyond the mechanics of decoding. Our intent is to cultivate a deep-seated love of reading in every child, empowering them to become fluent, confident, and critically engaged readers who can navigate the world and access the richness of human knowledge and imagination.

We are committed to providing a progressive and systematic reading journey from the moment children join us. Building upon the foundations laid at home through early talk and exposure to stories, rhymes, and songs, we explicitly teach decoding skills through the Rising Stars phonics programme, ensuring all children develop a secure understanding of the alphabetic code. Alongside this, we foster comprehension from the earliest stages, nurturing communication, listening skills, and a deep understanding of diverse texts.

Our ambition is that by the time children leave Christ Church School, they will be passionate and purposeful readers who: choose to read widely for pleasure; confidently apply their reading skills to learn across all subjects; and possess the critical thinking skills necessary to thrive in secondary education and beyond. We strive to equip them with the lifelong gift of reading, opening doors to endless possibilities.

This document sets out some of the ways that we teach reading in our school.



Approaches in EYFS and Key Stage 1 (Years 1 and 2)

Phonics: Rising Stars Rocket Phonics

30 minutes, taught daily in year groups (Reception, Year 1 and Year 2)



3-Part Read: Rising Stars Galaxy

Reading Instruction (takes place over 2 - 3 sessions per week)



Detectives



Decoding and preparation

Performers



Reading for speed and fluency

Explorers



Reading for comprehension

Reading Scheme: Individual and Independent Reading

Children read their Rising Stars Reading Planet books, independently and/or 1:1 to an adult. This book is taken home each night to share with families.



Reading in the Curriculum

English narrative units are based on carefully selected quality texts. You can find these on the English Long-Term Plan.

A range of information texts linked to the curriculum are available in class libraries and in the school library. These are used in lessons and children are encouraged to choose some of these as part of their self-chosen reading.

Reading for Pleasure: Self-chosen Reading

Daily access to books in the classroom. Every class has a well-stocked and regularly updated class library. Children are encouraged to enjoy these books independently or to share them with a partner or adult.

Class story

Daily story, song and rhyme.

Stories are chosen to engage children, invite discussion, elicit emotion and develop a love of stories and books.

School library

Children access the whole-school library on a weekly basis and choose a book to share at home.

Additional Support available for children working below or towards the expected standard in reading:

Phonics: Rising Stars Rocket Phonics

Range of support includes:

- Weekly pre-teach or consolidation, taught in small groups.
- Daily phonics practice.
- Targeted phonics mats.
- Some children will have additional support identified on personalised learning plans.



Reading Scheme: Individual and Independent Reading

- Some children will access an additional 1:1 reading session with an adult.
- Children might have 2 reading books: 1 at consolidation level and 1 at instructional level.



Other Support:

- Targeted support from our school librarian to access library books linked to their interests.
- Some children will have additional support identified on personalised learning plans.
- Home/school communication and meetings.

Approaches in Key Stage 2 (Years 3 to 6)

Whole class read (3 sessions per week)

Whole class read involves reading and analysing a shared text, in order to model reading strategies, build comprehension, expand vocabulary, and foster a love of reading through collective engagement and discussion. There are 3 sessions per week.

Session 1

- Prepare to read
- Initial read

Session 2

- Shared read, including modelling
- Dialogic discussion

Session 3

- Independent read
- VIPERS comprehension activities

Reading for Pleasure: Self-chosen Reading activities (up to 2 sessions per week)

This is a quiet time where:

- children can build reading experience and stamina, using their school reading scheme book. Older children can choose from their reading scheme book or a self-chosen book from home or the school/class library.
- children can engage with a creative follow-up activity linked to the whole class read.

Reading scheme books are taken home each night for children to read and share.

Reading in the Curriculum

English narrative units are based on carefully selected quality texts. You can find these on the English Long-Term Plan.

A range of information texts linked to the curriculum are available in class libraries and in the school library. These are used in lessons and children are encouraged to choose some of these as part of their self-chosen reading.

Class story

Daily. Read by the teacher, books are chosen to engage children, invite discussion, elicit emotion and develop a love of stories and books.

School library

Children access the whole-school library on a weekly basis and choose a book to share at home.

In addition to a class library slot, children in Key Stage 2 are invited to twice weekly library lunchtimes where they can spend longer exploring the texts and stay and read if they wish.

Additional Support available for children working below or towards the expected standard in reading:

3-Part Read: Rising Stars Galaxy

Reading Instruction (takes place over 2 - 3 sessions per week)

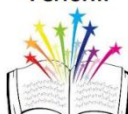


Detect



Decoding and preparation

Perform



Reading for speed and fluency

Explore



Reading for comprehension

Reading Scheme: Individual and Independent Reading

- Some children will access an additional 1:1 reading session with an adult.
- Children might have 2 reading books: 1 at their reading level and 1 at their age level.



Other Support:

- Targeted support from our school librarian to access library books linked to their interests.
- Some children will have additional support identified on personalised learning plans.
- Home/school communication and meetings.

3-Part Read: Collaborative Learning and Understanding

In addition to daily phonics teaching, our primary strategy for teaching reading in EYFS and Key Stage 1 is through 3-part read sessions.

Frequency

The 3-Part Read takes place over 2 or 3 sessions per week

2 session model: Session 1 is split into 2 parts, Detectives and Performers. In this session, children prepare to read and then read for accuracy. In session 2, children re-read the text, this time for understanding and enjoyment.





3 session model: In this model, children prepare to read in the first session, read for accuracy in the second session and finally read for understanding and enjoyment in the third session. See the table below for a full breakdown of these steps.

Reading Books: 3-Part Read

The books used in these sessions are from the Rising Stars Reading Planet Scheme and they are closely matched to the phonics sounds that children are learning in their phonics lessons.

Reading Books to share at home

Children will also be given a book to share at home. This will either be a book from the same colour band as their 3-Part Read book, or a different colour band that matches the sounds that they are consolidating on an individual basis. We want to make sure that the books they bring home are books they are able to read and share confidently.

Prepare:		<ul style="list-style-type: none"> Daily Systematic synthetic phonics (SSP) instruction, where children learn to blend sounds to read words.
EYFS / KS1 3-Part Read	Plan: <ul style="list-style-type: none"> Plan: Identify pages within the book that will be read Note miscues from previous session to be practiced Identify graphemes, digraphs, tricky words that appear in the book Plan VIPERS questions 	
 1 Detectives <i>Identifying sounds</i>	<ul style="list-style-type: none"> Practise reading graphemes and digraphs (some at the front of the book) Read aloud words that primarily use the sounds and spelling children have practised. Identify and read words that children follow typical phonetic patterns, or EPCs that they have already learned. These are found at the front of the book. 	
 2 Performers <i>Reading with accuracy</i>	<ul style="list-style-type: none"> Children apply their decoding skills to read more connected text, with a growing focus on reading for accuracy, at a good pace, and with expression. Include a range of strategies: choral reading (reading aloud together), shared reading (taking a part each), repeated reading. 	
 3 Explorers <i>Reading for pleasure</i>	<ul style="list-style-type: none"> In a group, all children read the practice text simultaneously or independently. The adult listens to each child in turn. The adult chooses a small section of text to listen to, related to the planned VIPERS questions. Ask VIPERS questions. 	
After Reading:	<ul style="list-style-type: none"> Plan the next 3-part read book (include a range of fiction and non-fiction) Choose scheme book/s to send home. This should be at a level that the child can read at home to a parent or independently. 	

Whole Class Read: Collaborative Learning and Deepening Understanding

The primary strategy for teaching reading in Key Stage 2 is through the whole Class Read. This takes place over three sessions every week.

The aim of a whole class read encompasses several key objectives that contribute to children's overall literacy development and engagement with reading.

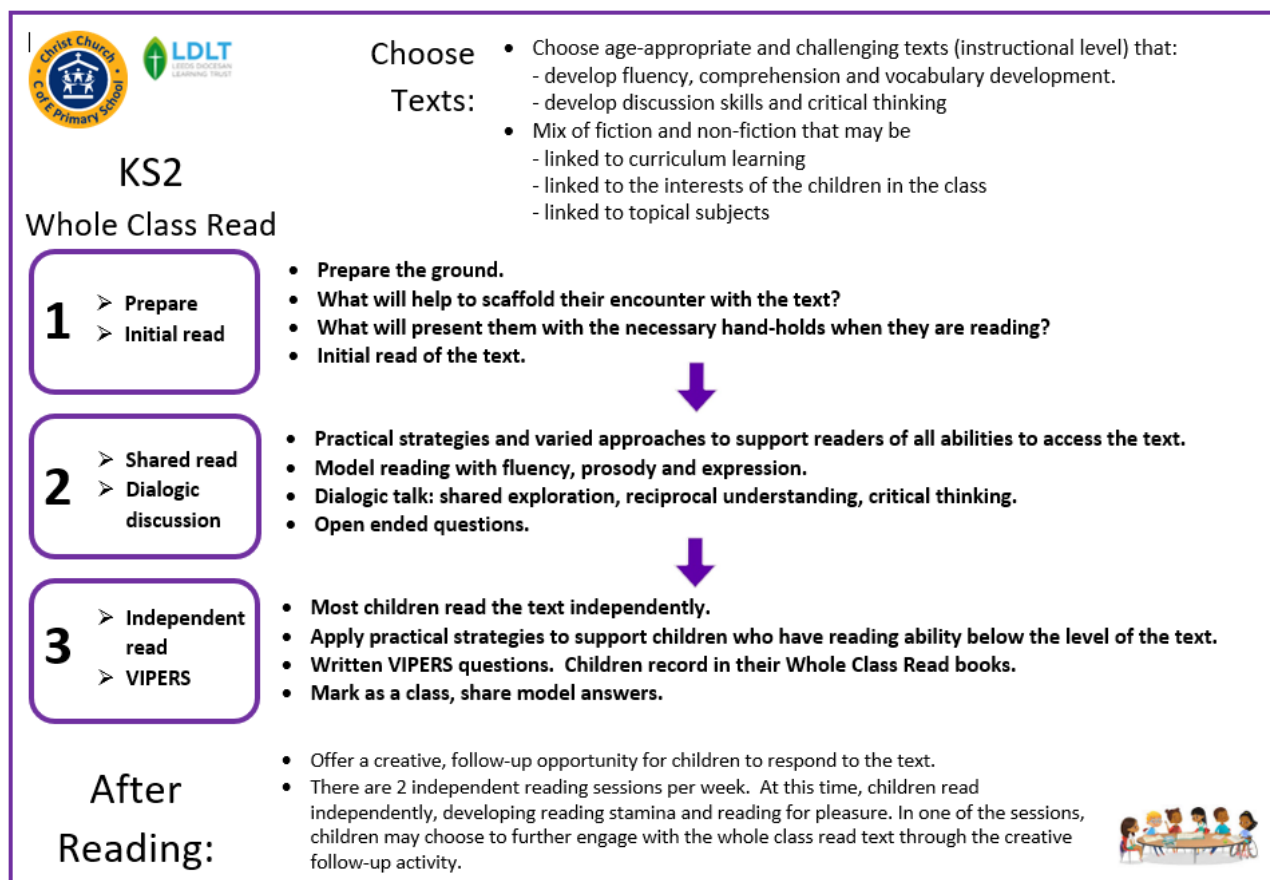
Exposing All Children to High-Quality and Challenging Texts: Whole class reading allows all children, regardless of individual reading levels, to access rich and complex texts they might not be able to read independently. This exposure broadens their understanding of different genres, writing styles, and subject matter.

Building Vocabulary: By encountering new and varied vocabulary within the books, children develop a deeper understanding of word meanings and usage.

Developing Comprehension Skills: Through teacher modeling, questioning, and discussion, students learn and practice various comprehension strategies such as inferring, predicting, summarizing, and analyzing.

Promoting Fluent and Expressive Reading: The teacher models fluent reading with appropriate intonation, pacing, and expression. This helps children develop their own fluency and prosody skills.



Improving Analytical and Discussion Skills: Whole class reading sessions provide opportunities for children to articulate their ideas, respond to questions, and engage in meaningful discussions about the text.



Group Reading: Further Support for Reading Development

Some children in Key Stage 2 might still be developing the skills they need in order to read with accuracy and fluency. In addition to the whole class read, these children will take part in additional small group reading sessions.


Group reading sessions will follow the same steps as the 3-Part Read in Key Stage 1 and will be taught over 1 or 2 sessions per week.

KS2

3-Part Read

1




Detect
Decoding and preparation

Prepare:


- Spelling (x3/week) with a focus on orthography, morphology, and etymology.

Plan:

- Plan: How many sessions will be needed?
- Identify pages / chapters within the book that will be read
- Note miscues from previous session to be practiced
- Identify graphemes, morphemes, tricky words and subject-specific words that appear in the book
- Plan VIPERS questions




2




Perform
Reading for speed and fluency

- Establish context: front cover/blurb, their own experiences, previous chapters and begin to predict.
- Practice reading words containing the identified graphemes, morphemes and miscues from previous sessions.
- Practice reading tricky words and subject-specific words that appear in the book




3



Explorers
Reading for comprehension


- Children apply a range of skills (decoding, context, syntax, sight words) to read the text with a focus on reading for accuracy, at a good pace, and with expression (prosody).
- Include a range of strategies: choral reading (reading aloud together), shared reading (taking a part each), repeated reading



After Reading:

- In a group: all children read the practiced text simultaneously / independently. The adult listens to each child in turn.
- Individually: choose a small section of text to listen to, related to the planned VIPERS questions.
- Ask VIPERS questions.

- Plan the next 3-part read book (include a range of fiction and non-fiction)
- Choose scheme book to send home if they have finished their current book.
- This should be at a level that the child can read at home to a parent or independently.



Group and whole class reading strategies

Teachers draw from a range of strategies to enable children to access, read and enjoy the texts they are reading. Some of these strategies lend themselves to decoding, others lend themselves to fluency, comprehension or reading for pleasure.

Individual Reading (within the group) allows children to read at their own pace whilst the teacher is free to go around the group and listen to individual children. The teacher will be able to check fluency and support individuals within the group before coming together as a group to discuss the text.

Control the Game involves the teacher asking children to read aloud in turn in an unpredictable order, while the rest of the class follows the text. It is deliberately designed to enable the teacher to adjust difficulty and reading duration, which may be a weakness of 'popcorn reading', which lets students select who will read next. (EEF)

Paired or Choral Reading is where the children and teachers read aloud at the same time. This can support fluency and help to model pace, intonation and expression.

Read to the children puts the focus on comprehension rather than fluency.

Fluency and comprehension are separate skills. A lack of fluency can inhibit comprehension as children need to be able to decode a massive 95 per cent of a text to enable them to understand it (Hirsch, 2003).

Teacher reading means that the language content of the text doesn't need to be limited. Furthermore, by modelling you provide a scaffold for inference and understanding of emotion that children can use later when re-reading. (TES)

Silent Reading Once students have achieved fluency children may read individually and in silence.

There is some evidence that when reading individually students are likely to read more quickly and cover more text (Hilden and Jones, 2012). Additionally, effective readers often employ strategies such as re-reading an unclear section of the text. These strategies can be utilised when reading alone, but not when reading aloud as a whole class. (EEF)

Repeated Reading enables children to read once for fluency / decoding and a second time for comprehension. This could include use of any of the above reading strategies.



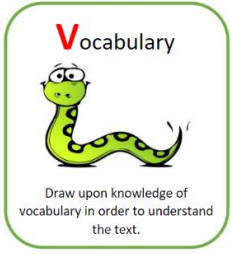
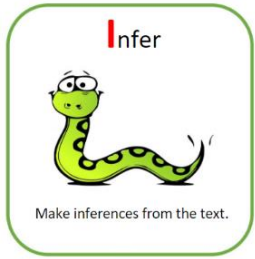
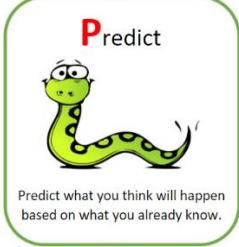
Responding to the Text

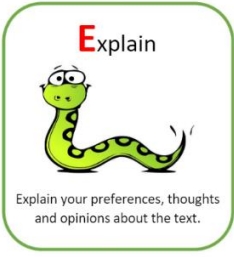

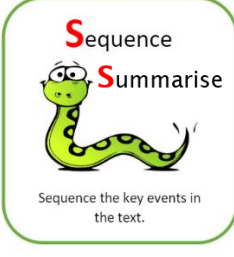
Reading for pleasure and understanding:

Children are encouraged to reflect on how the text has made them feel and make connections with previous reading or their own experiences.

Teachers ask questions to check the children's understanding and deepen their understanding of the text. The questions centre around 6 strands; **V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval and **S**equencing/**S**ummarisation (**VIPERS**).

As children move up through the year groups, they will be able to respond to an increasing range of VIPERS questions.

 <p>Vocabulary</p> <p>Draw upon knowledge of vocabulary in order to understand the text.</p>	<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
 <p>Infer</p> <p>Make inferences from the text.</p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? • How do the descriptions of show... • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?
 <p>Predict</p> <p>Predict what you think will happen based on what you already know.</p>	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? • What happened before this? • What will happen after? • What does this paragraph suggest will happen next? • What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? • Explain your answer using evidence from the text.

	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
	<ul style="list-style-type: none"> • How would you describe this story/text? • What genre is it? How do you know? • How did...? How often...? • Who had...? Who is...? Who did....? • What happened to...? What does.... do? How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?
	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • What is the main message of the text? • Using information from the whole text, identify which statements are true. • Which of the following would be the most suitable summary of the whole text?

Independent Reading: Fostering Choice and Exploration

Every classroom features a vibrant and regularly refreshed class library, brimming with a diverse range of high-quality texts. These collections include both beloved classics and exciting new stories, with engaging themes and illustrations that reflect the diversity of our pupils and the wider world.

During dedicated independent and individual reading times, children have the valuable opportunity to choose what they read. They can select their carefully matched scheme book for focused practice or delve into the rich selection

of their class library, encouraging exploration of their interests and fostering a sense of ownership over their reading journey.

Reading Across the Curriculum: Expanding Knowledge and Understanding

While class libraries contain a selection of non-fiction books, our well-stocked whole-school library offers a much wider range of information texts covering numerous curriculum topics. As teachers plan new units of study, they actively source relevant books from the whole-school library to enrich classroom learning. These books may be used during curriculum lessons, selected for whole class guided reading, or added to class libraries, encouraging children to extend their knowledge through independent reading across all subject areas.



Reading for Pleasure

The will to read influences the skill and vice versa (OECD, 2002)

Reading for pleasure is the single most important indicator of a child's future success (OECD, 2002)

We recognise the importance of reading for pleasure in realising our school vision. Some of the ways that we embrace reading in our school include:

Reading Teachers

Teachers model reading for pleasure. Children may see teachers reading a range of books and teachers will talk to the children about their own reading.

Teachers continue to read and familiarise themselves with quality, age-appropriate texts. They are able to discuss these texts with children and make recommendations.

Listening to Stories

Each class will have a class text that will be read aloud by teachers on a daily basis. This is a relaxed, informal time where children can enjoy listening to stories and talking about them. Children may help to select books or be introduced to new books that will spark their imagination and wondering.

Class libraries

Each class has their own library that features specially selected books which are appropriate to the age ranges and reading abilities in the classroom. Included in class libraries are an array of genres and non-fiction topics, featuring diverse and inclusive characters and themes that reflect the global community.

Children have daily access to their class libraries. In Key Stage 2 they also have time set aside for sustained, independent reading where they can read a book of their choice over multiple sessions. Class library books are a very popular choice amongst children for independent reading books in school.

Whole school library

Our school library is the first thing children see on their entry into school. Overseen by Miss Ray, the library is kept well stocked, organised and up to date with a vast range of genres, new and old authors and non-fiction topics. Our team of year 6 librarians are on hand to provide advice and recommendations during their library lunchtimes. Children are encouraged to spend time browsing and reading in the library before choosing a book to take home.

KS1 – library session every week

KS2 – library session every week plus a library lunchtime per week for a longer visit

Special events

Skipton Library: We want to cast our reading net wider than our school alone. All children visited the library in Skipton to explore the library and sign up for a library card if they do not already have one.

Children are also encouraged to take part in the Summer Reading Challenge and Christmas reading challenge, organised by Skipton Library.

World Book Day: We celebrate World Book Day every year. This might include dressing as a favourite character, quizzes, special guest story times and opportunities to share books with each other. Our Year 6 librarians take a central role in this day, being reading role models and spreading enthusiasm for books of all kinds.

