



Christ Church C.E.(VC) Primary School

Staff Meeting – 28.06.21

'Life in all its fullness'  
John 10:10

# Reading at Christ Church CEVC Primary School



Our Vision is for our children to experience 'Life in all its fullness' (John 10:10). Following the Christian inspiration of Jesus, our children will flourish and enable others to grow. Our school will be a place where aspiration and hope enable the growth of knowledge, wisdom and skills. Our children will feel good about themselves, enjoy learning and achieving and become positive members of the community.

Friendship  
Wisdom  
Endurance  
Hope  
Koinonia



## Reading Across School

<b>EYFS / KS1</b>	<b>KS2</b>
Daily Phonics	Spelling x 3 / week
Individual Reading	
Rising Stars reading scheme, linked to our phonic programme	Rising Stars reading scheme, for all children up to year 6
Small Group Reading	
3 part read	Guided reading
Whole class reading	
Daily story, song and rhyme time and class read	Whole class read and respond, weekly Daily class read
School library and class library	
Reading across the curriculum	

### Individual Reading

All children from Reception to Year 6 have an individual reading book from the Rising Stars Reading Scheme.

Children in Reception may begin with books that develop early vocabulary and communication skills through wordless fiction and non-fiction books. They then move onto banded, fully decodable reading books that are aligned with our phonics teaching.

As children move through the school they will read books capture their imagination through classic and contemporary illustrated fiction and develop essential non-fiction reading skills.

All children have opportunities to read independently or to an adult at least once a week in addition to their group and whole class reading

### KS1 – 3 Part Read

<b>Read 1 Decoding the book</b>	Children use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
<b>Read 2 Reading for speed / fluency</b>	This is another opportunity for the children to apply their phonic knowledge but slightly quicker. children should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read.
<b>Read 3 Comprehension</b>	This time, the children read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading?



## KS2 – Guided Reading

<b>Group Guided Read 1</b>	Children read in a small group with an adult. (see guided reading below)
<b>Group Guided Read 2</b>	Children continue their reading in a small group with an adult.
<b>Follow-Up task</b>	Children complete a follow-up task, linked to their reading. (see below)
<b>Independent Reading</b>	Children build their reading skills and resilience through sustained silent reading, reading 1:1 with an adult or reading with a reading buddy.
<b>Whole Class Guided Reading</b>	Children read and respond to a text as a whole class.

### Whole class and group guided reading strategies

One or more of the following strategies are used for whole class and group guided reading:

**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)

**Pre-Reading** puts the text into context and supports fluency in reluctant/struggling readers. The text is summarised by the teacher, perhaps with the support of visuals and/or getting the children to use their prediction skills. Decoding and discussion of tricky words / subject specific words also takes place. Following this, children read the text, either individually or as a group / pair.

**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)



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

### **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.

## **Comprehension skills**

### **VIPERS**

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise

## **Group guided reading**

### **Guided Reading Texts**

Group guided reading books are from the Rising Stars reading scheme. Teachers select books appropriate for each reading group at instructional level. In Key Stage 2, children will read in a group, guided by an adult at least twice a week.

### **Follow-Up Tasks**

Children complete a follow up task each week linked to their guided reading books. These may be comprehension questions or VIPERS tasks, supporting children to independently extend their thinking about the text, for example, exploring vocabulary, making links to other reading or to their own lives, visualising or commenting on events, characters or ideas from the story.



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## Whole Class Read and Respond

### Whole Class Reading Texts

Literacy Shed Plus have a range of texts, organised by age/year group, each with a VIPERS focus. Texts are chosen according to the year groups in the class. This enables children to access and respond to texts at an age appropriate level, even if this is beyond their reading ability. Teachers use a range of strategies, including reading parts of the text, pre-reading and repeated reading to ensure that all children are able to access the texts and participate in the discussion and activities.

### Make it visual

Literacy Shed Plus has a range of pictures and slides to complement the texts. These can be displayed on the whiteboard. This can further be enhanced with personal pictures that the children can relate to or through the use of objects. These could be displayed before children are exposed to the text to stimulate prediction, anticipation and wonder.

### Cooperative Learning Strategies

#### Think – Pair – Share

Children should be in mixed ability groups. They reflect on their own response, then share with a partner. The pair then share in a group.

The teacher can then select a child to share with the class using a no hands up approach.

#### Sentence strings

Children should answer in full sentences, eg, I think it happened in winter because... rather than just 'it was snowing'.

Sentence strings could be modelled orally before children give their answers or displayed for children to draw from.

EEF <https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading/>

TES <https://www.tes.com/news/8-ways-make-success-whole-class-reading>



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## 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.

### Story, rhyme and song time – reading aloud

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.

### Whole school library and class libraries (launch to take place in Autumn 2021)

Children will have access to the whole school library and a class library. Year 6 children have the opportunity to be school librarians. Books may be read in school and returned to the shelves, or booked out to read at home.

Fiction: Both the school library and the class libraries contain a wide range of genres and diverse characters. All children deserve to see characters they relate to portrayed in a positive way in texts.

Non-Fiction: The whole school library contains non-fiction and information texts across a range of subjects. Class libraries borrow sections of these books and rotate them on a half-termly basis.

### Reading across the Curriculum

We promote language and literacy development across curriculum subjects in our class libraries.

Teachers select books for the class libraries in line with topics being taught in class. These may be a mix of fiction and non-fiction subject-related books. They may be used in lessons, or borrowed by children in order for them to independently extend their knowledge and thinking about a subject.

Some of these books will remain in the class library once the topic is no longer being taught in order for children to independently revisit those topics. Children are also able to borrow books from the whole school library.



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**Special days and visits**

We actively seek ways to enhance our reading for pleasure strategy. For example: taking part in events such as World Book Day, author visits, visits to, and from Skipton Library. After school clubs such as book clubs.

Reading Hub: <https://www.burleywoodheadenglishhub.com/good-practice>

Reading Instruction	The Open University	Reading for Pleasure
<b>is oriented towards:</b>		<b>is oriented towards:</b>
Learning to read		Choosing to read
The skill		The will
Decoding and comprehension		Engagement and response
System readers		Lifelong readers
Teacher direction		Child direction
Teacher ownership		Child ownership
Attainment		Achievement
The minimum entitlement:		The maximum entitlement:
The "expected standard"		A reader for life
The standards agenda		The reader's own agenda

Distinctions between reading instruction and RfP (Cremin et al., 2014: 157) The Open University

