



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

Group and Guided Reading

EYFS / Key Stage 1

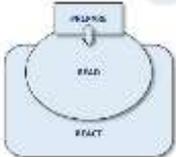
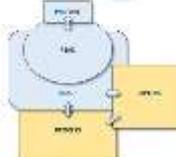
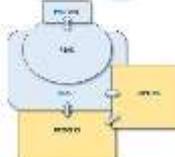
Daily phonics				
Group Reading: 3 Part Read Decoding	Group Reading: 3 Part Read Reading for speed / fluency	Group Reading: 3 Part Read Comprehension	Whole Class Read	
Daily story, song and rhyme time				
1:1 Reading with an adult for all children				
Independent Reading Daily access to reading books in the classroom. Reading opportunities built in to the timetable				
School library visit at least 1 / week				

3 Part Read

Read 1 Decoding the book	Children use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
Read 2 Reading for speed / fluency	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.
Read 3 Comprehension	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?



Key Stage 2

Whole class read 	Whole class read 	Whole class read 	Group reading for identified children	Group reading for identified children
			Independent reading (either self-chosen from libraries or reading scheme book)	Independent reading follow-up mat
Daily class read / book / poetry				
1:1 reading with an adult for all children				
Independent Reading Daily access to reading books in the classroom. Reading opportunities built in to the timetable				
School library visit at least 1 / week. Additional library lunchtime slot.				

Whole class and group guided reading strategies

Whole Class Reading Texts

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.

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)

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.

Make it visual

Use of pictures and slides to complement the texts. 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.



'Life in all its fullness'

John 10:10

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.

Comprehension skills

VIPERS

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

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

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

Individual Reading

All children from Reception to Year 6 have an individual reading book from the Rising Stars Reading Scheme and a self-chosen book from the library or class libraries.

Children in Reception 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



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.

KS1 – library day every week

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

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



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for children to independently revisit those topics. Children are also able to borrow books from the whole school library.

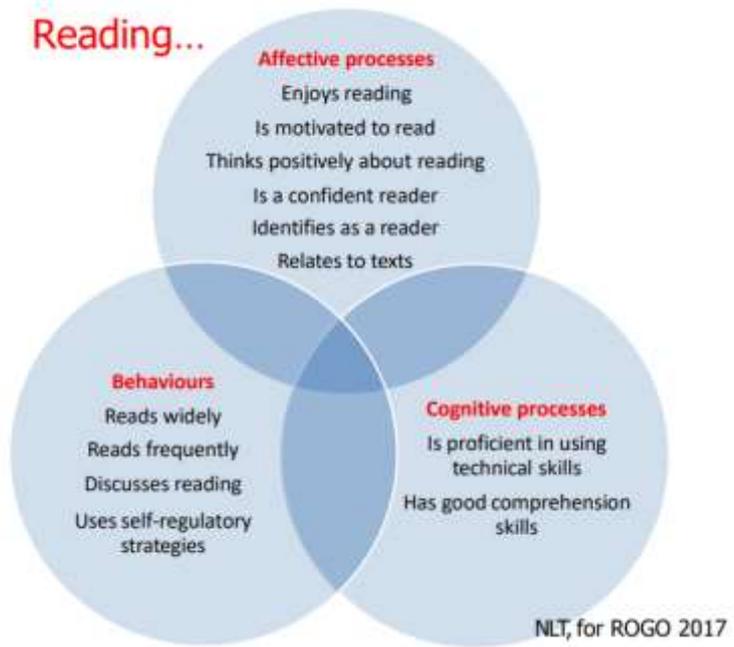
Special days and visits

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		Reading for Pleasure
is oriented towards:		is oriented towards:
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) ©Open University



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