



'Life in all its fullness'
John 10:10

Christ Church C.E.(VC) Primary School

Reading Strategy 2023-24

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



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 deliver a progressive reading curriculum from when children enter school
- To promote a culture and love for reading to all pupils
- To promote opportunities for children to read wide ranging, high-quality texts
- To ensure that every child becomes a motivated reader, writer and confident speaker by the time they leave school

Intent

We know that being a reader is so much more than being able to read words on a page. Reading is central to education and a vital building block for learning; it improves vocabulary, deepens knowledge, supports the development of critical thinking skills and stimulates imagination.

At Christ Church school we want to make sure that all children are able to read and write fluently by the time they leave year 6, so that they can make progress at secondary school and beyond.

Children's journey to becoming readers begins before they even start school. Early talk and sharing books, songs and rhyme at home can set children on the pathway to becoming committed and enthusiastic readers later on.

Reading has been described as a product of decoding and comprehension; the Simple View of Reading (Gough and Tunmer, 1986). We use this model as soon as children start school. We teach decoding skills using the [Rising Stars systematic and synthetic phonics programme](#), where children build their knowledge of the [alphabetic code](#) which is essential to reading and spelling. Children will initially bring home wordless books which have been designed to strengthen their communication and listening skills and tune them into sounds to [prepare for reading](#).

As children move through Key Stage 1, they continue to learn to read, building on their phonic knowledge and decoding skills as well as extending their vocabulary and developing their comprehension skills. Reading does not stop at Key Stage 2 as children will continue to refine their reading skills through a range of 1:1, group and whole class strategies. By the time they leave us, we want all children to be reading fluently and confidently; reading to learn across the curriculum and reading for pleasure.

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



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Overview of Reading by Key Stage

EYFS and KS1 Overview		
Phonics: Rising Stars 30 minutes, taught daily in year groups (Reception, Year 1 and Year 2) Identified children who have additional needs or are making progress at a slower rate than their peers take part in additional phonics in a small group or on a 1:1 basis.		
Individual reading: Children read 1:1 with an adult, using the 3-part read process (Detectives, performers, explorers). Reading books connect closely to children's phonics knowledge. Reading books are read in school and also taken home to read.		
Group Reading (takes place over 2 - 3 sessions per week)		
<i>Detectives</i> 3 part read Decoding	<i>Performers</i> 3 part read Reading for speed and fluency	<i>Explorers</i> 3 part read Reading for comprehension
Whole class read (takes place over 1 - 2 sessions per week)		
<i>Detectives</i> Prepare to read through decoding, discussion and prediction	<i>Performers</i> Read and/or listen to the story / text	<i>Explorers</i> Explore the text more deeply for comprehension
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.		
Independent 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.		
School library Children access the whole-school library on a weekly basis and choose a book to share at home.		

3-Part Read: EYFS and KS1		
Detectives 	Performers 	Explorers 
Decoding and preparation Children use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.	Reading for speed and fluency This is another opportunity for the children to apply their phonic knowledge but slightly quicker and with increased fluency. Adults model prosody (intonation, expression, pausing and phrasing).	Reading for comprehension This time, the children read the book again but, by now, they are quite familiar with the words. Children ask and respond to questions about the text.
The 3-part read model can be used across 3 separate sessions, or within a single session. The principles are used when listening to individual readers, reading in small groups and when sharing a text with a whole class.		



KS2 Overview

Individual reading:

Children read 1:1 with an adult, using the 3-part read process (Detectives, performers, explorers). Reading books are in line with teacher assessments of children's reading ability. Reading books are read in school and also taken home to read.

Independent and group reading (takes place over 2 sessions per week)

This is a quiet time where fluent readers can practise sustained reading, using their school reading book or a self-chosen book from home or the school/class library. Children who are not yet fluent readers take part in group reading with their teacher, using the 3-part read format

<i>Detect</i> Prepare to read through decoding, discussion and prediction	<i>Perform</i> Reading for speed and fluency	<i>Explore</i> Reading for comprehension
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Whole class read (takes place over 3 sessions per week)

<i>Detect</i> Prepare to read through decoding, discussion and prediction	<i>Perform</i> Read and/or listen to the story / text	<i>Explore</i> Explore the text more deeply for comprehension
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Class story

This takes place daily and is usually a chapter book that is read over a few days or weeks. It is read by the class teacher and is chosen in line with their chronological age rather than reading ability, enabling all children to access age-appropriate stories across a range of genres. Stories are chosen to engage children, invite discussion, elicit emotion and develop a love of stories and books.

Independent 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.

School library

Children access the whole-school library on a weekly basis where they can change their book. Classes 3, 4 and 5 also have an additional 'Library Lunchtime', where children can choose to spend a bit more time in the library. Library books are booked out and can be taken home to read.

3-Part Read: KS2

Detect



Decoding and preparation

Children prepare to read. They recap from previous chapters, examine tricky or unusual words, make deductions and predictions about the story based on illustrations or cover information and make connections to their own lives and experiences.

Perform



Reading for speed and fluency

The text is read, either individually, in pairs or by the teacher. Adults model prosody (intonation, expression, pausing and phrasing). The text may be read more than once for fluency and for enjoyment of the text.

Explore



Reading for comprehension

The children read the text again for comprehension. Children ask and respond to questions about the text. They complete a range of activities to deepen their understanding, for example through drama, written work and discussion.

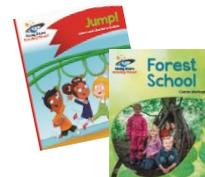
The 3-part read model can be used across 3 separate sessions, or within a single session. The principles are used when listening to individual readers, reading in small groups and when sharing a text with a whole class.



Choosing Texts

Individual Reading books

Children should have access to books that they can read and enjoy independently. They should be able to read these books with 95% accuracy. Children also have instructional level books that they share with an adult. They should be able to read these books with at least 90% accuracy, with an adult to support them to decode and comprehend the text.



Scheme books: From the very beginning, children are allocated a reading book from the Rising Stars Reading Planet scheme. This begins with illustrated wordless books to prepare children for reading. As they progress, children are allocated reading books in line with the teaching in phonics lessons so that they can apply their phonic knowledge and early word reading skills. Books gradually increase in length, complexity and challenge as children move through the scheme. By the time children reach Key Stage 2, the books are organised into chapters and require more sustained reading over a number of reading sessions.



Self-chosen books: Children in all classes have daily access to a range of high-quality texts in their class library. Class libraries are reviewed regularly to include a range of new and classic texts with stories, themes and illustrations which are engaging and reflect children from all backgrounds and cultures. During independent and individual reading sessions, children may choose to read their scheme book or their class library book.



Group Guided Reading Texts

In addition to the individual reading books, we have a range of fiction and non-fiction group sets of reading books from the Rising Stars Reading Planet Scheme. Books are selected at instructional level, which means texts will be at a level that the group can access, whilst providing some new learning opportunity.

Whole Class Reading Texts

Texts are chosen that are suitable for the age within the class, including readers of different abilities, genders and backgrounds, reflecting diversity and inclusion. They are intended to promote high quality discussion and exploration in the classroom, as well as stretching vocabulary, comprehension, inference and prediction skills. They may elicit a strong emotional response, add depth and breadth to children's experience of books or provide connections with other areas of the curriculum.



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, whatever their reading ability.

Texts for the whole curriculum

Class libraries contain a small number of non-fiction books, however, the whole-school library has a much greater range, covering many of the curriculum topics. As children approach new units in curriculum subjects, teachers source additional books from the whole school library for the classrooms. These may be used as part of curriculum lessons, selected as a whole class guided reading book, or placed in the class library. Children are encouraged to read some of these books as part of their independent reading in order to extend their knowledge.



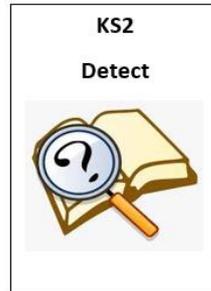
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Preparing to Read



EYFS / Key Stage 1

Before opening a new book, pupils look at the cover and make predictions about the story. They may relate this to previous reading or their own experiences.



Early reading books are closely linked to the learning in phonics lessons. This enables pupils to use their phonics knowledge to decode the words in front of them. On their first encounter with a text, they become phonics detectives, looking for graphemes that they are working on in their phonics lessons and finding words in the book that contain these graphemes. There is a list of these graphemes in the front of their reading books.

Attention is also drawn to tricky words, character names, or subject-specific vocabulary.

The focus at this stage is on decoding and familiarisation rather than comprehension and understanding. This helps to prepare the ground for reading for understanding and enjoyment on their next encounter with the book.

Some children will continue to require phonics instruction and consolidation into Key Stage 2. These children are identified and will continue to focus on phonics and application of phonics strategies for reading beyond Key Stage 1.

Key Stage 2

For longer texts, read over a few sessions, pupils may begin by recapping on previous reading.

When beginning a new text, preparation for reading might include prediction based on an illustration or blurb, an experienced linked to something in the book, an activity based on historical or geographical context. Children will discuss their ideas and make links with previous reading or something from personal experience.

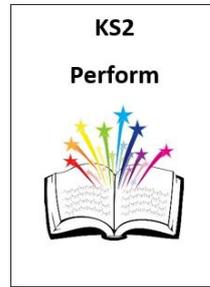


New or interesting vocabulary and phrases are looked at. Children may use dictionaries, thesauruses, or share their knowledge and ideas so that they can learn and consolidate their understanding of the language within the text.

This preparation may be brief, or it may last a whole session. The purpose is that pupils have already connected with the text in some way as well as having the necessary skills and knowledge to read and comprehend the text.



Reading the Text



Reading with an individual child

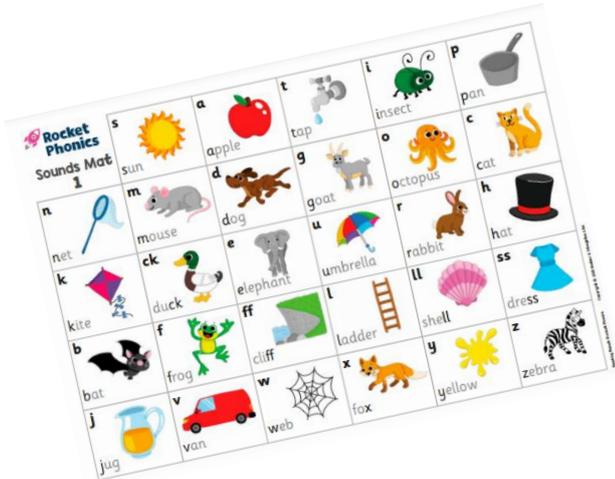
Following reading preparation, teachers use a variety of strategies for reading text with a child.

Modelling reading: Teachers model prosody in reading; for example intonation, expression and rhythm. They may draw attention to punctuation, dialogue or rhyme within the text and model reading these aloud. They will talk about how this impacts on understanding or enjoyment of the text. Children are encouraged to use these techniques in their own reading.

Pause / Prompt / Praise: Teachers use pause, prompt, praise to support the decoding of unfamiliar words. Pause: children are given time to look at the word, have time to think or have a go. Prompt: Teachers will encourage children to decode words using phonics or, for more confident readers, segmenting longer words into syllables. Praise: praise is given when the word is decoded.

Miscues: When children mis-read a word, teachers will gently prompt them to 'have another look', 'try that again' or think about, 'does that sound right?'. Children will be encouraged to re-read the word using phonics, or by re-reading the sentence to pick up on contextual clues or syntax.

Specific praise: Teachers give praise for any successful reading strategies that the child has used, for example, decoding/sounding out, using context, re-reading from the beginning of the sentence. Children will also receive specific praise for reading with prosody, for example expression, intonation, emphasis, pitch, rhythm or tone.





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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.

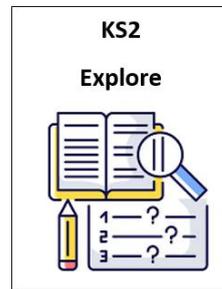
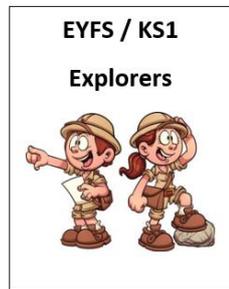
There is some evidence that when reading individually students are likely to read more quickly and cover more text (Hilden and Jones, 2012). Additionally, effective readers often employ strategies such as re-reading an unclear section of the text. These strategies can be utilised when reading alone, 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.





Respond to the Text

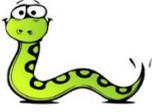


Reading for comprehension

Children read the text again for pleasure and understanding. They 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**).

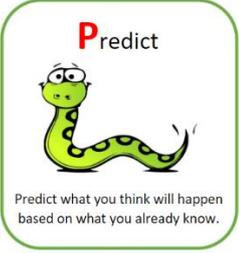
As children move up through the year groups, they will be able to respond to an increasing range of VIPERS questions.

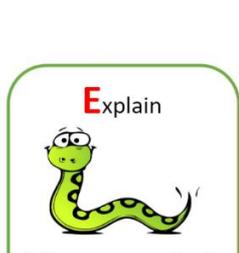
<p>Vocabulary</p>  <p>Draw upon knowledge of vocabulary in order to understand the text.</p>	<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one 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.....
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<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?
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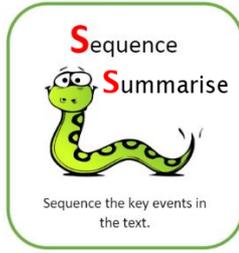


Reading Strategy 2023-24

	<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.
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	<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?
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	<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?
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	<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?
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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.

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



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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.



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