



# Our Lady & St Patrick's Primary and Nursery School

## Reading Journey



At OLSP we use a range of strategies and programmes to deliver high quality reading teaching and learning from EYFS through to Year 6.

Our reading results are obtained through a systematic approach to developing reading skills, through a structured and consistent programme, a language rich environment, effective support and intervention, a culture that embraces a love of reading and a well-resourced library that reflects the needs and interests of our pupils.

### **Early Years**

When a child arrives at OLSP, into our Early Years setting, they are provided with high quality reading experiences from their first day. Our Early Years classroom has a wide range of books available throughout the environment, all of which are accessible for children, as well as a wide range of resources and opportunities to apply reading skills.

On entry to Early Years, children are assessed using the following assessments within the the Autumn Term:

- *RWInc Assessments*
- *Observations within the learning environment*
- *Engagement within storytelling and reading sessions within the classroom*

### Read Write Inc Phonics

***Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.***

***They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.***

***Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.***

***Ruth Miskin***

In EYFS, children will begin their Read, Write Inc phonics journey. This continues into Key Stage 1 (Years 1 and 2) until the children are ready to move onto Accelerated Reader.

When using RWI, the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts

- learn to read words using Fred Talk
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

Read Write Inc runs from EYFS into Year 3 . The children are grouped according to phonic ability, which is assessed termly by RWInc teachers and leaders. Groupings are changed regularly to ensure that the children are working at the appropriate level. Early readers in Years 5 and 6 are supported to develop their phonic knowledge through pinny time and specific interventions which also support comprehension.

Read Write Inc is delivered alongside high quality Writing and Reading lessons both through Talk 4 Writing and whole class reading, using high quality texts. Reading is an integral part of all curriculum subjects. Teachers provide a rich variety of reading texts to support all areas of the curriculum. Maths, English, RE, Topic are all driven by engaging texts that children enjoy and can retell. We encourage storytelling and book talk and, using oracy and role play, immerse children in language and story throughout their reading journey.

### **Key Stage One**

The teaching of reading through 'Read Write Inc' continues from EYFS into Years 1 and 2. At this point, when children are able to decode and understand text confidently and have achieved the expected standard, and who teachers deem ready, will move onto Accelerated reader. Fluency is a key focus and children are expected to have read books through several times until they reach a stage of fluency. The teaching of reading then comes in the form of whole class reading sessions, phonics revision, guided reading and a focus on reading for enjoyment.

Reading is taught utilising texts based on the reading spine that we have developed. These texts are a range of fiction, non-fiction and poetry, and include stories from other cultures to develop our understanding of others around the world and to develop our global learning.

Within Whole Class Guided Reading lessons Years 1 and 2 will focus on the introduction of our seven key reading skills: *Vocabulary, Inference, Prediction, Explanation, Retrieval Sequencing and Summarising (VIPERS)*.

### **Assessment In Key Stage One**

In Year One, the children will complete NTS reading assessments at the end of the Autumn, Spring and Summer Term. Alongside teacher assessment, these will be used to identify the working level of each child, assess the progress that has been made and identify areas of reading that the children need to develop.

### **Year 2 SATS assessment - Summer Term**

In the Summer Term, Year 2 children will sit their end of key stage 'Standard Assessment

Tests' (SATs). Children will be assessed on their reading, spelling, punctuation and grammar and mathematics skills.

The reading paper will assess the children on their ability to understand a text and answer questions based on the key reading skills, using both short and extended responses.

In paper one, children are given shorter texts to read (texts containing between 400 and 700 words) and approximately 30 minutes to answer as many questions as they can.

In paper two, children are given longer texts to read and understand (texts containing between 800 and 1100 words).

Year 2 children will also sit these papers in Autumn and Spring term to familiarise themselves with the papers and support formative assessment for learning.

## **Key Stage Two**

Whole Class guided reading continues into Key Stage 2. We develop the knowledge and understanding of a high quality text, by utilising seven key reading skills.

**Vocabulary:** During these sessions, the children are exposed to the rich vocabulary within the chosen non-fiction text, fiction text or poem. The non-fiction text is taught first to improve the children's technical understand when reading the narrative or poem that comes next in the sequence. When discussing vocabulary, both technical / key words from the text and the 'in context' sentence words are identified, used and modelled.

**Inference:** Within the inference sessions, the children will develop their ability to put themselves into the mind of the character and to use this information to make decisions from their view point. Question style and language used within inference questions will be studied alongside techniques in how to identify and answer inference questions.

**Prediction:** Within prediction sessions, children are focused on understanding the style of prediction questions, what words are used within prediction questions, what a good answer will look like and understanding how to locate the information to help them to be able to predict.

**Explain:** Children will be given opportunities:

- to explain how content is related and contributes to the meaning;
- to explain how meaning is enhanced through choice of language;
- to explain the themes and patterns that develop across the text;
- to explain how information contributes to the overall experience.

**Retrieval:** Children are taught the skills and strategies to help them to identify and pick out key information from the text. They will be introduced to starts such as 'What was ...', 'Where did...', 'Who ...' and will be taught how to recognise a retrieval question.

**Summarise and Sequence:** Children are taught to identify the key moments in a whole story, or a section of a story, and how to summarise these into four or five sentences. Here they will continue to revisit the 5 key sequencing words (first, next, then, after, then and finally) and learn how to number statements to sequence a whole story or extract.

## **Assessment**

In years 3, 4 and 5, children will sit three reading assessments per year. NTS reading assessments are used by all children across school at three points within the year.

Alongside teacher assessment, these will be used to identify the working level of each

child, assess the progress that has been made and identify areas of reading that the children need to develop.

Children in these year groups will also sit half termly STAR tests, linked to their Accelerated Reader independent reading (see below for more information).

Year 6 children will sit SATS tests in Autumn and Spring, to prepare for the end of key stage 'Standard Assessment Tests' (SATs) tests at the end of Year 6. Within these tests, the children are given a series of texts to study and then are required to answer a series of questions, using the seven key reading skills that they have been learning in their whole class reading sessions.

### **Accelerated Reader**

To promote reading at home, children in Key Stage Two have goals set using Accelerated Reader. This can be in terms of points, number of words, or number of quizzes taken. Each teacher takes time to ensure they are aware of children's reading profiles and personalise support to track their independent reading.

Accelerated Reader gives the children the opportunity to quiz on books that they have read, and move up through the book bands at a pace that is suitable for each individual. Each book on Accelerated Reader has an online reading practice quiz, which is used by teachers to track progress, set new goals and new bands. This is used alongside the termly STAR assessments which help to identify the book levels that the children should be reading.

### **Whole School Reading Spine**

The reading spine texts have been selected for each year group as a guide to assist with planning. Texts have been chosen to be progressive across the year groups. Accelerated Reader book levels have helped us to ensure that these texts develop in writing level and content.

These text selections will continue to grow and develop as the year goes on, and staff have been asked to continue to send suggestions that can be added to this list, so that this list evolves throughout the years.

### **'100 Books' lists**

Each key stage now has a 100 books list aimed to help children choose a wide range of texts that they can read before leaving their key stage. These books have been selected through wide research and cover a wide range of genres and themes.

### **School Library**

Children have access to our school library 5 days a week. Here the children in KS2 can select an Accelerated Reader text linked to their assessed reading level. Nonfiction, fiction and picture books are available for both Accelerated Reader book choices, and reading for pleasure. Books are also available to support learning in class.

### **Reading for Pleasure**

Each class has promoted a love of reading by firstly ensuring they have an inviting book corner or space where children can go and enjoy reading.

In EYFS the children are exposed to high quality books through each area of learning. Throughout the whole school each classroom has a range of books specifically chosen by the library service. The expectation is that every class reads a story/novel every day.

We arrange whole school events such as World Book Day, poetry slams, reading roundabouts, book fayres, visitors from Teignmouth library, special author days and famous authors holding workshops.