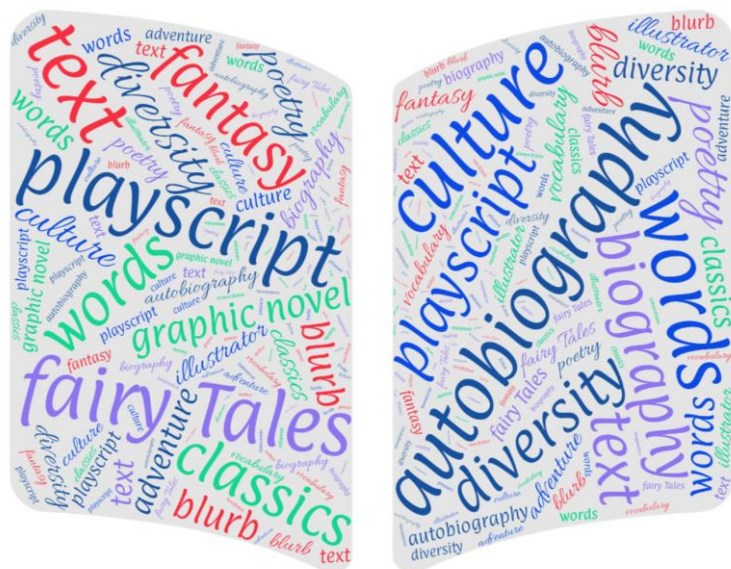


St. Brendan's Catholic Primary School



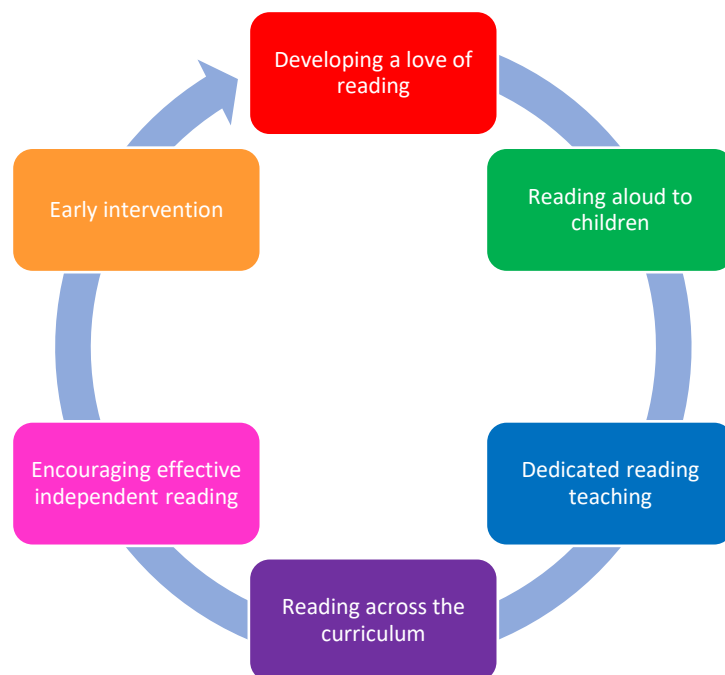
Our approach to
the teaching of
Reading



At St Brendan’s Catholic Primary School, we are determined that every child achieves the expected reading standard (or higher) and becomes a fluent independent reader to enable them to progress further into mature independent readers ready for further and higher education. (A very small number of children, with identified additional SEND, read to the best of their ability).

This Intent is achieved because all teachers have the belief that every child has the motivation to learn to read together with the cognitive and metacognitive capacity to do so. The intent is delivered through an implementation which is guided by the National Curriculum and each school’s Curriculum Intent which considers the potential learning barriers of the pupils. With the understanding that learning to read is a complex activity our schools are provided with research-evidenced training to enable them to provide the necessary Quality First Teaching in reading.

Learning to read is prioritised in our school and led by The Reading Subject Leader, who are supported by the Trust Reading Lead. Our Reading Curriculum, documents how the we intend to provide the Quality First Teaching and includes all the following approaches: -



Impact is measured through summative assessments carried out at three points over each academic year using the GL New Group Reading Test. In addition, progress is tracked using Oral Reading Fluency assessments and the PM Benchmark system.

Our Quality First Teaching Approaches

Developing a love of reading- becoming a childhood reader

We know that Reading for Pleasure is the single most important indicator of future success (OECD 2002). Following Research Rich Pedagogies (Cremin et al 2014) we understand that the reading social environment that we provide in our classrooms together with the opportunities to Read Aloud to our children and promote their oracy about books will nurture their love of reading and increase their chances of being live long readers. It is vital that children are given opportunities to talk about and celebrate the books they are reading. This can have a hugely positive effect on the classroom's reading culture, raising the status of reading and helping to make reading a part of everyday life.

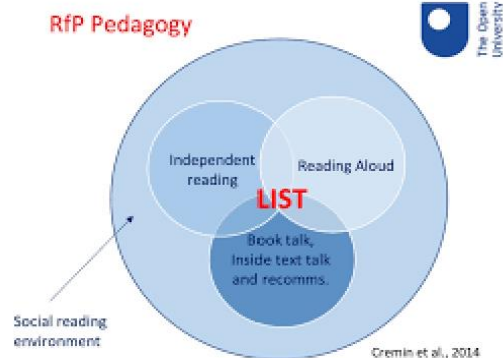
Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices.

What is Reading for Pleasure?

At its core is the reader's volition, their agency and desire to make meaning in anticipation of the satisfaction gained through the experience and interaction around it.

It is or can be transformational...

(Cremin et al., 2014:5)



Daily Reading Aloud to Children

Although reading aloud is a regular feature of early Years and Key Stage 1 classrooms, opportunities to listen to books often decrease as children move through the school. Sharing a novel or fascinating non-fiction text with a class should form an important part of the reading curriculum throughout the school and not just the youngest children. Listening to longer or more complex texts than they would be able to read alone increases children's knowledge and understanding and, along with the rich vocabulary they encounter, develop their reading comprehension. When the teacher reads aloud, it makes literary language accessible and also provides a model of expressive reading. It is also a joyful time of the day – a chance to share a story as a class for sheer pleasure. Reading for pleasure enabling the children to access not only structured reading texts appropriate to their age and reading level but also texts that interest them as a reader.

We ensure every class has daily time is dedicated to the reading of poems, picture books, non-fiction or fiction texts for the purposes of developing a sense of community and to delight teachers and children.

“Research indicates that reading aloud to young people, without attendant work, is a key pedagogic and professional practice in fostering reading for pleasure. It is not an optional ‘extra’ activity, but every child's right to hear fiction, non-fiction and poetry read aloud with passion and pleasure.”

The dedicated reading lessons

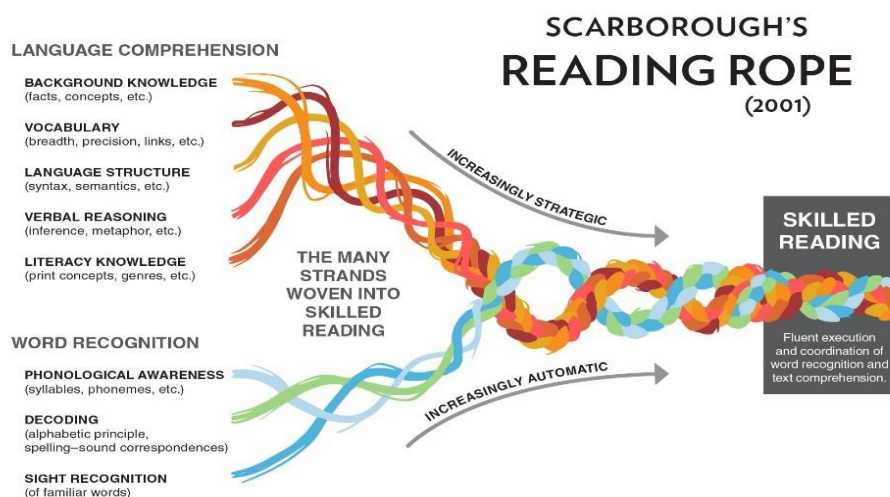
At the beginning of the reading journey, children benefit from listening to books being read to them and learning to decode for themselves. We follow Read, Write, Inc as our systematic synthetics programme. Teachers and support staff receive thorough and on-going training to deliver the programme in the most effective way. Attention is paid to underpinning phonological skills as well as the teaching of code knowledge. Children are taught in differentiated groups which are assessed and regrouped each half term. Those children who require it, receive additional targeted group or 1:1 support, which is reviewed and amended every six weeks.

Children are taught the skills of segmenting and blending and the knowledge of phoneme grapheme correspondences. They are provided with fully decodable texts, matched to their developing code knowledge which enable them to practise and develop fluent responses. Parents are informed, through workshops and online short videos, in ways that they can support their children at home. Children are encouraged to read at home every day so that they can become competent in decoding quickly and achieve success on the Year One Phonics Screening Assessment. Phonics teaching will continue until children are proficient and children are encouraged to use their phonetic knowledge to support their reading and writing at all stages of their learning.

In addition to the teaching of decoding, children need to develop and master reading processing skills. Through guided reading approaches and using reading books, children learn how to read for meaning, monitor their reading, notice errors and self- correct. They need to learn how to read with prosody, putting words together in meaningful phrases. The reading of familiar books is encouraged to enable children to develop independence in these processing skills. Familiar books baskets for children to revisit familiar books are located in each reading area in EYFS and KS1.

Through the sharing and reading of quality challenging texts, children in both KS1 and KS2 further develop phonic knowledge, but also build vocabulary and background knowledge. They learn about the world around them and develop a greater understanding of themselves and life's possibilities. Comprehension strategies are modelled and practised to enable children to read texts which are increasingly challenging. Children learn by seeking clarification, learning to ask their own questions and discussing their thinking. They show their understanding by summarising their thoughts. Teacher questioning deepens critical thinking. Teachers model prosodic fluent reading: children echo or respond chorally. Vocabulary and morphology are robustly taught and assessed. Through these pedagogies' children are stimulated to read for pleasure and for information.

We follow Scarborough's model for reading with the understanding of teaching all of the strands with equal time and importance in order to develop every child into a skilled reader.



Reading across the curriculum

In every lesson we ensure there is an opportunity to learn or practise reading. In addition, children learn how to read non-fiction texts with prosody and identify the writing style and vocabulary associated with different non-fiction genre. Children are encouraged to use subject specific vocabulary in all lessons to support their oracy skills and ability to discuss the text being used within the lesson.

We encourage the children to learn and perform a poem each week to be executed at our poetry recital assemblies on Friday afternoons. This has benefited the children by providing additional opportunities to internalise generative grammar and demonstrate their intonation and confidence at performance level.

Effective Independent Reading

We know that children need to engage in independent reading for 20 minutes each day in order to clock up the reading mileage to achieve at the expected level. Once decoding skills are secure, children read books that are matched to their reading processing ability. With practise, and adult guidance, processing improves and challenge can be increased. The book banding system provides the gradient of challenge which enables children to make good progress. Children accessing phonics, read book bag books which are carefully matched to their current phonic knowledge. In addition, using running records and the PM Benchmark kit, teachers can match children to the correct level and track progress. Teachers listen to children read and home reading is both encouraged and tracked. Additional opportunities are found in school for those children who need it. Children are encouraged to choose a book of their choice to share at home for reading for pleasure, alongside their banded book.

During the 10 minutes independent reading time scheduled each day it is our aim to develop each child's fluency and comprehension skills. In KS1 you will see different activities to promote independent reading. Daily differentiated guided reading groups enable teachers to work closely with a group of children to build meaning from a text and for children to read aloud whilst carefully monitored by the teacher. In later sessions, children revisit books with the confidence to read independently. Alongside this, children may listen to audio books and use familiar reading boxes to re-read books to develop a greater understanding. Paired reading also occurs through working with a peer or adult allowing rich conversations about the text to take place. A teacher will also read to the class, modelling the reader's brain, fluency and using strategies such as choral and echo reading to promote this. The children will also read decodable books in this time: reinforcing and solidifying their understanding of phonics.

Across KS2 the use of oral reading through choral, echo and paired reading will further develop fluency skills such as prosody, automaticity and accuracy. The text should be 1 – 1.5 minutes long and should be of a difficulty to challenge all readers in the class (a pupil can read 90% of the text without having to decode). The teacher should model reading aloud to model fluency and any unfamiliar vocabulary should be discussed but this can be done wherever the teacher feels necessary. A goal should be set at the beginning of a session so children are aware of the expectations – mixing fluency and comprehension once repeated reading has occurred. The class will be sat in mixed ability pairs and should read the text to each other with the non-reading partner using a ruler to follow the text. This should be done three times to improve fluency. A discussion should take place at the end to add a sense of purpose and promote book discussion.

Early Intervention

Some children make a slower start to learning to read. Sometimes barriers can hinder or slow a child's progress. Through observations and assessments (PASS, cognitive and literacy development) the barriers to progress can be identified and suitable approaches adopted. Interventions, which staff are trained to deliver are evaluated using pre and post assessment processes.