

Reading at George Street Primary School

Intent:

At George Street Primary School we want to develop the love of reading and for children to become lifelong readers. We want them to have aspirations and goals for the future and we feel aiding children with good reading skills sets them up for this. We will create reading opportunities and experiences to show why reading has a purpose in life not just in school.

We want our children to experience and be immersed in good quality texts across the curriculum and be able to understand more about the world. They will be exposed to a range of texts across a range of subjects which broadens their understanding and increases their cultural capital. Creating a reading environment where there is access for all across the curriculum, no matter what their starting point is or social and economic background.

We will have a sharp focus on making sure that children, from the early stages of reading, understand that the purpose of reading is to get meaning from the words we read. We also have a focus on children being able to read fluently with expression as research shows this enables children to comprehend what they are reading. Therefore, we want children leaving KS1 to be fluent readers.

Our aim is for our children to know the wider benefits for reading and understand how being a successful, competent reader can have a positive impact on their lives in the future. As a school we are focusing on the well-being of our children, so we want to embed that they can use reading as a strategy to take themselves off into another world.

Through reading a diet of carefully selected high quality texts, children will be able to explore, investigate and learn new rich vocabulary that they can use and apply to conversations and ultimately for our children to leave primary school being able to articulate their contributions, views and feelings.

Implementation:

At George Street, we feel reading is central to all learning. We want to create a reading culture so teachers talk about books, expose children to a variety of high quality texts across the curriculum that help children to understand the world. Our teachers are readers and share their love of reading with their children in a range of ways, including daily class reads and a class book being read to the children from the reading spines we have created. Each classroom has an inviting reading area. The children are also given the opportunity to visit our well-stocked library once a week, where they can borrow books to take home.

Through the delivery of our reading curriculum we ensure consistent and robust teaching and learning of early reading and phonics in FS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum.

Early Reading

Reading development is closely related to that of phonics, communication and writing. We ensure that the children are reading books that are closely matched to their phonic level, as well as a reading book that supports their vocabulary development and language comprehension.

At George Street, we follow a synthetic phonics programme 'Read Write Inc' across EYFS and KS1. Children learn the letters and sounds of each letter and, as they become confident in recognising each of the letters and their corresponding sounds, they transfer this into their reading.

KS1 Guided Reading:

KS1 guided reading is based on a book that matches the level at which children are reading and will focus on specific reading skills such: decoding, fluency, prediction, retrieving and inferring of information, and development of vocabulary. Development of these areas will be built in across the sequence of the lessons. The programme follows a consistent approach across KS1, which then closely relates to Guided Reading in KS2 – ensuring a consistent approach to reading throughout the school.

KS2 Reading:

Our children are given daily opportunities to practise their reading fluency, whether it be 1:1 reading with a teacher, teaching assistant or through reading aloud during guided and whole class shared reading. We deem it an important part of learning to read that our children read aloud so fluency and expression can be practiced. We want our children to have the love of books and be able to access books no matter their ability or background and we always aim to promote reading for pleasure as this plays a major role in reading development. We use the 'Accelerated Reader' Programme, to help children select books that match fluency and comprehension level. The quizzes that children take at the end of the reading a book serves to motivate children as they enjoy the affirmation that they are improving their reading and this data also provides essential feedback to teachers to drive further progress.

Guided Reading KS2:

Guided Reading is taught as a lesson four times a week. Through these sessions, the children can develop their reading fluency, comprehension skills

around our reading VIPERS: vocabulary, retrieval and inference, prediction, explanation and summarising linked to their focus text.

To extend the children's exposure to new words, language, culture and ideas in books, guided reading texts and class books are pitched just above the average age related level across a variety of contexts.

Impact:

We want our children to become lifelong readers and to close the attainment gap for our SEND and disadvantage pupils compared to their peers. We measure impact through learning walks, book scrutiny, formative and summative assessment and pupil's voice.

Reading Policy

At George Street, we aim to:

- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Develop children's reading skills so they can access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children understand meaning of words in a variety of contexts
- Allow children to become immersed in other words, both real and imagined.

The teaching of reading:

Reading is a multi-strategy approach. It is not just the decoding of words on the page, but involves the ability to read with understanding from a wide range of different texts, including, fiction and non-fiction.

Children should:

- Develop the ability to read out loud with fluency and expression
- Develop the ability to read for meaning
- Develop the skills required for critical reading of texts.

Guided Reading

Within guided reading, the majority of pupils should be reading the same text, as this mirrors the expectation of end of Key stage tests where all children are expected to read the same text. This then allows children to be exposed to rich vocabulary and be supported in class with texts that may be a little more challenging than their fluency level. However, it is important to support some children who are not working at the expected standard and who will therefore need a less challenging text type.

We maintain a consistent approach and sequenced curriculum with reading, which starts in foundation stage up to Upper KS2.

Foundation stage:

At the end of foundation stage, the pupils will have experienced shared, guided and independent reading. Building on what pupils already know about reading stories, the teacher helps develop early reading behaviours. Through shared reading, eg. holding a book the right way up, identifying the structure of a story and being able to read from left to right children will understand the fundamentals of reading.

Children in EYFS learn the initial sounds which follows the RWI scheme of work. Then towards the end of EYFS, children will begin follow the same model as they do in KS1, where they will practice their reading fluency and begin to answer orally simple questions about the book. Children throughout a week have stories read to them, which will range from fiction to non-fiction texts. These books are then discussed developing children's understanding. Throughout the classroom, there are opportunities to be immersed in books eg: in the home corner children can access books about food.

KS1 model:

RWI adaptation for guided reading only.

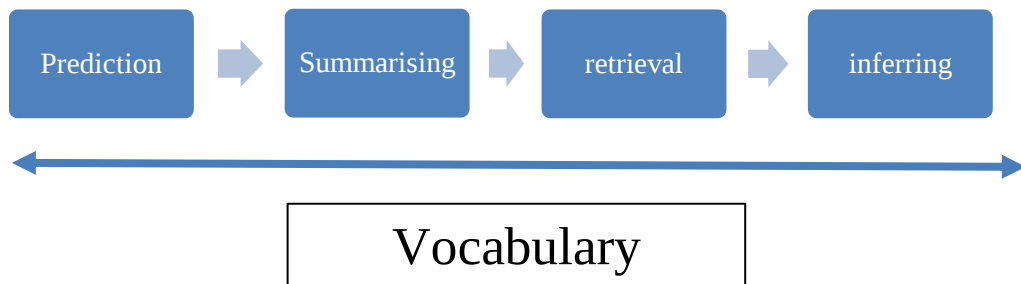
Day 1	Day 2	Day 3
Speed sounds Partner practice of vocab Story intro Share read book with children, page at a time building fluency through modelling and asking them to echo – sometimes as group, sometimes as individuals. One sentence, then another, then put two together. Pause as appropriate to ask questions e.g. about what might happen next.	Speed sounds Partner practice of vocab Re-read of book including 'jump-in' (modelling expressive read) Partner read in pairs – fluency focus (If time, pick up on were they right about what they thought would happen.)	Speed sounds Partner read in pairs – fluency focus (children may need another modelling of expressive read OR performance read in slightly larger groups) Eco reading if children struggling with fluency and expression Find it questions. What would you do? Questions (build creativity)

KS2 Model

Day 1	Day 2	Day 3	Day 4	Day 5
Fluency read for 'catch up' group of text to be used whole class on day 2 (teacher-led) Independent reading for rest of class – their own 'school reading book'	Whole class fluency read Eco reading Text marking Key Vocabulary	Fluency read (eco reading) Whole class teaching of skill (Vipers)	Orally answering questions	Literal comprehension Clue question recap Thinking question Short written response
Group – develop decoding/fluency skills Class – check reading choices; develop sustained reading; develop enthusiasm through peer sharing of choices / discussion	Develop decoding and fluency skills	Extend skills, embedding understanding through application.	Deepen comprehension through close reading	Deepen comprehension through close reading

We use a whole class shared reading approach. This is where all children in the class read the same text with guidance from the teacher. Children will focus on

their fluency at the beginning of the week as this is fundamental for children understanding the text. Teachers will then pick a skill from the reading vipers created to focus on each week to ensure we are teaching the skill of reading. Each year, skills will be developed and children will build upon these and the same process of the teaching of reading is followed.



Reading Skills

The vipers are a teaching resource to help teach the skills of reading. These domains are split into word reading and comprehension reading. Each year groups overall domain has been split into what each year group needs to teach and what skill teachers need to focus on.

Year 3:

Vocabulary	uses knowledge of root words, prefixes and suffixes to read unfamiliar words
	identifies new vocabulary and sentence structure and discusses to develop understanding
Retrieving	refers back to the text for evidence when explaining
	uses contents pages and indexes to locate, retrieve and record information from non-fiction texts
Summarising	summarises main ideas from a text
	begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i>
Inferring	suggests reasons for actions and events
	infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story
	identifies with characters and makes links with own experiences when making judgements about the characters' actions
	justifies their views about what they have read
Predicting	identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?
	predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct
Authorial Intent	evaluates effectiveness of texts (stepping stone to deepening statement) e.g. discusses words and phrases that capture the reader's imagination

Year 4:

Vocabulary	applies word reading knowledge to infer meaning of unfamiliar words
	notes examples of descriptive language and explains the mood or atmosphere they create
Retrieving	identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed
	retrieves information from text where there is competing (distracting) information
Summarising	identifies key words and phrases as evidence when making a point
	identifies the way descriptive language and small details are used to build an impression of an unfamiliar place
Inferring	identifies figurative and expressive language that builds a fuller picture of a character
	explains and justifies an opinion on the resolution of an issue/whole narrative
Predicting	summarises the main ideas of texts, including non-fiction
	identifies techniques used by the author to persuade the reader to feel sympathy or dislike
Authorial Intent	justifies opinions of particular characters and/or settings
	distinguishes between fact and opinion
Authorial Intent	makes deductions about the motives and feelings that might lay behind characters' words
	evaluates texts for their appeal for the intended audience
Authorial Intent	predicts on the basis of mood or atmosphere how a character will behave in a particular setting
	understands how authors use a variety of sentence constructions

Year 5:

Vocabulary	uses a range of strategies to identify the meaning of new vocabulary
	identifies examples of effective description that evoke time or place commenting both on word and sentence choice
Retrieving	comments on use of language using terminology including onomatopoeia, metaphor, personification
	identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader
	retrieves information, referring to more than one place in the text, and where there is competing (distracting) information
	comments on how a character is built and presented, referring to dialogue, action and description
Inferring	provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text
	recognises that characters may have different perspectives in the story
	considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development
	explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text
Predicting	identifies whether changes in characters met or challenged the reader's expectations
Comparing	identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue
	checks whether viewpoint changes in the story

Year 6:

Vocabulary	uses a range of strategies to understand the meaning of new vocabulary
	analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i>
Retrieving	retrieves information, referring to more than one place in the text, and where there is competing (distracting) information
	recognises how the author of non-fiction texts expresses, sequences and links points
	<i>explains how poets and other writers create shades of meaning, justifying own views with reference to the text [leads to full statement in additional criteria]</i>
Summarising	summarises competing views
	analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i>
Inferring	analyses why and how scene changes are made and how they affect characters and events
	distinguishes between implicit and explicit points of view
	explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader
Analysing	justifies personal response to narratives with suitable expansion e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i>
Authorial Intent	justifies agreement or disagreement with narrator's point of view when evaluating a text
Comparing	explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. <i>'I didn't like this character at the beginning because but now I understand why</i>

Home readers

As such a high importance is placed on reading in the national curriculum and in particular fostering a love of reading, the children at George Street Primary School have the opportunity to take home books from school. In KS1, children take home a book where they can decode the majority of the words so children can practice their sounds but also their fluency and expression. Children also take home a book for enjoyment that may not be decodable but they can share the book with a parent and enjoy being read too. In KS2, we follow the 'Accelerated Reader Programme' where children are given a reading range that they can read between allowing them to select books for pleasure but also books which are challenging. Once the children have read the book they are able to take a quiz to show their understanding of what they have read. School staff track the children's progress and from the quizzes and support pupils' where necessary.

Reading Environment:

Classrooms, school areas and library will provide a rich environment to promote the importance of reading. Classes have inviting book corners and reading displays, which may include; collections of favorite books, book review, bookflick and a selection of books on a similar theme.

Having a reading spine for each class in a certain genre will allow children to experience new authors and new books they may not have come across. These books are carefully selected for the class. The teacher will read to the children at least for 5 minutes every day.

.Through this teachers can model their enthusiasm for reading and for books and create magic and excitement around the special joy of reading a good book.

- Science fiction
- Historical fiction
- Biography
- Poetry
- Mystery
- Fantasy/folk
- Comic
- Non fiction

