

St Paul's C of E Junior School Reading Strategy

Reading is central to the curriculum at St Paul's. It is taught explicitly and is used to support learning throughout the wider curriculum. We ask parent/carers to reinforce this at home through reading carefully selected reading material.

Phonics – Bridging the Gap

On entry to Year 3, pupils' phonic knowledge is formatively assessed: phonic patterns and sounds are recapped through starters in English lessons in the initial weeks of the Autumn Term. Any pupils joining the school, at any stage, who did not pass the Year 1 Phonics screening, and those for which English is an additional language, are assessed on a one-to-one basis. Those pupils whose learning needs still sit within a phonic programme are supported through daily phonic groups, organised within phases. Pupils are grouped according to need and phonic stages.

Guided Reading in Lower Key Stage 2 (Years 3 and 4)

In Years 3 and 4, pupils begin to build on their secure phonic knowledge acquired in KS1 to read longer texts. Reading is taught using the whole class approach, with everyone reading and enjoying the same text together. Whole texts are read across the duration of a term and include both fiction and non-fiction. Sessions are taught using a reciprocal reading approach and consist of a dialogue between the teacher and the pupils for the purpose of jointly constructing the meaning of the text. Teachers use a balance of explanation, instruction, modelling and guided practice to develop understanding of key reading skills. Those pupils who struggle with reading are of the highest priority and are frequently given the chance to read aloud in these sessions and at the least, three times per week.

Reading units are structured in the same way across the key stage to ensure consistency:

- On Monday, an hour-long session is taught. In response to a short section of the text read aloud and explored through thorough class discussion, pupils are given the chance to orally rehearse and refine their responses, before writing them down.
- Throughout the rest of the week, there is a short, focused activity each day in response to a short extract of the text read aloud. For these activities, pupils are encouraged to respond independently, with whole class discussion following after.

Across the year groups, the texts studied become progressively more detailed and challenging and are carefully selected to cover a range of themes.

By the end of Year 4 children should be secure readers, who read for meaning. A secure reader has a good understanding of texts and takes an active approach to reading. They are able to visualise, ask questions, repair any breakdown in meaning and use different strategies to infer the meaning of unfamiliar words. These children think about their background knowledge of a topic before and during reading and frequently check their own understanding of the text through

making predictions, linking to other texts, asking questions to clarify and constantly visualising and making brief summaries of what they have read. If they do not understand, they re-read for sense, infer meaning of new vocabulary or read on to clarify meaning.

Guided Reading in Upper Key Stage 2 (Years 5 and 6)

In Years 5 and 6, we continue to build on the foundations of reading laid lower down the school. Pupils continue to be taught using the whole class approach, structured in the same way as in previous Years, and texts are carefully selected to push pupils' deeper reading skills and challenge them to read more critically and analytically. A range of themes, techniques and intricacies displayed by writers are explored. Sessions remain heavily discussion-based, allowing pupils to learn collaboratively how best to structure their book-related thinking and subsequently, written answers.

Guided Reading Strategies

Within guided reading sessions, teachers use a range of strategies:

- 1. Teachers will be explicit as to which reading skills are being taught that lesson.**
- 2. Teachers will guide the pupils to explore challenging vocabulary that will be encountered in the section of text to be read.**
 - Children will be taught different strategies to infer the meaning of unfamiliar words: re-reading the text, reading around the word, reading on to the next sentence, visualising the information, using their background knowledge of the subject, analysing part of the words from clues, examining what fits the context and using knowledge of synonyms that would fit the sentence.
- 3. Teachers will recap what has been read in the previous session, reminding pupils of any key questions/thoughts that were raised.**
 - This focuses children on the text and starts to activate prior knowledge.
- 4. Modelling reading:**
 - Teachers will explore the first part of the text with the children and discuss how the text should be read, exploring themes, language and context.
 - Teachers discuss with the children where to use emphasis and intonation in the text.
 - Think Aloud:** The teacher, with the children, models what they are thinking when they are reading, asks questions, predicts what may happen next in the text, discusses the language choice of the author, uses background knowledge of the subjects and makes inferences.
 - Shared Reading:** Teachers will read up to a certain point in the text with correct fluency and intonation. At a specific point, the children will take over the reading from the teacher demonstrating correct fluency and intonation.
- 5. Predicting, hypothesising and using evidence:**
 - Teacher models predicting what will happen next/ themes/ motives etc. (based on available information).

- Children practise predicting what will happen next/ themes/ motives (based on available information).
- As they read on, the teacher and children discuss how and why they may need to modify their predictions based on the extra information they have read.
- Children are encouraged to make regular, brief summaries of what they have read, linking their summaries to previous predictions and updating their ideas about the text in light of what they have read.

6. Exploring key themes:

- A range of strategies to explore themes are used: emotion graphs, timelines, visual diagrams, mind maps, conscience alley, comparison charts and tables to highlight similarities and differences between texts, debates etc.

7. Skimming and scanning:

- Teachers model locating key words in specific sections of text and re-read the sentence before, the sentence the key word is in and the sentence after.
- Children are encouraged to find key words in text as part of the process to answer comprehension questions.

8. Developing and expressing understanding:

- Led by the teacher, children constructively contribute in a discussion to explore their understanding of a topic raised through reading. They respond to and build on the views of others through evidence from the text.

9. Modelling effective responses:

- The teacher and children discuss the different types of comprehension questions being asked and which are the appropriate strategies to use when finding the answer.
- Children recognise different types of comprehension questions and know whether the information required will be explicitly stated or implied in the text.
- Teachers model varying reading strategies to answer different types of questions
- Teachers model answering questions and justifying their answers with evidence from the text, showing when it is useful to use a direct quote, paraphrase or adapt.
- Children orally discuss answers and evidence from the text.

Reading for Pleasure / Reading at Home

It is part of the homework expectations that pupils read aloud to someone at home for a minimum of twenty minutes, four times per week. We encourage parents and carers to discuss their child's reading with them, supported by suggested prompts and questions. Reading is recorded in the pupil's Reading Record. This reading is monitored by the class teachers and any pupils identified as needing further support with their reading are supported in an appropriate way, decided on an individual basis.

Pupils work their way through the school reading stages and when it is deemed appropriate by the class teacher, they will become a 'free reader' and will select books from their class library. At the beginning of every year, teachers conduct a reading survey and listen to individual readers. They also have discussions with

their new class, to inform them of their pupils' reading practices and to allow them to support the pupils in selecting reading material that will interest them and remain well-matched to their reading competency. Throughout the year, teachers check fluency and comprehension through questioning in a variety of reading contexts. These questions assess the child's understanding through asking them specific comprehension questions about the text covering vocabulary, inference, prediction, explanation and retrieval.

Reading for pleasure is also promoted in other ways in school, such as:

- Daily Class Reader time;
- Book Fairs;
- Authors into Schools Programme;
- World Book Day;
- Class Reading Scrapbooks;
- Independent reading time;
- Opportunities to discuss their reading.