



Being a Reader at St Chad's



What do we want Reading to look like at St Chad's?

“Reading is like breathing in, and writing is like breathing out.”

Pam Allyn

This quote perfectly summarises our reading curriculum at St Chad's. With a view of developing a real 'love of reading' from EYFS to Year 6, we want to provide inspiring reading opportunities linked within our school's connected curriculum.



The 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', our 5Cs of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of reading, writing and oracy can be identified in the table below.

St Chad's 5C's	Using our 5C's within English
Community	<ul style="list-style-type: none"> • Visits and Visitors • Fiction and Non-Fiction texts across the school enrich children's understanding of the wider world. • Book At Bedtime event • World Book Day celebration • School Book fairs • Different reading challenges – e.g. 'The Remarkable Reading Challenge'
Communication	<ul style="list-style-type: none"> • Oracy skills weaved throughout the curriculum • Each class has key oracy objectives to work towards and support progress in this area • Discussion of modelled and shared writing • Drawing Club (EYFS and for part of Y1) • Floppy's Phonics (EYFS, Y1 and any Y2 children who need it) has a huge focus on developing high quality speech and language • Guided Reading sessions • Stem sentence starters to support all children • 'Talk like a writer...' new vocabulary always discussed • Talk Boost intervention scheme
Curiosity	<ul style="list-style-type: none"> • Class texts chosen to ensure cross-curricular links with the wider curriculum • Guided reading sessions allow children to infer and wonder
Collaboration	<ul style="list-style-type: none"> • Children have 'Reading Buddies' in another class in the school • Peer and self-assessment within the writing process.
Creativity	<ul style="list-style-type: none"> • Make links with our connected curriculum. • Hot seating, drama and freeze frames used to develop oracy skills.

Reading Intent

At St. Chad's we put reading at the heart of the curriculum. It is a platform that allows our children to see beyond what they already know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. We believe reading is an entitlement and a fundamental life skill. We strive to foster a love of reading at school and at home. We support children to develop strategies to move themselves forward with their fluency and comprehension skills so that they can use these to explore and understand the world we live in. We expose children to reading in different contexts and genres to help them build their own imaginations and knowledge bases through high quality texts. Well-trained staff deliver effective interventions to support any children who come across barriers with reading.

Through this we aim to help our children:

- *Gain a life-long love of reading and books;*
- *Be able to acquire knowledge through independent text immersion;*
- *Read and respond to a wide range of different types of texts;*
- *Read accurately, fluently and with understanding;*
- *Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;*
- *To develop other strategies to understand a text as they move through KS2;*
- *Be able to read with expression, clarity and confidence;*
- *Develop a good linguistic knowledge of vocabulary and grammar;*
- *Develop a deeper level of emotional intelligence and empathy;*

Reading in the EYFS Curriculum

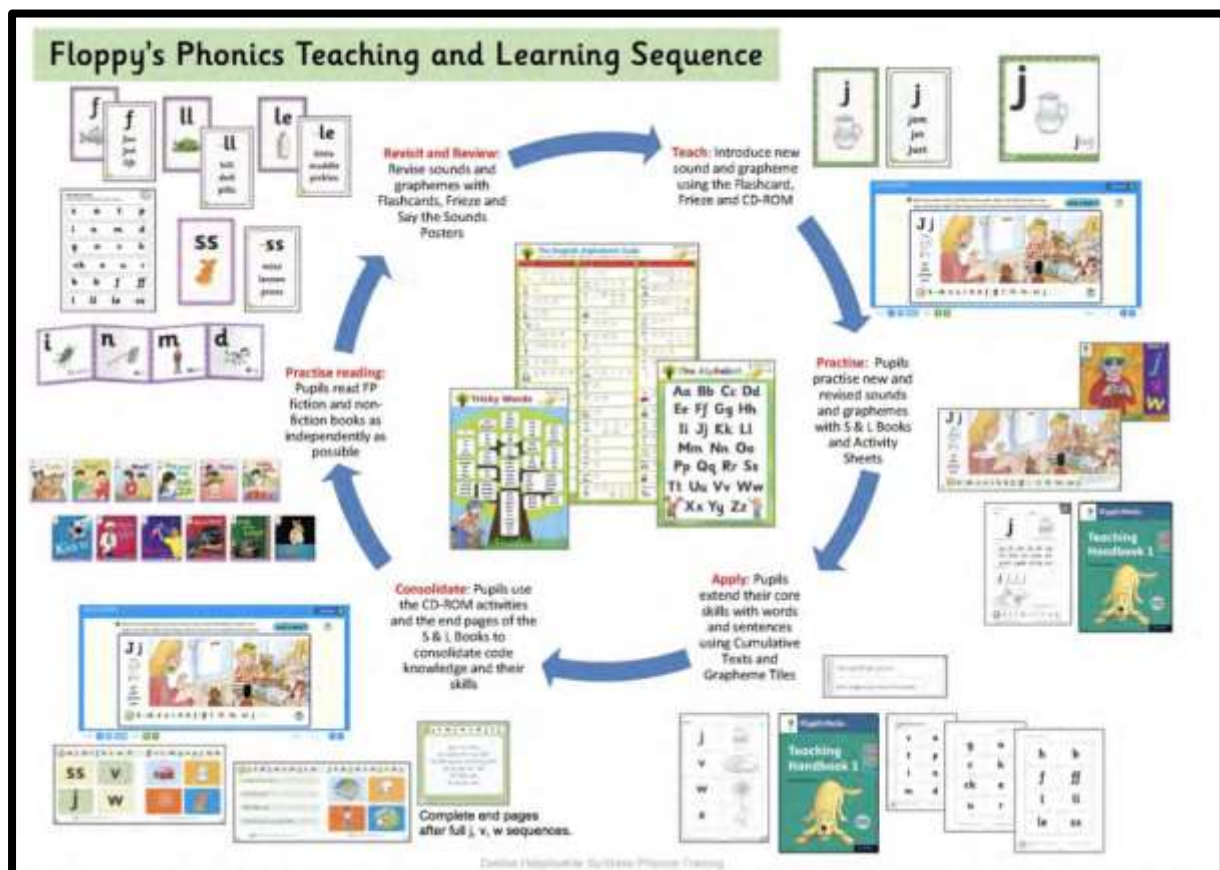
Reading, writing and oracy are closely entwined in our Early Years Curriculum. Each day we use 'The Drawing Club', which is an approach developed by Greg Bottrill. Drawing club is based around a range of high quality literature; teachers select a picture book, traditional tale or an animation as their portal into learning each week. These are carefully chosen to develop our children's understanding of the world around them, to support them in learning new, exciting vocabulary and to enable repetition so that this knowledge is revisited regularly to help to embed it into long-term memory. We teach phonics through 'Floppy's Phonics' and love the extra opportunities this scheme gives us to develop our oracy and early inference skills alongside our word reading and grapheme recognition. In EYFS children begin our staged reading scheme (From Oxford University Press), taking home books which are closely matched to their developing phonetic awareness, alongside a 'richer read' text that they select themselves to enjoy and share with an adult. We have this approach to home reading books throughout the school and use this to support the development of a love of reading as well as ensuring reading progress.

Phonics

At St. Chad's, we provide effective phonics provision from the start of Early Years Foundation Stage (EYFS) to ensure that children enter Key Stage 2 with the ability to read fluently, with understanding, across all curriculum subjects.

To do this, we follow the Floppy Phonics Programme, which is a DfE validated phonics programme. The programme is a systematic, synthetic approach to teaching phonics, with clear expectations. Children's progress is tracked closely and re-assessed formerly every term. Through this tracking timely interventions can be put into place for any children not making the expected progress.

Phonics is taught through the Revisit, Teach, Practise, Apply teaching sequence and this sequence allows opportunities to practise both reading and writing.



Example phonics planning:

Session	Resources	/ai/ ai -ay	/oi/ oi oy	/ee/ ee ea	/igh/ -igh -ie	Consolidate
Session 1	Flashcards or Say the Sounds Posters	Revisit and Review - Quick-fire revision of letter/s-sound correspondences as required.	Revisit and Review - Quick-fire revision of letter/s-sound correspondences as required.	Revisit and Review - Quick-fire revision of letter/s-sound correspondences as required.	Revisit and Review - Quick-fire revision of letter/s-sound correspondences as required.	<ul style="list-style-type: none"> - Use the Level 4 Helpful Words (on Floppy's Phonics Online) as required for any consolidation work using the Cumulative Texts and the activities at the end of the Sounds Book. - Use Book 21 to revise the set of sounds and graphemes and build confidence. Use the reading and spelling activities at the end of each book to consolidate learning. - Complete the Floppy's Phonics Online activities with the children, supporting as necessary. - Complete any core or extension activities as necessary.
	Flashcards Floppy's Phonics Online	Teach - Revise the /ai/ sound and the spelling ai , and teach the alternative spelling -ay using Book 21 on Floppy's Phonics Online.	Teach - Revise the /oi/ sound and the spelling oi , and teach the alternative spelling oy using Book 21 on Floppy's Phonics Online.	Teach - Revise the /ee/ sound and the spelling ee , and teach alternative spelling ea using Book 21 on Floppy's Phonics Online.	Teach - Revise the /igh/ sound and the spelling -igh , and teach the alternative spelling -ie using Book 21 on Floppy's Phonics Online.	
Session 2	Book 21 Activity Sheets 69, 70, 71 and 72	Practise - Practise the /ai/ sound and alternative spelling ai and -ay using Book 21 and Activity Sheet 69.	Practise - Practise the /oi/ sound and the alternative spellings oi and oy using Book 21 and Activity Sheet 70.	Practise - Practise the /ee/ sound and the alternative spellings ee and ea , using Book 21 and Activity Sheet 71.	Practise - Practise the /igh/ sound and the alternative spellings -igh and -ie using Book 21 and Activity Sheet 72.	<ul style="list-style-type: none"> - Complete the Floppy's Phonics Online activities with the children, supporting as necessary. - Complete any core or extension activities as necessary.
	Cumulative Texts	Apply - Use the Cumulative Texts for grapheme searches, reading practice, dictation, handwriting and consolidation of helpful words as required.	Apply - Use the Cumulative Texts for grapheme searches, reading practice, dictation, handwriting and consolidation of helpful words as required.	Apply - Use the Cumulative Texts for grapheme searches, reading practice, dictation, handwriting and consolidation of helpful words as required.	Apply - Use the Cumulative Texts for grapheme searches, reading practice, dictation, handwriting and consolidation of helpful words as required.	

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to achieve the goal of being a well-rounded reader. When pupils have completed the phonics programme and are secure word level readers, reading is developed during whole class guided reading sessions, using high quality text and focused skill teaching. Strong links are made between reading and writing so that skills and strategies can develop between the two. Children read and enjoy high quality fiction, non-fiction and poetry, which are linked to topics across the curriculum where relevant.

Children who are unable to achieve the phonics expected standard will proceed to phonics intervention and reading support. Phonics is continued in KS2 for those who need it through the Project X Code Intervention Scheme.

Guided Reading

We teach our children (from Year 2 Term 3 - Year 6) reading skills through a daily guided reading lesson, using The Leicester Model of Inference Training.

Weak comprehenders may...



- Focus on individual words/sentences
- Attach most importance to decoding
- Have a passive style of reading
- Have lower expectations of text making sense and fewer comprehension monitoring strategies
- Read fewer books and are less sensitive to text structure
- Fail to activate background knowledge or visualise
- Neglect inference
- Find it hard to determine importance and make connections within a text resulting in weaker gist

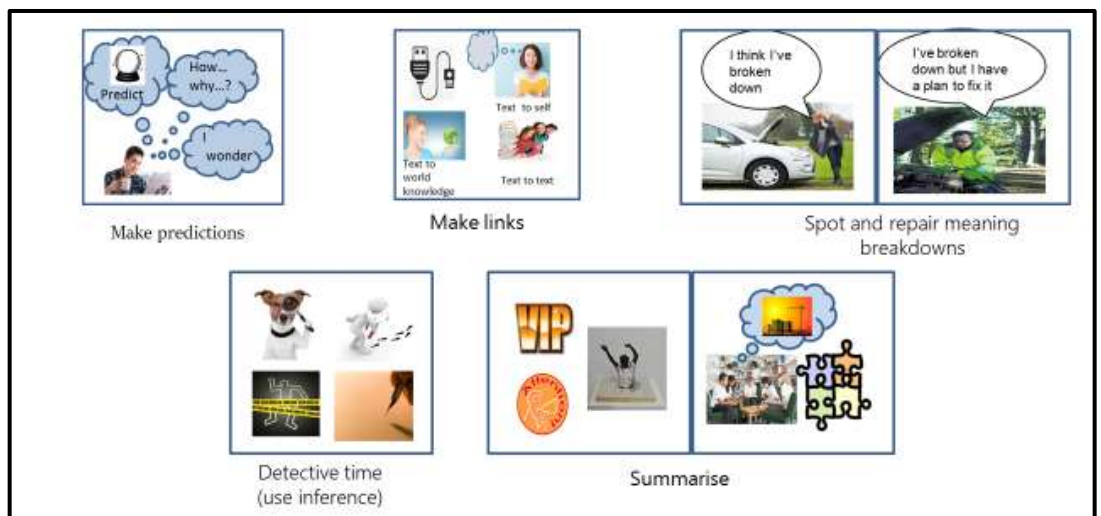
Effective readers...



- Know that understanding is the goal of reading
- Activate background knowledge and working memory
- Integrate information/ideas and make inferences to get gist
- Have high expectations of text making sense
- Make predictions, ask own questions and watch out for "answers"
- Can visualise when appropriate
- Monitor meaning, notice breakdown and use breakdown strategies
- Read frequently and enjoy reading

Inference Training uses carefully selected extracts from books to promote in depth discussion and exploration. It develops a range of comprehension skills and does not allow fluency to become a barrier to deep understanding. Teachers follow a 5 day cycle of skills when exploring an extract and have focus children for each day so that accurate and meaningful assessments can be made of each child's understanding and any gaps they may have that could stop them moving forward.

The five day cycle



Our English Curriculum

It is important to us that our English Curriculum links into our wider connected curriculum as closely as possible. We immerse our children in a language-rich environment and high quality texts that excite, enthuse and inspire them to flourish as learners. We aim to instil a lifelong love of reading in our children so choose every text carefully to ensure their imagination is captured and they are exposed to a variety of different genres and text types. These texts provide us with a stimulus for purposeful writing opportunities, which are often cross curricular. We also plan in reading opportunities throughout our wider curriculum, for example, through historical enquiry. This enables our children to practise their reading skills in a meaningful context.

Developing Children's Cultural Diversity

To enable children to explore the world around them, it is vital we teach and educate our children about the culturally diverse world that we live in. Therefore, across the school, children have the opportunity to read and learn from fiction and non-fiction texts written by authors from a variety of countries and ethnicities. Within fictional books, children also develop an understanding of characters that are traditionally under-represented within children's books.



Developing a Love of Reading

All classrooms at St. Chad's have a reading area. The reading books are organised into genres and children are taught how to select books they might enjoy. Every child from Year 1 - 6 has a levelled reading book, based upon their fluency and comprehension level to take home. As a school, we want to promote a love of reading within our children, therefore, alongside the staged reading book, children will also be able

to take a 'Richer Read' book from the book corner to explore at home. The aim of this is to help boost vocabulary and an enjoyment of reading. We constantly review and monitor the reading books the children are taking home and try to encourage a broad range of reading.

We promote and celebrate reading in a huge number of ways at St. Chad's Primary School, for example:

- We have a whole school 'Reading Reward Scheme', where children earn punches on their 'reading punch card' every time they read at home. Once they complete their card they are celebrated in our ICA assembly and receive a special reading prize. We have Bronze, Silver and Gold level punch cards and the reading prizes increase as the children work through the different levels.



- Carefully chosen books for class texts and in reading corners, which celebrate the diverse world we live in and reflect our school community.
- In Upper Key Stage Two we have the '100 Book Club'. These are special books, which have been carefully handpicked to be varied, high quality and challenging to the children. UKS2 children can work through these books in any order they choose and will receive certificates once they join the '10 book club' then the '25 book club' and so on. This really encourages our older readers to break out of their comfort zones and immerse themselves into different types of text.

- We run a 'Book at Bedtime' event every year where the children are invited back into school to enjoy great books in their pyjamas (with chocolate milk and biscuits!)
- World Book Day is celebrated as an off timetable immersion into activities relating to excellent books and themes the children may not have previously been exposed to.
- We have 'Reading Buddies' throughout the school (a Key Stage 2 child carefully matched to a Key Stage 1 child) who meet at least once every half term to share their favourite books and bond over a love of reading.
- We set different 'Reading Challenges' for the whole school at intervals throughout the year and celebrate participation and success in these in our ICA assemblies. An example of this is our 'Remarkable Reading Challenge' where the children were tasked to find the most 'remarkable' place possible to read their book and share a photo with us.

Home Reading

We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home. It is important to us that children are motivated to read at home regularly as when their reading opportunities increase, so does their fluency and stamina, which in turn increases their enjoyment of reading. We know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers.

Monitoring

Regular monitoring ensures that standards remain high in the teaching of reading. Examples of monitoring include learning walks, books scrutinies, governor visits, teacher records and pupil conferencing. Feedback given from any of these forms of monitoring is acted upon in a timely manner where required.

Impact

Our intended impact is:

- *Pupils will leave our school with a life-long love of reading*
- *Pupils of all abilities will be able to succeed, access their lessons and have acquired knowledge and the skills to build more knowledge, preparing them for life-long learning*
- *Pupils will use a range of strategies for decoding words, not solely relying on phonics*
- *Pupils' reading skills will improve year on year, in line with age related expectations*
- *The percentage of pupils passing the Phonics Screening Test in Year 1, and the retakes in Year 2, will be at least in line with national averages*
- *The percentage of pupils working at EXS within each year group will be at least in line with national averages*
- *The percentage of pupils working at GDS within each year group will be at least in line with national averages*
- *There will be no significant gaps in the progress of different groups of pupils (e.g. FSM vs non-FSM children)*