



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL READING STRATEGY

Inspire. Enrich. Achieve.

READING INTENTION

At St Peter's, we aim to create successful, fluent readers who will monitor their understanding of what they are reading, review the text when something does not make sense and, most importantly, love the art of reading. More than this, we want pupils to leave our school with a genuine love of reading that will stay with them their entire life. Every half term, each class will use key texts that are linked to their topic as a driver. This text is then used across a variety of lessons, subjects, and disciplines. In reading lessons, pupils are explicitly taught strands including vocabulary recognition/understanding, inference, retrieval, summarising, prediction and activating prior knowledge. The pupils use these strands to check how well they comprehend what they have read and overcome barriers to comprehension. These are adapted and scaffolded so that pupils build on their knowledge in each strand over time.

PHONICS

INTRODUCTION

Phonics is taught through EYFS and Year 1 using the Read Write Inc. scheme, which ensures systematic coverage and progression. Children start phonics when they join in EYFS. In both Early Years and Key Stage 1 children are taught in smaller groups daily, led either by the class teacher or by trained learning support staff. The children are assessed to ensure that they are in the appropriate group for supporting and extending their individual needs based on pupil knowledge and next steps. Year 1 children take part in statutory Phonics Screening during the summer term, and parents are informed of their child's achievement at the end of the school year. Some children may continue with Read Write Inc Phonics into Year 2 if appropriate.

PHONICS ASSESSMENT

Children are assessed half termly by the EYFS and Year 1 Phonics Leaders to ensure that they are on track. Each term, the Headteacher conducts a Phonics check with each child in Year 1 and any Year 2 pupils who have not passed. This data is then reported to Embrace Academy Trust. These assessments are used to plan any necessary interventions in order for children to catch up. All children in Year 1 (and any Year 2 pupils who have not passed) will participate in the Statutory Phonics Screening Check at the end of Year 1.

INTERVENTIONS

Phonics Interventions are used to ensure that children are not left behind. These take different forms:

1 - 1 Catch Up – This happens each day in the afternoon if any child has fallen behind with a sound taught that day. This is either carried out by the Class Teacher or a trained LSA.

Targeted Read Write Inc Tutoring – This happens three times each week and is aimed at children who have wider gaps in their phonics knowledge.

Whole Class Daily Revisits – Based on the premise of ‘every second counts’, class teachers will use different parts of the day (when lining up, before break, etc) to revisit previous sounds.

Targeted Individual Reading – This happens a minimum of three times each week and is aimed at children who are below the expected standard in Reading and Phonics.

PHONICS READING BOOKS

Children in EYFS and Year 1 are given at least two phonics texts each week to take home to practise their phonics. These will be one text that is matched to the sound they are learning that week in their phonics lessons as well as a text that focuses on a previously learnt sound. Parents are encouraged to read these texts at home to strengthen learning.

PHONICS HOME-SCHOOL PARTNERSHIP

We recognise the importance of parent support in the teaching of phonics, but also recognise that many parents will not have the knowledge and confidence to deliver phonics independently. Therefore, we try and remedy this by:

- Parents Evening discussions x2 per year where Phonics and Reading will be at the heart of the conversation.
- Parent phonic and reading workshops x2 per year where parents can observe our trained staff deliver a phonics session.
- Use of DoJo for parent questions and queries relating to Phonics.
- Phonic videos weekly with targeted sounds that have been taught that week are sent home via Class DoJo.

PHONICS – AT A GLANCE	
All Children at St Peters in EYFS/ Year 1/Year 2	Some Children at St Peters in EYFS/Year 1/Year 2
1 – 1 Catch Up when necessary	RWI Tutoring x 3 a week
Individual Weekly Read	Individual Reading x3 (minimum)
Reading book linked to the new sound, and 1x other phonic text with sounds already covered sent home weekly.	Government-funded Reading Tutoring
Phonics Videos Weekly on Class DoJo	Targeted Phonics Homework/Videos on Class DoJo

WHOLE CLASS READING

THE APPROACH

From Year 2 through to Year 6, pupils have daily 30-minute reading lessons as a whole class.

These lessons:

- Are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion.
- Include a range of activities – not all of which must have a written outcome – that enable pupils to develop skills associated with being good readers (VIPERS).

The benefits of this approach are that pupils are regularly immersed in high-quality children's literature across different genres. Moreover, pupils will improve speaking and listening skills with a focus on being orally literate. Alongside this, pupils develop comprehension skills using VIPERS where progression is planned through each year group. Because of the style of the approach, more time is given to modelling skills rather than just assessing ability and behaviour for learning has improved and is now consistently strong as all pupils are engaged in the lesson.

HOW DOES IT WORK?

The teacher selects a high-quality piece of children's literature or non-fiction text that will challenge all pupils. It should be at a level beyond that at which they can read independently. The text will be linked to the half-termly topic and used to benefit other subjects. The WALT and VIPERS focus for the session is the same for all pupils. Pupils will have access to the same activities and levels of questioning, but teaching will be adapted depending on pupil needs. The teacher reads the text to the class, modelling fluency, intonation and comprehension, and pupils follow the text with their own copy. The teacher plans and uses skilful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text. Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always need a written outcome, for example you may use drama to help children explore a character through role play, debates or freeze frames.

WHOLE CLASS READING – AT A GLANCE	
All Children at St Peters in Year 2-6	Some Children at St Peters in Years 2-6
Introduced weekly to high-quality texts.	Adaptive teaching to ensure success.
Experience of a range of texts inc. poetry, fiction, and non-fiction.	Scaffolded activities to ensure lesson engagement.
Hear expert reading from class teacher daily.	Class Teacher or LSA support to ensure understanding and engagement.
Range of activities around the concept of VIPERS with progression planned in for each year group.	Assessments completed in smaller groups.
Termly assessments conducted and QLAs completed by class teacher.	

PARENT SUPPORT IN READING

Research shows the importance of early reading in the development of children and the link between this and academic success and we recognise that to maximise this we need a strong relationship with our parents in regards reading.

PARENT'S PHONICS AND READING MORNINGS

During Autumn and Spring term, parents are invited to attend and observe a session of either phonics or whole class reading. This has a number of benefits, including:

- Showcase our Reading and Phonics practice to parents and, essentially, show them behind the curtain.
- Improve parental engagement in reading and, potentially, improve parents' feelings towards being in a school environment.
- Encourage parents and their children to talk about reading with the parents having knowledge of what reading in school looks like. Parents will also see Quality First Teaching and questioning skills that they can then use at home to support reading.

PARENT'S EVENING

Parents are invited into school for a discussion with their child's class teacher twice a year. Reading will lead this discussion. Pupil progress in school will be discussed and parent's will be asked about engagement with reading at home. If appropriate, teachers will discuss the amount of reading that is being completed at home and offer support about how school can help should this be below what is needed.

Parents will also be informed about their child's current level of attainment and the amount of progress made since the start of the academic year. A target will be set for reading along with some steps to be completed at home to ensure that the child is successful with this target for children in Years 1 to 6.

WEEKLY READING AT HOME

We ask our children to read a minimum of 3 times a week at home to an adult, and have their reading diary signed with the book they read, the pages and a parent comment if appropriate. However, we actively push for as much reading to be done at home and stress that 3 is only the MINIMUM! Children are rewarded for weekly reading via Class DoJo in the form of DoJo points.

3 x Signatures = 1 DoJo Point

5 x Signatures = 2 DoJo Points

7 x Signatures = 3 DoJo Points

Weekly reading is recorded and monitored half-termly by the Class Teacher. Parents of any child not engaging with reading at home according to the lack of signatures in their diaries receive a check-in from the Class Teacher in a supportive manner. They are asked if there is anything school can do to help them be successful. These children are then monitored over the next half term by the Class Teacher, and, if appropriate, targeted for interventions. If this lack of reading continues to persist, Class Teachers will then refer it to the English Lead.

READING BOOKS SENT HOME

Ensuring that children have access to high-quality texts at their level is vital for their reading to improve.

EYFS/Key Stage 1 - We ensure that all children who have not passed their Phonics Screening have a phonics book that links to the current sound they are learning, plus a previously learnt sound that they take home each week. Children in Year 2 who have passed their Phonics Screening will have a reading book that links to their current reading level. If this level is not yet 'Lime' on the book band colour scale, they will also be allowed to choose a book from the school library to take home to share with parents who can read it to the child.

Key Stage 2 – Children in KS2 who have passed their Phonics Screening will have a reading book that links to their current reading level. If this level is not yet 'Lime' on the book band colour scale, they will also be allowed to choose a book from the school library to take home to share with parents who can read it to the child.

However, many children will now be on a colour band that is within the library and can choose any book from this band to take home. They can then read this book to their parents. The colour bands that the children are on is based on their Eskimo assessment completed with a HLTA. These band will change over the course of Key Stage 2 as the children's reading abilities advance.

HOMEWORK

Reading will be set at least every other week for Years 2 to 6 and will focus on comprehension tasks to reinforce learning within school. As previously mentioned, Phonics videos are sent out weekly for children in EYFS and Year 1 (and Year 2 for any children who have not passed the Screening Check).

FORTNIGHTLY NEWSLETTER

Our school newsletter is sent out every other Friday and always has a 'Mr B's Books of the Week' feature which guides parents towards high quality texts for each Key Stage (EYFS, KS1, LKS2, UKS2). This allows parents, if they choose, to supplement the books the children have accessed to at school with additional books at home.

ASSESSMENT

HEADSTART ASSESSMENTS

Year 3, 4 and 5 complete assessments using the HeadStart testing materials once a term for Reading. These tests are conducted in a supportive style so that children can achieve the best they can. This might include smaller groups, small breaks throughout and adult scribing where appropriate. Once these are completed, Class Teachers then complete Question-Level Analysis for each child to identify individual gaps in knowledge as well as more broader class trends. This then informs whole class teaching for the subsequent term as well as individual interventions for children.

SATS ASSESSMENTS

All children in Year 2 and 6 will complete the Statutory Assessments in Summer term in accordance with the Department of Education. This then gives the school data to track progress and overall attainment. To familiarise children with this process and to give Year 2 and 6 Class Teachers an accurate picture of current attainment, children will complete past SATs papers throughout Year 2 and Year 6. Like HeadStart, once these are completed, Class Teachers then complete Question-Level Analysis for each child to identify individual gaps in knowledge as well as more broader class trends. This then informs whole class teaching for the subsequent term as well as individual interventions for children.

2ESKIMO READING ASSESSMENTS

These assessments are designed to ensure that all children who have passed their Phonics Screening Check are reading the correct level of reading book based on their reading fluency and word recognition. They are carried out 2/3 times per year by a Higher-Level Teaching Assistant with most children and more regularly with targeted children (once per term as a minimum). Based on the results of these assessments, children are then given a certain colour book band and can choose a text within this range.

PHONICS ASSESSMENTS

Please see Phonics sub-section.

ASSESSMENT – AT A GLANCE	
All Children at St Peters in EYFS/Year 1	
Will be tested regularly to ensure that phonics groupings are accurate with Phonics Leads.	
Will have a Phonics Screening Check once a term with the Headteacher (Year 1).	
Will complete a Phonics Screening Check in Summer term (Year 1).	
All Children at St Peters in Year 2 & 6	Some Children at St Peters in Years 2 & 6
Complete past Reading SATs tests each term.	Complete assessments in smaller groups.
Have a QLA completed to check for gaps.	Have a scribe when completing assessments.
Have 2Eskimo completed termly to ensure book band is accurate.	Have 2Eskimo completed half-termly to ensure book band is accurate.
All Children at St Peters in Year 3, 4, 5.	All Children at St Peters in Year 3, 4, 5.
Complete HeadStart tests each term.	Complete assessments in smaller groups.
Have a QLA completed to check for gaps.	Have a scribe when completing assessments.
Have 2Eskimo completed termly to ensure book band is accurate.	Have 2Eskimo completed half-termly to ensure book band is accurate.

INTERVENTIONS

At St Peters, interventions are often used as a focused teaching session, which is a deviation away from existing teaching practice. Interventions in schools can be one-to-one or delivered as a group. Some interventions are ad-hoc depending on what has been observed during a lesson and may only last for a single intervention session. Others may be longer term with a particular focus. **Interventions are targeted at particular children and these may change over time depending on a number of factors.**

IF PHONICS THRESHOLD HAS NOT BEEN MET:

READ WRITE INC TUTORING

This intervention is completed three times per week and operates as either an individual or a small group if there is more than one child at particular level. This intervention is delivered by a LSA or HLTA who has been trained in RWI. The sessions are delivered using the RWI structure and focuses on revising sounds that children are not secure in. After each session, each child will take home a phonic text linked to the current grapheme and one other phonic book of a sound already known.

1 - 1 READING

Children will be listened to read at least three times a week by either the Class Teacher, an LSA/HLTA or a mixture of both. The children will read their school book which has been set based on their current phonics sound. As part of this intervention, children will be questioned and given chances to discuss the book they are reading. The adult completing this intervention will acknowledge this intervention via a label in the child's home-school reading diary.

READING TUTORING

As part of the Government's response to the Covid pandemic, schools are able to access additional funding for tutoring in order to aid catch up for some children. At St Peters, our HLTAs have been trained to deliver this tutoring. This is completed before school once a week and runs for a total of fifteen weeks. If the children involved have not passed their Phonics Screening Check then this will act as the focus for their sessions in order for them to catch up.

IF PHONICS THRESHOLD HAS BEEN MET:

PRECISION TEACHING – COMMON EXCEPTION WORDS

This intervention is delivered by a LSA or HLTA and focuses on teaching children the common exception words for their year group. It is designed to be roughly five minutes in length and is completed daily, usually on an individual basis.

1 - 1 READING

Children will be listened to read at least three times a week by either the Class Teacher, an LSA/HLTA or a mixture of both. The children will read their school book which has been set in accordance with 2Eskimo reading assessments. As part of this intervention, children will be questioned and given chances to discuss the book they are reading. The adult completing this intervention will acknowledge this intervention via a label in the child's home-school reading diary.

READING TUTORING

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READING ACROSS THE CURRICULUM

CLASS TEXTS THEMED AROUND HALF-TERM TOPICS

The driver for English at St Peters are the class texts. These have been carefully chosen by the English Lead in collaboration with the Class Teachers so that they are suitably challenging and engaging for the children. There is a mixture of classic texts as well as more modern authors. The genres include a mix of poetry, non-fiction and fiction texts.

FINANCIAL MATHS AND READING

As part of our status as a Centre for Excellence in Financial Education, we now have a designated part of the library that has various fiction and non-fiction books that have maths as a key theme. Children can borrow these from the library like any other book.

BLACK HISTORY MONTH

Since 2021, Black History has become part of our school curriculum. Each October, we have a Black History Day and use significant black authors, poets and writers as our theme in class. This allows children to experience these authors and broadens their own knowledge, understanding and interest in authors from cultures away from their own.

SCHOOL LIBRARY

We are very fortunate to have a space for our school library, which has thousands of books in it at various levels. We aim to restock and continually update each year through purchases made by the school and through kind donations from parents and publishers. In recent years, we have established a relationship with Hachette who kindly donated us some exciting texts. We have a school librarian who is available four lunchtimes a week so that KS2 children can change their books. KS1 children have access to the library with class staff.

READING DISPLAYS

Reading displays feature in each classroom from Years 1 to 6. Many classrooms display suitable, but challenging texts for that Key Stage in the hope that children will be inspired to read the books. Some of them are available in our school library and children are also encouraged to access the local library. These books are shared with parents as well to give them a wider knowledge of quality texts.

READING FOR PLEASURE

WORLD BOOK DAY

Each year, we ensure that we celebrate our love of reading on World Book Day. Teachers plan different reading themed activities, teachers share their favourite stories with the children and the children can dress up as their favourite book characters if they choose. It is our belief that reading should be celebrated every day, but it is nice to have one day dedicated to the joy of reading as well.

SCHOLASTIC BOOK FAIR

Each year, we host a book fair where children have the opportunity to buy from a selection of books from the publisher Scholastic. The added benefit of this is that the school also receives a proportion of the money spent which we use towards buying books for our school library.

THEATRE PERFORMANCES

All children experience two theatre performances each year in school. We collaborate with a local company who perform a pantomime before Christmas to the children based on a classic pantomime story, such as

Cinderella, Beauty and the Beast, etc. Then, in Spring term, the same company return and perform a play based on a classical text. In previous years, we have had amazing performances of Treasure Island by Robert Louis Stevenson and The Hobbit by JR Tolkien. This allows our children to all access high-quality classical texts at their level and inspire them to read the texts themselves in the future.

SHARING ASSEMBLIES

Every Friday, Reading features prominently in our Sharing Assembly, where each Class Teacher chooses a 'Reader of the Week' from their class. This child will then receive a certificate in the assembly and their parents will be invited to attend. This certificate can be awarded for many different reasons, including the effort and attainment within Whole Class Reading, or for their reading completed at home and recorded in their reading diary.

EXTRA-CURRICULAR READING CLUBS

Over the course of the year, different reading clubs run across the school. These range from a club where older children listen to younger children read and read to them in turn to a club at lunch in the library where children can choose to sit quietly with their favourite book.