



St. Bartholomew's C.E Primary School's intent is that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers. They will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and develop a genuine love of reading.

We work to inspire them to become passionate life-long readers who enjoy books and have a desire to read for pleasure. In order for the children to have the will to read, and be able to read to learn, they need to have secure skills in reading so that they can read with fluency and comprehension.

Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education.

By the end of KS1, children will be fluent at decoding to read an age-appropriate pace and have acquired the appropriate comprehension skills.

By the end of KS2, we aim for children to be able to:

- read with confidence, prosody, comprehension and fluency;
- have an interest in a wide range of reading materials and a love of reading for pleasure;
- read confidently to acquire information;
- meet age related expectations for reading, with the aspiration to exceed them.

Implementation

Prioritising reading:

- Reading is a high priority at St Bartholomew's C. E Primary School.
- Leaders and Governors recognise that reading is a key skill that gives our pupils access to the wider curriculum and to life-long learning.
- Pupils develop and apply their reading skills across a broad range of subject areas.
- We ensure that maintaining and updating our phonic and reading resources are priority when allocating our curriculum budget.
- A rigorous systematic, synthetic phonics programme is delivered daily across the EYFS and KS1, and for children who require phonics in KS2.
- Pupils in Year Two and KS2 are assessed for phonics and delivered the rapid catch-up program if needed.
- Teachers deliver phonics in an engaging and motivating way that captures pupils' interest and attention.
- The teaching of reading continues to be prioritised when the children have developed the appropriate fluency to move from the phonics scheme.

The key reading skills of vocabulary, inference, predicting, explaining, retrieval and sequencing/summarising are modelled and taught.

Guidelines for the Teaching of Reading

The school identifies two important phases in reading development: *learning to read (word reading)* and *reading to learn (comprehension skills)*. Teaching strategies are employed that recognise children's needs in each phase.

Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision. Reading celebrations such as World Book Day and Parent



Information Sessions are used to emphasise the importance of reading and encourage children to read at home with their parents. Furthermore, through the use of the school library, which contains modern and interesting books, promoting a love of reading for pleasure.

Teachers use a balanced approach. Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.

A variety of teaching strategies are employed to teach reading both inside and outside the English lesson.

Teaching is embedded within meaningful contexts. Teachers teach children about reading by providing access to a wide range of high-quality narrative and non-narrative texts across the curriculum.

Development of Early Reading Skills

The development of language through speaking and listening is a key early reading skill.

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc.

Word-Reading and Decoding

Phonics

At St. Bartholomew's C.E. Primary School, we use the Little Wandle synthetics phonics programme. It is introduced from entry into school and then continues into Year 1 and as necessary Year 2 and KS2. Detailed information about how we teach and assess phonics and early reading can be found in '[Phonics and Early Reading at St. Bartholomew's C.E. Primary School](#)' which is in the reading section of our school website.



Wandle

Developing Fluency

The practise of reading is central to the school day and the children will be given opportunities to reread words to gain fluency to enable them to read 'at a glance'.

This will take place through:

- Daily phonics lesson,
- Targeted activities throughout the day to practice and embed taught phonics skills (e.g. grapheme phoneme recognition or segmenting and blending)
- Opportunities throughout the curriculum to embed and practice phonic skills and knowledge.
- group reading,
- individual reading,
- reading across the curriculum
- adult-led activities (EYFS continuous provision).

The children have a reading book which matches their phonetic knowledge and corresponds to the Little Wandle teaching sequence. Each reading book will be read three times to increase fluency. The children will continue to read phonetically decodable books until they are able to decode unfamiliar words speedily and read familiar words without the need to decode.

During small group focussed reading, the children are grouped by their phonetic knowledge/level and texts chosen to closely match their GPC recognition.

Alongside their phonetically decodable reading book, the children may also take home a shared reader or library book. The shared reader or library book may be above the child's reading level



but is to be jointly read with an adult to enable the children to read a range of texts, share books with adults and to further foster a love of reading.

Early Comprehension Skills

A language rich environment is provided with opportunities throughout the day for meaningful talk between adults and children. Children are introduced to a wide vocabulary linked to their learning. A range of texts (fiction and non-fiction) are chosen to support all areas of learning and to introduce the children to new language.

Texts are reread to enable the children to gain a deeper understanding, explore new language and discuss characters and actions. Through adult-supported discussion, the children are encouraged to make predictions, simple inferences and retrieve information.

Along with fiction, poetry and non-fiction texts, images are used to develop early inference, prediction and retrieval skills.

When appropriate, the children are introduced to reading VIPERS to introduce the key skills of:

- Vocabulary;
- Inference;
- Prediction;
- Explanation;
- Retrieval;
- Sequencing.

Story Time

At St. Bartholomew's C.E. Primary School we recognise the importance of reading aloud to children and, as so, there is dedicated story time daily in EYFS and KS1. Storytime is viewed as a special, fun and exciting part of the day and all adults promote a love of reading and an excitement for reading.

Books are chosen to engage the children, help the children explore language and expose the children to different experiences and perspectives. The children are also read and taught traditional tales and rhymes.

Books are reread to enable children to deepen their understanding and children are encouraged to join in with key phrases, repeated patterns and rhymes.

Classroom environment

The classroom is a calm environment that allows the children have effective interaction with adults and their peers.

Phonics display links to the GPC

Role play activities linked to the curriculum

Reading Year 2-Year 6

Class Reader

As outlined in the 'Early Reading' section, story time is built into the school day at EYFS and Key Stage 1.

The 'Class Reader' is also continued into Key Stage 2 and these are chosen to introduce the children to a range of authors, genres and styles of writing. The text may be chosen to:

- compliment the text being studied in English;
- complete a novel covered during targeted reading lessons;
- target the children's interest;
- introduce the children to a new author, genre or style of writing;
- ensure the children experience a range of texts, including poetry.

In Key Stage 2, the class reader will be shared at least daily.



Reading Materials and Home Reading

Reading has a very high status at St. Bartholomew's C.E. Primary School and as such the school seeks to provide high quality, up-to-date resources for teaching reading. It provides:

A reading scheme for pupils who are learning to read:

- In EYFS and Key Stage 1 this material is based around Little Wandle phonetically decodable reading scheme. Other material is added to broaden the range of sentence structures, genres, grammar that the children are exposed to and to promote a love of reading through shared readers.
- Once the children are secure with their phonic knowledge and have developed an appropriate fluency and pace, they move onto graded reading books which are taken from Collins Big Cats reading scheme. Additional age-appropriate texts may also be added to supplement the reading scheme.
- In Key Stage 2, the texts are chosen to provide coverage of a wide range of text types, genres and poetry and to be matched to the ages and maturity of the pupils. Children are encouraged to develop their own reading tastes and to be challenged into trying new types of reading materials. They are expected to learn from what they read; facts and information as well as empathy for characters, situations and dilemmas that they encounter in narrative texts. At this stage, teachers may allow children to bring suitable reading materials from home, especially where they feel that the child has well developed reading tastes and habits.

Children are encouraged to read books from the individual class libraries and the school library.

Book/Reading Areas

Every classroom will have a book/reading area which:

- Have books refreshed regularly,
- Adult chosen books are displayed and promoted,
- Books are displayed attractively and are easy to find,
- When age-appropriate, the children may include their own recommendations for other children in the class to read,
- Include books that the children have heard in class.

Reading Assessment

Alongside ongoing teacher assessment taken from whole class shared reading, small group reading, reading journal activities, comprehension activities, discussion etc. on a termly basis, the children will complete the termly NTS reading assessment. The NTS test produces a standardised score and an age-standardised score. At the end of Key Stage 1 the children will complete the non-statutory SATs reading papers and at the end of Key Stage 2, the children will complete the statutory SATs reading papers.

For children who are receiving additional reading intervention, this pupil's attainment at the start and end of the intervention will be assessed. Where appropriate, 'The Suffolk Reading Test', may be used to assess pupil progress in fluency and comprehension.

Reading for Pleasure

- Staff read to their pupils on a daily basis exposing them to a rich literary diet, covering a range of authors, genres and periods.
- Class reading areas are stocked with high quality books for the pupils to access and enjoy.
- Every opportunity is taken to encourage pupils to reflect on and talk about their favourite authors and the books they have written.
- Early reading is encouraged by providing pupils with pre-phonics framework books.

Reading at St Bartholomew's CE (VC) Primary School

'Nurture, Grow, Flourish'



- Pre-phonics is introduced in Nursery through the use of rhyme and sound/symbol matching games using the foundations of Little Wandle.
- The school library is regularly restocked. Pupils have free access to the school library.
- There is a good range of non-fiction books available to support the units of study pupils cover across the wider curriculum.
- We hold events like 'World Book Day' to promote a love of text and pleasure for reading.
- The school actively supports parents and carers with promoting reading at home by providing regular parent / teacher meetings, reading information workshops and information on the website.
- EYFS, KS1 and KS2 rapid catch up have group reading sessions 3 times a week. Children who are not on the program read independently or 1:1.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." - Dr. Seuss