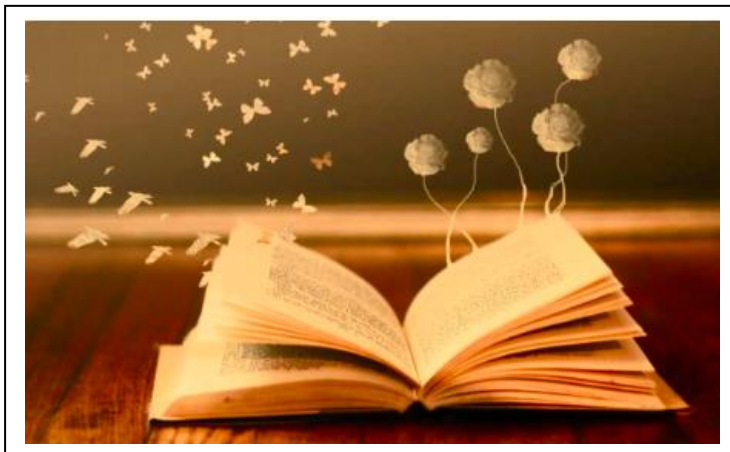


Reading intent:

At St. Peter's Bratton we believe that a quality English curriculum should develop children's love of reading and confidence as life long readers. We recognise that reading well is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

We aim to inspire an appreciation of our rich and varied literary heritage, 'the habit of reading widely and often, with fluency and with good understanding' and to open doors to further learning. Developing a real enjoyment and enthusiasm for reading is something we believe is crucial for children's learning.

Implementation



We focus on three main strands of reading: Fluency, Comprehension and Enjoyment.

Fluency: If children are to enjoy and understand what they read, they need to access a text fluently. At St. Peters we have a systematic approach for teaching phonics which allows pupils to decode and recognise words from the time they start in Reception. Planning for phonics is based on 'Letters and Sounds' programme.

Work on developing fluency through phonics extends through Key Stage 1 and beyond for those children who need it. These skills are also developed through structured guided reading session and is modelled by teachers reading aloud to children on a daily basis.

Regular assessment of phonics takes place, usually half termly, and those children who are not making progress receive targeted intervention.

Comprehension:

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

Staff at St. Peters understand that if pupils are to enjoy reading and learn from reading then they need to develop comprehension skills and that these need to be taught and modelled explicitly. This is done through a range of Guided Reading Groups in Key Stage 1 Whole Class Sessions, and Book Talk.

Guided reading can be a powerful way of supporting children to make progress in reading, providing a regular and supportive time for children to encounter engaging texts that will resonate with their interests and capture their imagination. Over the course of a school year, children will have the chance to encounter a wide range of genres, some of which will be unfamiliar. All this helps to broaden their experience, helps them to form opinions about books and authors, and gives them the opportunity to use literary language. They will also have the satisfaction of enjoying a whole book from beginning to end. Children will usually be involved in a reading group once a week.

As children move into KS2, they take more responsibility for their own reading and take part in **Reciprocal Reading in a small group**. The focus here is on encouraging children to take responsibility for their own reading whilst developing skills in organisation, collaboration and problem solving as well as developing comprehension skills and the confidence to talk about books and authors.

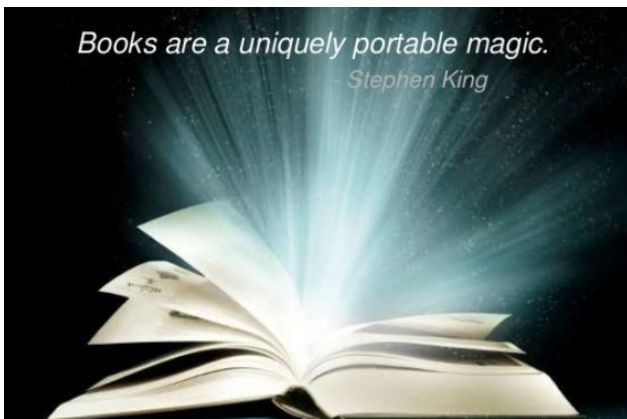
Whole Class Reading sessions allow teachers to model thought processes and skills in reading. During these sessions teachers cover a range of fiction, non-fiction poetry, songs, picture books, short film clips ensure children get access to a wide range of texts. Types of text given are challenging but appropriate to the age and key stage of the children. Teachers will ensure that pupils become familiar with the text, understand tricky vocabulary and teach them specific skills related to the various aspects of comprehension including reading domains: retrieval, vocabulary, inference, prediction, explanation, sequencing and summarising. Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session. Teachers plan 3-5 key questions each session, usually based upon a combination of domains and other reading skills practised in reciprocal reading. Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. We use a maximum of 3-5 questions each session to ensure children have time to provide quality answers.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

Independent Reading: Reading independently at school for a sustained period is important if children are to develop as self-reliant readers, able to select a book and sustain their concentration. From Year 2-6, Children are involved in independent reading at least three times per week.

Read with me: During the time given to independent reading, the teacher will be supporting children to choose new books, answering questions about the texts and engaging children in discussion. Where pupils are not yet fluent in reading, teachers in KS2 will hear pupils read on a 1-1 basis during these sessions.

Story Time: We believe that reading to children, not just in the early stages, but all through school is an essential element of learning. During Story Time, it makes literary language accessible and also provides a model of expressive reading. It is also a joyful time of the day – a chance to share a story as a class for sheer pleasure.



Reading for enjoyment: Staff at St. Peters understand the joy of books and celebrate reading every day. There are focused occasions during the year where we celebrate as a school, including World Poetry Day and World Book Day. Authors are also invited into school to discuss their ideas and how they write.

Parental Engagement

We understand how important it is for parents to be involved in their child's reading journey and to share our values about reading. Pupils are asked to read at home with their children on a regular basis and comment in reading records where appropriate. At learning conferences, parents and carers can discuss their child's progress and teachers will offer advice about reading where appropriate. At any other time, parents are welcome in school to discuss their child's reading.