



Reading has a high profile at St Bernadette's Catholic Primary School. It is the key to effective learning. Children are encouraged to appreciate books, to read independently, to make good progress and to take immense pleasure in reading. We aim to foster skills, which will remain with the children for life.

We aspire to support our children to become language rich. We believe that this can be best achieved through reading widely and reading ambitiously.

### **The start of the reading journey:**

In the Reception classes, we encourage 'book talk'. The children learn to handle books, they talk constantly about what's happening and they begin to recognise key words. All this is happening alongside the ReadWrite phonics programme so that, when the children are learning letters and sounds, they can always apply these skills to the books they are reading. Therefore, you will see a library book (for parents and carers to read to their child) and a phonics book bag book coming home with your child. The children also work on fluency by using puppets, choral reading, singing songs, learning rhymes and simple poems.

### **Moving on through Key Stage 1 (Year 1 and 2):**

In year 1 and 2, as well as the teaching of phonics, there is also a focus on fluency, comprehension and reading for enjoyment.

All children will have an opportunity to read individually with an adult. We continue to use Read/Write Phonics books. After Stage 5 of the Phonics scheme, we use a 'banded' scheme, which is carefully graded to move the readers quickly; using one small step at a time.

In addition to that, 'Guided Reading' takes place in classes daily. In Year 1 the focus is on decoding using the Phonics Read/Write Scheme.

In Year 2, children complete reading activities or whole class guided reading to develop word recognition and comprehension skills. We have added to our stock of books for guided reading and whole class reading over the years so that children can experience many diverse texts.

In Year 2, children have a guided reading session every day, for half an hour. Each group reads at least once a week with the teacher, taking part in a guided reading session or whole class reading and following a detailed plan using Literacy Tree Literacy Leaves. This is personalised to suit the current class. During this time, groups may focus on other reading activities linked to the text that they are reading with the teacher. These may be:

- Fluency activities linked to prosody- reading with expression.

Comprehension: reading a section of the text independently and answering questions about it.

- Reading Enrichment, the children read books/comics/newspapers or stories/poems/play or texts they have written themselves, quietly.

- Follow-up Tasks linked to a guided reading session.

- Vocabulary tasks, linked to the text that is being read with the teacher

In all these activities, the teaching teams will look for opportunities to deepen 'book talk' and to develop the children's spoken vocabulary.

### **Additional Support for Reading in Key Stage 1:**

We have a support structure in place to give further help to children, if needed. All year 1 and 2 LSAs have been trained in boosting individual readers. The Special Education Needs co-ordinator will ensure all children are provided with the help they need to get off to a good start in reading.

### **Moving on through Key Stage 2 (years 3-6):**

We are happy to see most children are reading fluently by the time they start KS2. Our task now is to make sure the children's understanding of the text is keeping up with their ability to read fluently. We use whole texts based on the programme from The Literacy Tree. This brings to our curriculum a rich diverse range of fiction, poetry and non-fiction.

The teaching team will ask highly focused questions that challenge children.

In fiction, we will be developing their ability to infer, deduce and to speculate on the reasons for authors' character, setting and plot choices. We will be using new texts as an opportunity to grow a rich spoken vocabulary.

We will use non-fiction texts to deepen the children's understanding of topic work across the curriculum. We are seeking to ensure children appreciate that reading helps them to understand the world around them. Again, we aim to use reading as a tool to increase the children's vocabulary across every subject area.

Like the infants, junior children take part in guided reading sessions or whole class reading (three half an hour sessions per week); they will read at least once a week with their class teacher in a small, focused group, so that the class teacher can closely monitor progress in understanding. In order to improve reading fluency we use 60-second reads and follow up questions so that fluency and reading stamina improves. This is the bridge to excellent comprehension.

### **Additional Support for children in Key Stage 2**

All KS2 LSAs are trained in a variety of reading interventions. These interventions become increasingly specialised as the children move up the school, often tailored to the individual needs of each child. The Special Educational Needs Co-ordinator is on hand to advise teaching teams as needed. We have extended the book bands to include bands using the Barrington Stoke Dyslexia friendly texts.

In years, 3 and 4 we use ReadWrite phonics Fresh Start for those who need extra help to support their word recognition and fluency.

In years, 5 and 6 we use Wordblaze as an intervention tool to help those who need extra help to improve their vocabulary.

### **More About 'Reading For Enjoyment'**

We love to talk about this! It's key to developing that love of reading which inspires children to explore, learn and grow, integrating ideas for themselves.

In class, teachers spend time sharing their favourite books with their class. Each term, each year group study a particular author. They read and compare books by their chosen author. That means, by the end of their school life, the children will know at least 21 significant authors.

We have introduced Non-Fiction Friday in KS2 to celebrate non-fiction texts. This improves children's comprehension across the curriculum and puts reading at the heart of every subject we teach at St Bernadette's.

Part of learning to read well is about finding your way around a good library.

We all love our class libraries; a well-stocked, fully working library that is run by children as well as staff. We regularly add up to date fiction and interesting non-fiction texts and links to websites. We have class librarians who have the most delightful job of displaying books in the class and recommending books to their peers. Librarians are changed frequently so that all the children who want to undertake this role have a chance.

We look for children who have the characteristics and skills suited to library work. However, above all this, we were looking for children who love reading a wide variety of books and want to share their enjoyment with others. Our librarians help other children find books in the library that are exciting, interesting and easy enough to read but... with a bit of a challenge thrown in.

We are keen to have author talks to inspire children with their love of reading. We encourage children to send authors book reviews and questions.

We are ever keen to involve parents and families in the children's reading journey. So do drop us a line if you would like to experience reading at St Bernadette's for yourself. We would love to hear about your favourite reading activities too!

Look at our website for monthly book recommendations and our Stories at Bedtime page.