

Reading at St Paul's



At St Paul's we are committed to ensuring our children become avid readers; children who read fluently and widely, children who are able to comprehend what they read, children who are able to express preferences and opinions about the texts they read. We want them to read a range of text types, genres and authors in order for them to make informed opinions about their preferences. We aim to expose our children to a wide range of vocabulary which they can then use to communicate effectively with others. We understand that in order for children to be able to read, they need to have a firm grasp of phonics, a wide vocabulary and lots of experiences. For this reason, we ensure we deliver a broad and balanced curriculum that will expose the children to a wide range of experiences and words. During their time at St Paul's, all children will be exposed to a high-quality reading curriculum.

Phonics

From early on in EYFS to the end of Key Stage One, children have a daily discrete phonics session. These sessions are multi-sensory and are designed to ensure that the children are given regular practise of letter sounds, blending, segmenting and writing. In addition, we build up the children's sight vocabulary of tricky words that are not easy to sound out. These sessions follow the Twinkl systematic synthetic phonics programme. Children are given books to read at home that cover only the sounds that they have been taught – this ensures that the children are able to match work in the classroom with reading at home so that they can read the book fluently, practise and apply their learning, and develop their confidence with reading. Children are regularly heard reading by an adult in school, and are expected to read 4 times a week with an adult at home.



Accelerated Reader

Once children enter Key Stage 2, they are introduced to the Accelerated Reader programme. This consists of the children sitting an online reading assessment, which gives them a book level range, or 'ZPD range'. The children are then guided to choose reading books within this range, ensuring maximum progress with their development of reading fluency and comprehension of texts they are reading. Once children have finished reading a book within their level, they can complete a quiz on what they have read, earning points towards their individual targets as well as contributing to the class word count total.



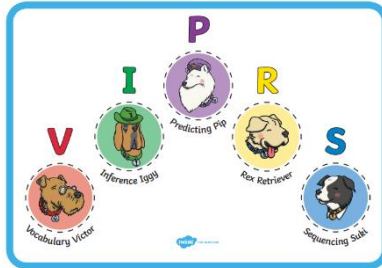
Fluency

From EYFS to Year 6, children take part in a weekly session in which the focus is to develop their reading fluency. These sessions are designed to develop the children's: accuracy, pace, volume, intonation and awareness of punctuation when reading aloud. We understand that fluent readers gain more meaning from what they have read and will enjoy reading more. Therefore, we dedicate time in our timetable to ensure that we develop this vital skill, where children enjoy reading a wide range of texts (nursery rhymes, play script extracts, poems, tongue twisters etc) aloud.

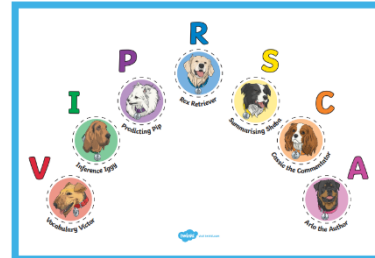
Whole Class Guided Reading

Explicit reading comprehension skills are taught to the whole class daily from EYFS to Year 6. Within these daily sessions, children are exposed to high-quality texts which focus on developing one of the many reading skills needed to ensure they understand what they have read. These skills are taught through 'Reading Dogs'.

KS1 reading dogs:



KS2 reading dogs:



Each week, these Whole Class Guided Reading sessions follow a structured approach that includes reading the text fluently, discovering the meaning of unknown words and asking and answering questions on the text to develop the above comprehension skills.

Vocabulary Ninja

Understanding vocabulary is a vital part of learning to read and key to understanding what we read – we need to understand 95% of the words in a text in order to fully understand it. At St Pauls, we love exploring new and unfamiliar vocabulary with the children, learning definitions, word classes, synonyms, antonyms, word origins and how writers use this vocabulary to enhance their writing.



Power of Reading

English lessons at St Paul's use the Power of Reading approach developed by the Centre for Literacy in Primary Education (CLPE). This approach uses high quality texts and creative approaches to teach English skills. Children are fully immersed in the text, taking part in drama, art, music and performance activities before beginning the writing process. This approach ensures our children are confident with reading the text and can apply their understanding to their own writing, using the text as a stimulus.



Class readers

At St Paul's, our staff have worked hard to develop a reading "spine" – the core books that we want to expose our children to in each year group. These books have been chosen for a variety of reasons; books that reflect reality and the lives of our children, books that our children would not normally pick up and choose to read themselves; books that are considered classic children's literature; books that our teachers grew up loving and want to share with our children; books that link to our topics; or simply books that are great to read aloud! Time is set aside in our timetable each day for the teacher to read to the children, a time for the children to sit back and enjoy being read to – our favourite part of the day!



Wider curriculum

Reading is not just an important part of English lessons at St Paul's – we strive to ensure that high quality texts are part of all curriculum areas. Wellbeing lessons are taught via The Story Project; using texts to introduce the topics covered in our Wellbeing curriculum. Art lessons use illustrations from books as inspiration, History lessons see a wide range of texts being read and used for evidence of life in the past, and tricky Science concepts are supported by high quality non-fiction books. Books and reading are a vital part of our wider curriculum.

Library and classroom libraries

At St Paul's we have a well-stocked, impressive library which all children visit once a week. Here they can choose up to two books to take home and read for pleasure – one fiction and one non-fiction. Classrooms also have their own libraries, from which the children can choose books to read as and when they want to. We ensure that the classroom libraries are well stocked and up-to-date, reflecting our children's interests and linking to topics where possible.