

The Reading Strategy

2021-2022

Intent:

At St Vincent's, our reading curriculum is designed to give all children a love of reading and a life-long relationship with literature. Children will make rapid progress to become fluent and confident readers. They will develop their comprehension, vocabulary and use of language through focused teaching of reading and exposure to a range of texts.

EYFS – Phonics and the start of reading.

From the moment the children start school, developing a love of reading is a high priority here at St. Vincent's.

In our EYFS:

- A love of reading is promoted and nurtured by all staff.
- Children have access to books throughout the setting.
- Books are shared 1:1 and in small groups. There is an emphasis on developing oracy and vocabulary.
- Exposure to a wide range of books and genre.
- Opportunities for high quality discussions and questioning will be used when looking at books.
- Daily story time is timetabled.
- Print is used and referred to throughout the setting.
- All children have a reading book that will be changed regularly.
- All children have access to books for sharing at home (for parents/carers to share) and books for the child to read at a phonetically development stage for the individual.
- Children are assessed for their phonological awareness (as needed)
- Children in both F1 and F2 access daily Read Write Inc. sessions where they learn to articulate pure letter sounds through a range of multisensory activities. As the year progresses, children move on to reading ditties and trickier Read Write Inc. stories. Children use and apply their phonic skills when accessing continuous provision through reading labels, captions, instructions and other text in the environment.

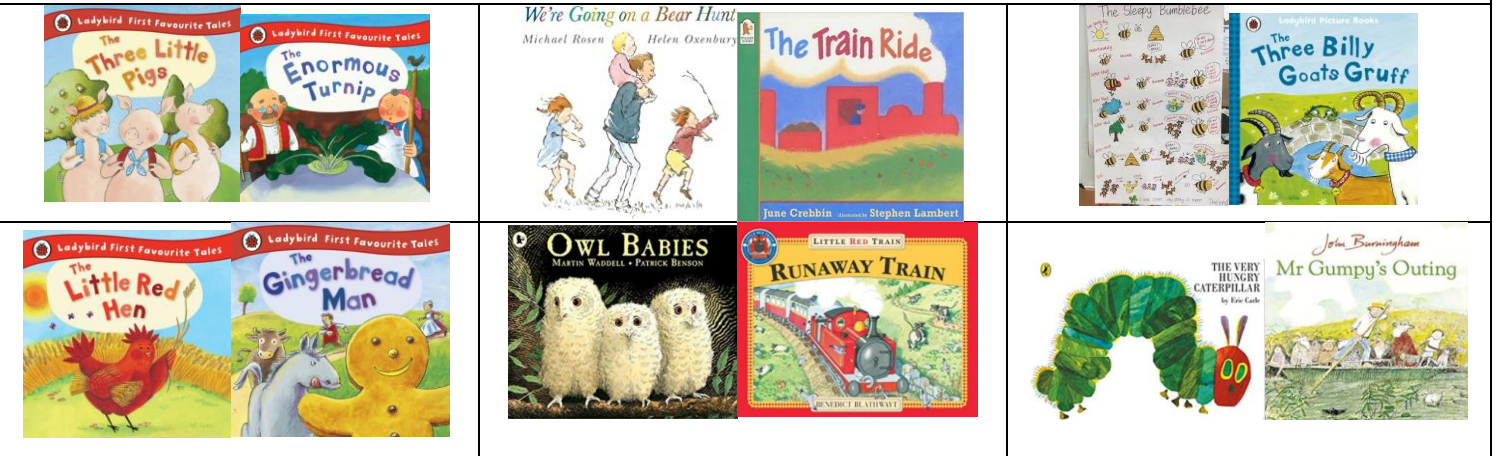
KS1 and KS2

A daily Read Write Inc. Phonics session takes place for children in FS, Year 1, Year 2 and for those continuing to access the Read Write Inc programme.

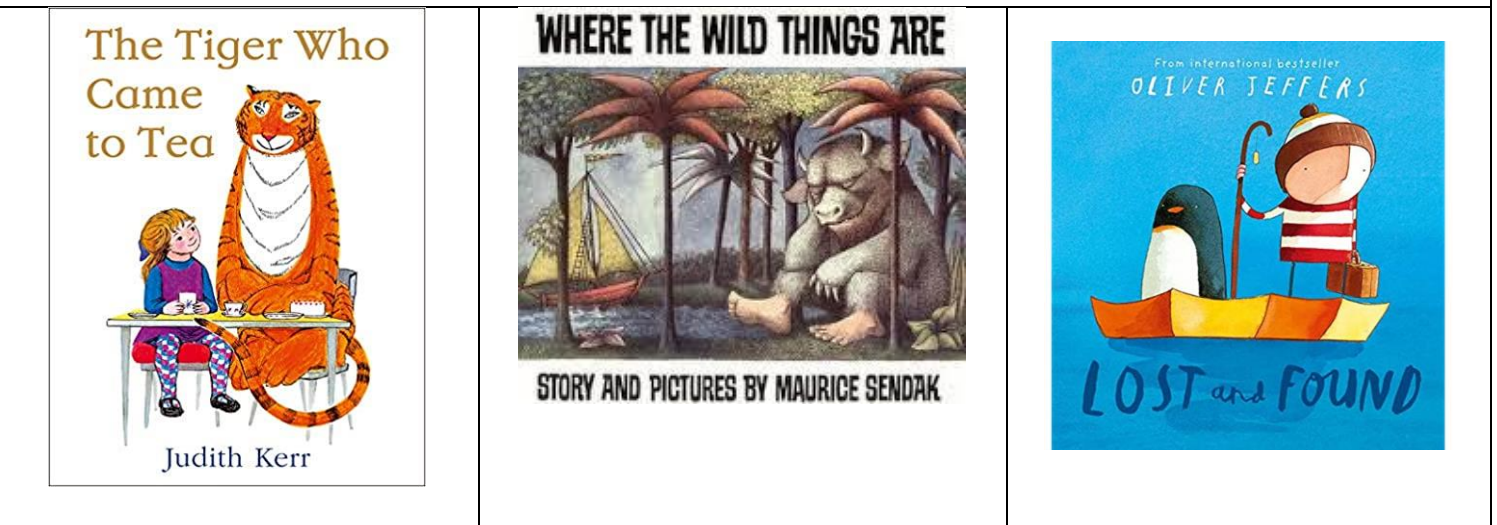
We have recently introduced daily Talk through Stories sessions in Year 1 where the children are taught 'Tier Two' words in everyday contexts.

The Reading Strategy is a whole-school approach to develop reading comprehension skills. In Years 2-6, a skills-based reading lesson takes place every day. It incorporates age-appropriate, challenging texts, which are rich in vocabulary. The core texts are:

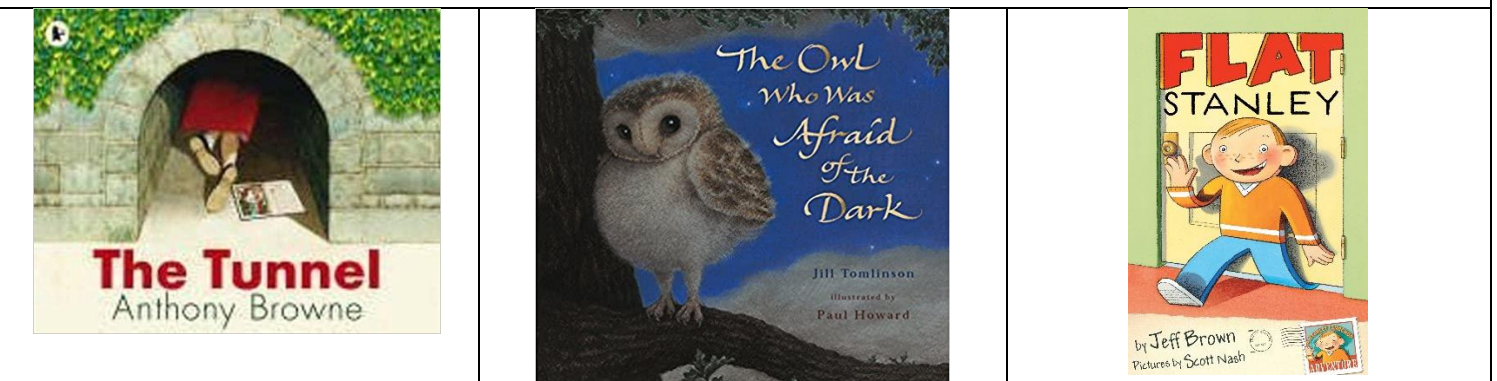
EYFS



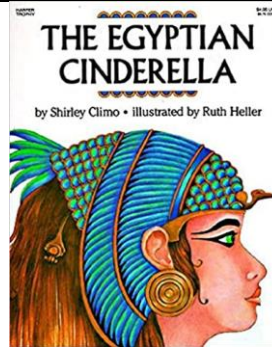
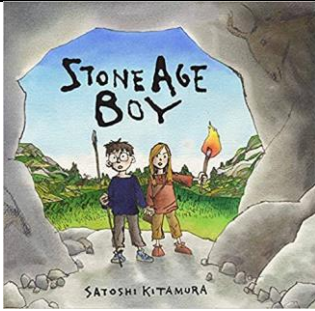
Year 1



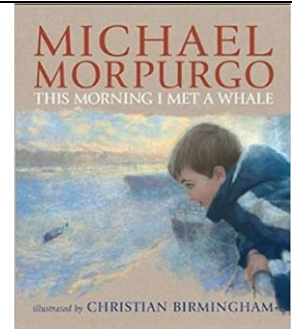
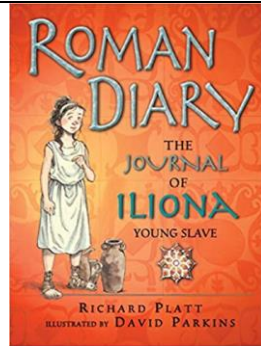
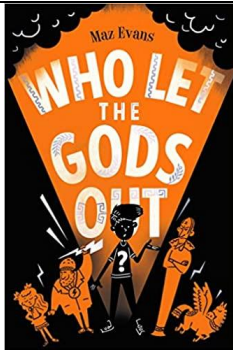
Year 2



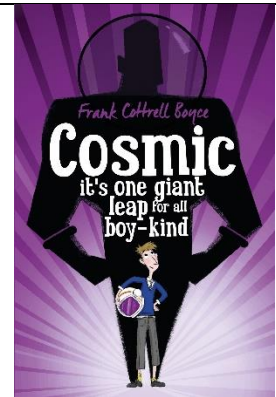
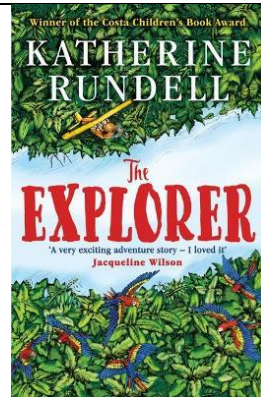
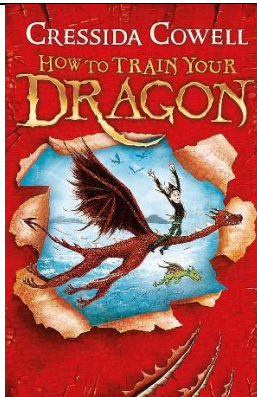
Year 3



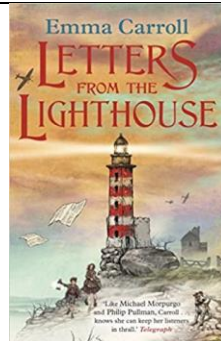
Year 4



Year 5



Year 6



There is a clear focus on core comprehension skills which are age appropriate. The strategy aims to develop 'depth' in pupil's responses to their reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension. Guided reading sessions follow the format of 3 days narrative followed by 2 days of non-fiction and poetry on a rotation to ensure exposure to a broad and balanced coverage of a range of text types and genres.

The Core principles of the Reading Strategy are as follows:

- A daily Read Write Inc Phonics session for children in FS, Year 1, Year 2 and those continuing to access the phonics programme in KS2.
- A daily Talk Through Stories session in Year 1.
- A daily 20-minute whole class text reading session in Year 2.
- A 45-minute whole class text reading session in Years 3-6. Additional reading for pleasure time is timetabled throughout the week.
- All reading lessons begin with retrieval and a vocabulary check/input.
- Wherever possible, whole class reading should take place during the morning.
- This is a non-negotiable session which must not be missed.
- The core text will be taught each term as the main focus for reading lessons, alongside other high-quality texts.
- The text used in the reading session need not necessarily link to the work in other areas of the curriculum. The quality of the text is paramount.
- All year groups will have a reading response book (back of English book) These books should reflect the pride and importance of reading.
- The reading session follows a format of 3 days narrative followed by 2 days of non-fiction and poetry on a rotation.
- Children accessing the RWI phonics programme have home reading books match to their phonics developmental stage.
- Daily story time takes place across the school.
- Reading environments in each classroom promote a love for reading.

Rationale for the implementation of the Reading Strategy

The Strategy has been developed in order to support and develop teaching and learning across our school.

The Strategy aims to:

- Ensure that ALL children across the school are exposed to high quality, challenging texts.
- Develop children's use and understanding of a wide range of vocabulary through frequent opportunities for talk.
- Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
- Ensure that all staff, at all levels, have a sound overview of each child's basic reading diet across the school.
- Develop a consistently high-quality approach to the teaching of reading at St. Vincent's.

Impact

- Increase in outcomes.
- Improvement in confidence in reading and comprehension skills.
- All pupils are exposed to and begin to utilise a wider range of vocabulary.
- Evidence of high-quality written responses.
- More effective use of reading content domains to raise staff awareness of reading expectations in each year group.
- Ensures that all staff have a sound overview of each child's basic reading diet across their school.
- Pupils leave the school as fluent, able and competent readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum