

Reading



Instructional Programme

Rationale

At St. Patrick's Catholic Primary, it is our mission to ensure that every child leaves primary school with the basic core skill of reading. We know that the ability to read fluently and with good understanding is fundamental for our children to have successful futures.

Reading is at the heart of our school, and we have adapted a set of focussed strategies in order to ensure that teaching is of a high standard and that no child is left behind.

From Foundation, our children are taught to develop a love for reading through immersion into appealing picture books and fun fast-paced phonics lessons. This love and understanding of reading is further developed throughout the school through class novels and focused skills-based comprehension lessons or Text-Talks.

Children are read aloud to every day so that they can relax and enjoy a book, irrelevant of reading fluency and ability. Our new school library has a wide range of fiction and non-fiction books from which children can independently choose topics that interest them.

The library is a safe space for reading which is furnished with an array of soft cushions so that children can lounge comfortably and enjoy where the book takes them. Each book, in the library, is coded with a Zone of Proximal Development number so that children can access books for enjoyment that are also appropriate to their level.

IMAGE OF LIBRARY

Read Write Inc. Programme

Five key principles underpin the teaching in all Read Write Inc. sessions:

Purpose – know the purpose of every activity and share it with the children.

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning.

Praise – ensure children are praised for effort and learning, not ability.

Pace – teach at an effective pace and devote every moment to teaching and learning.

Passion – be passionate about teaching so children can be engaged emotionally.

Fred Talk

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q

The children are taught the sounds in 3 sets.

Foundation – Year 2

Foundation

In Foundation, all children will learn how to 'read' the sounds in words and how those sounds can be written down. As soon as they join our school, Foundation children are taught in small groups to ensure that the teaching of phonics has a large impact to their early learning.

Oracy

The children work in pairs so that they:

- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

Years 1 & Year 2

Children follow the same format as Foundation but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for forty minutes. Once children become fluent speedy readers, they will move on to whole class reading lessons to further develop their comprehension.

This typically happens during Year 2.

Comprehension Lessons or Text-Talks

Comprehension is taught through short bursts of text and answering questioning based on the discrete skill or focus being taught.

Skills that are taught

- **Vocabulary:** meaning of figurative language, reasons for precise choice and technical language and interpretation of unknown vocabulary
- **Inference:** using clues in the text to understand authorial intent
- **Prediction:** using clues in the text to justify what might happen next and making connections from other texts
- **Explain:** Justification of answers taught through PEE
- **Retrieval:** Using direct numbers, words, phrases and quotes from the text
- **Summarise:** Identifying key themes within paragraphs

Text-talks Foundation

Purpose

Through RWInc reading Scheme:

- ✓ Immerse the children into a short text (this can be extracts from books or a model text based on outcomes- often linked to the writing texts)
- ✓ Specific reading skill focus
- ✓ Discussion and physical examples of unknown vocabulary
- ✓ Need to retrieve evidence from text
- ✓ Interpretation of questions through group work discussion
- ✓ Find the clues in the text

Text-talks Year 1 – Year 2

Purpose

- ✓ Immerse the children into a short text (this can be extracts from books or a model text based on outcomes- often linked to the writing texts)
- ✓ Specific reading skill focus
- ✓ Skills to understand unknown vocabulary (replacement, reading around)
- ✓ Retrieving evidence from the text

End Year 1 – Year 2

- ✓ Scanning a text for key words and synonyms
- ✓ Interpretation of questions
- ✓ Justification of answers taught through PEE

Text-talks Year 3 – Year 6

Purpose

- ✓ Immerse the children into a short text (this can be extracts from books or a model text based on outcomes- often linked to the writing texts BUT should generally be a variety of topics)
- ✓ Specific reading skill focus
- ✓ Skills to understand unknown vocabulary
- ✓ Need to retrieve evidence from text
- ✓ Skimming a text for meaning
- ✓ Scanning a text for key words and synonyms
- ✓ Interpretation of questions
- ✓ Justification of answers taught through PEE

Generic Text-Talk Lesson (MUST BE FOCUSED ON ONE SKILL OVERTIME)

1. Read step-by-step
2. Children ask questions as they read... 'I wonder why...', 'I wonder how...', 'I wonder when...', 'I wonder where...', 'I wonder who...'
3. When children ask questions each new piece of text is used to try to deduce an answer

When Unknown vocabulary is encountered:

1. Read around
2. Circle unknown vocabulary
3. Replace with a word that fits the meaning
4. Reread sentence. Does it make sense?
5. Or, look for a root word to help

Unpicking the comprehension question at the end of the text-talk

1. Read question
2. Circle question word
3. Underline key vocab.
5. Return to the text
6. Scan for key words and synonyms
7. All children find key word and synonym needed to answer question
8. Children orally discuss answer

9. Teacher models how to write answer

Children then answer similar questions applying the taught skills

Class Novels

Purpose

- Sometimes linked directly to topics taught in each year group
- Selected slightly beyond children's independent reading comfort level
- Instil a love of reading
- Read aloud daily by the teacher
- Used to inspire writing across the curriculum
- Used to develop children's bank of vocabulary
- Deepening an understanding of characters and plots

Accelerated Reader

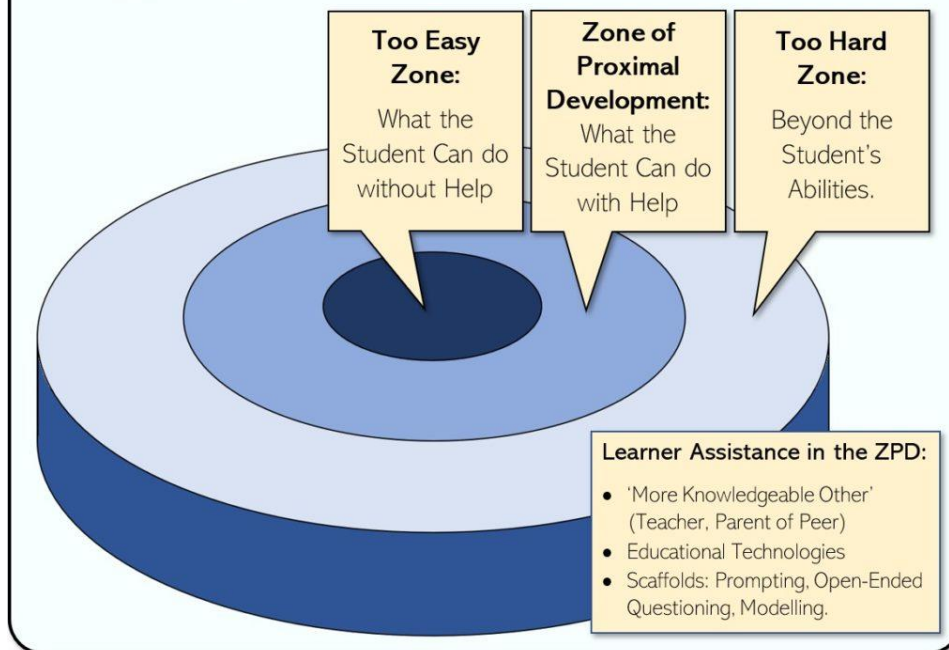
Purpose

Accelerated Reader (AR) is a reading program that is used in our school to help teachers to track students' independent practice and progress with reading in years 2 – 6.

This program assesses the children and gives them a selection of books within their ZPD or Zone of Proximal development. This ZPD ensures that children are given texts that they can access but which can also provide suitable challenge.

Each of these books has online "reading practice" quizzes, which the children can access once they have completed the book. Teachers use these quizzes to track each student's progress and set appropriate goals for each.

Vygotsky's Zone of Proximal Development

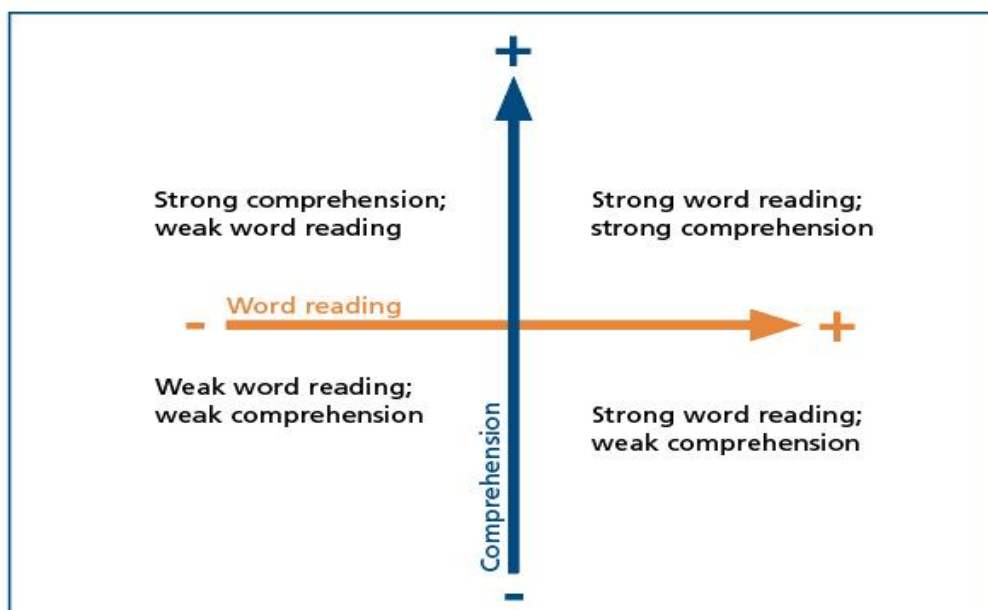


Reading Interventions

Sometimes children need extra support in different areas of reading:

1. Phonics and blending
2. Fluency
3. Comprehension

At St. Patrick's we use a variety of 'catch-up' reading strategies to support children as they learn to read and develop their understanding of texts.



- ✓ Interventions for children with **weak word reading** and **strong comprehension**
 - ✓ Echo reading
 - ✓ Timed-repeated reading
 - ✓ Fresh start (KS2)
 - ✓ RWInc (Foundation, KS1 1:1 tutoring)
 - ✓ Lexia

- ✓ Interventions for children with **weak comprehension** and **strong word reading**
 - ✓ Pre-teaching of texts and lesson content
 - ✓ Discrete teaching of skills through text-talk and metacognitive modelling
 - ✓ Exposing children to higher level texts than their fluency permits

- ✓ Interventions for children with **weak comprehension** and **weak word reading**
 - ✓ Foundation/KS1 focusing on word reading and fluency through RWInc1:1 tutoring
 - ✓ KS2 focusing on word reading and fluency through Fresh Start 1:1 or in a small group
 - ✓ Pre-teaching
 - ✓ Exposing children to higher level texts than their fluency permits as part of class teaching
 - ✓ Lexia

