

South Bersted C of E Primary School



Whole School Approach to Reading

Vision:

At South Bersted CE Primary School we want every child to develop a love of reading and a lifelong relationship with books and stories. Through reading for pleasure, children discover the joy, wonder and excitement that books can bring, while developing the skills, confidence and curiosity to become lifelong readers. We believe every child can become an enthusiastic, confident and independent reader. Reading is a key that unlocks the wider world. Through a rich and diverse range of books, children encounter new ideas, cultures, experiences and perspectives, helping them to understand themselves, others and the world around them

Early reading and Phonics

Phonics and early reading are taught through a systematic approach called Letters and Sounds. We also use Jolly Phonics songs and actions to support the learning of letter sounds.

Across EYFS and Year 1, reading words and sentences forms part of our daily phonics lesson where in small individualised groups we work on new sounds and sound patterns each day. (EYFS and Y1)

During phonics sessions children are encouraged to blend the sounds to read the words, sound talk them like a robot, say the word slowly and also to look for sound buttons or to 'sausage and bean' a word looking for digraphs or trigraphs within a word.

Children are encouraged to break longer words down by 'chunking' the word into smaller sections.

What do we teach in Phonics (the progression of skills)?

Phonological awareness	• Rhyme • Syllables • Alliteration
Listening skills	• Good listening behaviour • Stamina for listening • Listening and thinking – P4C • Listening and discussing – P4C
Phonics	• Systematic synthetic phonics – Letters and Sounds supported by Jolly Phonics. • Phase 2 and 3 in EYFS • Phase 3,4,5 and 6 in years 1/2 • HFW / common exception words • Alien words
How books work	• Pictures • Oral story telling wordless books • Start middle and end • Orientation of book • Print has meaning • Turns pages • Left to right text • Nonfiction book features

Daily Reading at South Bersted

Reading is fundamental to functioning in today's society. Reading is a life skill that our children need in order to lead successful lives in the future. Reading is important because it develops the mind. Through our growth mindset approach, we know that the mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. Reading is important because words - spoken and written - are the building blocks of life.

Studies show that reading fluency is vital for reading comprehension. This is because a fluent reading style frees the child from focusing on word recognition and decoding and their attention can be redirected towards comprehending the text.

At South Bersted we aim to create lifelong readers and believe that to do this, children must be immersed in a culture of reading and be given the opportunity and time within the school day to read and enjoy a book of their own choice. We develop their fluency by encouraging them to read aloud regularly and creating opportunities for children to read aloud across the curriculum.

Research tells us that for older children to make the most progress in reading they must be reading for at least 20 minutes every day. For this reason every class in Years 1 & 2 has a 10-15 minutes reading time each day to have a shared reading experience or to read independently. Years 3-6 have 20 minutes independent reading time timetabled at least four times a week. In most cases this time will be directly following the children's lunch time. It is vital that this time is seen as an essential part of the school day and the teacher will use this time to assess, monitor and actively support children with their reading. In addition to this, each teacher is expected to read to a class text at the end of each day.

Independent Reading sessions

To use independent group reading sessions effectively the teacher must play an active role by;

Ensuring that a suitable environment for reading is created:

- Each classroom has soft furniture and reading areas,
- The classroom should be quiet as it is very difficult to concentrate on reading in a noisy classroom or while a seating neighbour is chatting.

Listening to all children in the class read aloud regularly:

- It is expected that the teacher will keep a record sheet of this and that they will write in the children reading record as evidence that they have been heard read.

Encouraging reluctant or struggling readers to read by suggesting books and creating small teacher led group reading groups:

- This may include use of texts available in the Hive or the school library.

Ensuring that timetabled reading sessions are only very rarely missed:

- Independent reading sessions should be viewed with the same importance as writing and maths lessons.

Creating a reading culture by modelling and demonstrating a love of books and facilitating a culture of book talk, recommendations and reviews.

- Recommended reads or books reviews in the classrooms or school library.

Teachers reading aloud to their class

At South Bersted, we consider opportunities for teachers to read stories aloud to children as a vital part of our approach to reading. Reading aloud to children provides pupils with a demonstration of fluent reading and it develops the listener's interest in books and a desire to be a reader.

Reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech.

Teachers across the school are expected to read stories and poems aloud to their class on a regular basis and through this facilitate book talk, discussion and debate.

Progression of Guided Reading at South Bersted

Extensive evidence supports the explicit teaching of reading comprehension strategies. These sessions aim to teach the children the strategies needed for effective comprehension of a text. These sessions will combine reading aloud from a text, partner work and collaboration with the explicit teaching and modelling of comprehension strategies and individual application through written comprehension answers.

To support the explicit teaching of these strategies, we have adopted VIPERS. VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

The lessons should focus on a range of different text types, some of which may be linked to other areas of learning across the curriculum or are the basis of pupils' writing. At South Bersted, we aim to provide pupils with the opportunity to respond to the text in a variety of ways.

Year Group	Expectation
EYFS	• 30 minutes daily phonics teaching in ability groups. • Pupils are heard reading at least once a week. <i>During this time, the adult will listen to the child read and write in their reading record. The adult will also check that the child is taking home suitable books.</i> • Weekly small guided reading session to develop pupils' early comprehension. • Daily reading by the class teacher.
Year 1	• 30 minutes daily phonics teaching in ability groups. • Pupils are heard reading at least once a week. <i>During this time, the adult will listen to the child read and write in their reading record. The adult will also check that the child is taking home suitable books.</i> • During the Spring Term, guided reading moves to a carousel approach using VIPERS. • Daily reading by the class teacher.
Year 2	• Where necessary, 30 minutes daily phonics teaching in ability groups. • Pupils are heard reading at least once a week. <i>During this time, the adult will listen to the child read and write in their reading record. The adult will also check that the child is taking home suitable books.</i> • Guided reading moves to a carousel approach using VIPERS. <i>These lessons involve the class teacher sharing a focused fiction or non-fiction text with pupils responding to linked to VIPERS.</i> • Daily reading by the class teacher.
KS 2	• 20 minutes of independent reading at least 4 times a week. • Whole class reading comprehension – children will receive roughly 2 hours a week of reading comprehension strategies through the VIPERS approach. • Daily reading by the class teacher.

Reading for Pleasure

At South Bersted we want every child to develop a love of reading and a thirst for learning through reading. We engage our pupils by offering them a range of creative and imaginative experiences to enhance their reading skills.

- World Book Day – linked to a key text,
- Author visits,
- Clear links with the local library,
- Reading awards,
- Summer reading challenge.