



Reading at Bibury C of E Primary School

INTENT

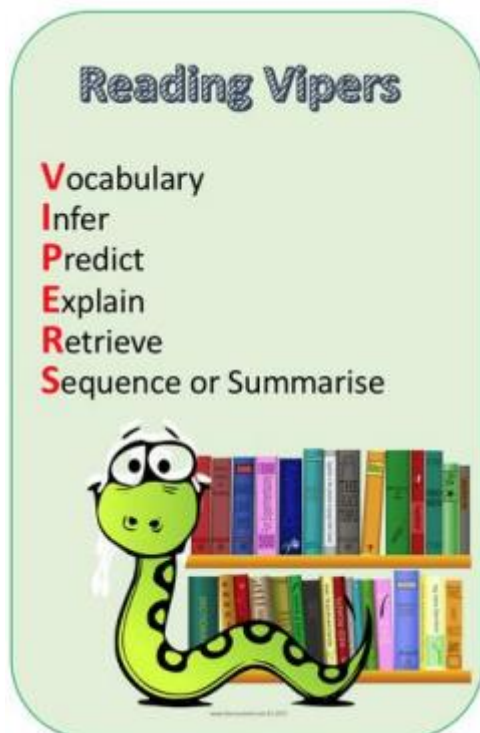
At Bibury CE Primary School, we love reading! We are passionate about promoting a love of reading and want all of the children to learn the skills required to ensure they become proficient readers. We also recognise the importance of reading for pleasure and we encourage a genuine love of reading. Linked with this is our desire to encourage the children's curiosity in exploring a variety of authors.

IMPLEMENTATION

Our reading journey starts in Reception where the children begin to learn to read with daily phonics lessons. At Bibury, we follow 'Essential Letters and Sounds' (ELS). Developed for teachers by teachers from Knowledge Schools Trust, this programme is designed to ensure that all children learn to read well and make speedy progress. We use ELS because it is Department for Education validated as an effective systematic synthetic phonics teaching programme designed to improve literacy levels.

Children learn the initial sounds and how to segment and blend with them. They will also experience hearing and joining in with many stories, poems and rhymes being read to them every day.

We not only have lots of high-quality books in our classrooms, but also a school library with a range of non-fiction texts. In KS1, we teach daily phonics lessons. We also begin to have whole class guided reading sessions where children read stories, extracts from stories, picture books, information texts and poems. In KS1, individual reading books are carefully matched to children's phonic knowledge. Children are encouraged to re-read these books several times at home to embed this phonic knowledge. However, children are also encouraged to choose a book for pleasure. The intention is to keep reading enjoyable and to build up a wider range of vocabulary. As the children move into KS2, our children experience a great range of vocabulary rich, thought-provoking texts. We choose our texts carefully so that we can introduce our children to a range of brilliant authors or genres that they may not have chosen to read themselves. We also like to have a mixture of classic and modern texts.



As a school we engage in 'Booktalk' twice a week. We follow a 'Reading Vipers' approach which covers the key comprehension strands from the national curriculum. This structured approach provides children with a range of targeted skills to help clarify their ideas and understanding about what they are reading. This approach is applied to fiction and non-fiction texts. During Booktalk sessions, children could be reading a whole class novel, a non-fiction text, a poem or a book set at their own level. They may be reading in a group, pairs, individually or as a whole class reading session. Discussion and shared explanations develop verbal communication and promotes higher confidence levels.

We also use 'Cracking Comprehension', a highly effective guided reading system which allows our teachers to model effective evidence hunting with the class. 'Cracking Comprehension' also provides us with a wide range of age appropriate reading comprehension texts for each year group.

Once children have secured their phonics, they are enrolled on the Accelerated Reader program (generally during year 2). This enables them to select books that are closely matched to their reading ability, ensuring an appropriate level of challenge to enable them to make progress. On completion of a book, they can take an online quiz which tests their recall and understanding of the text. By reading the books in the scheme (a huge range of well-known classic and modern stories and non-fiction), they will work towards a reading target set by the teacher, for which they can earn certificates and rewards.

We want all our children to experience rich vocabulary, to gain extensive knowledge about how stories and poems can be told and to develop a love of reading as they move through our school. Children are given the time within school to read their own books on a daily basis. In KS1, picture books are read and re-read to the class to enable children to become familiar with a range of stories. In order to maintain this love of books, classes within KS2 have a termly class novel which the teacher reads on a daily basis. Where possible, non-fiction texts have cross-curricular links with relevant Science, RE, History and Geography topics.

IMPACT

Children's progress in reading is measured regularly with a variety of tests and ongoing assessments.

Children are assessed termly with a standardised reading comprehension test (published by Rising Stars). This enables teachers to monitor any gaps and provide support where needed.

In KS1 the phonic home readers are based on the ongoing phonic assessments.

In addition, children from years 1-6 complete the GL Assessments which provide a nationally standardised measure.

The testing tool provided by the Accelerated Reader Software (Early Literacy for EYFS and year 1, Star Reader from year 2 onwards) enables us to carry out low-threat assessments termly, which help staff to identify any pupils who need further support to progress with their reading. The software also generates a new 'Zone of Proximal Development' which ensures that pupils continue to read books of appropriate challenge.

As a result, our pupils are confident, competent and enthusiastic readers. Evidence of this is the pupil-run Reading Club at lunchtime and the book reviews posted by our upper key stage 2 children on our learning platform, Padlet.