



St Uny Church of England Academy Reading TLPs: September 2019



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'
Matthew 5:16

Statement of Intent:

It is our intent that reading inspires, engages and challenges pupils and we aim to develop key skills to enable all children to become fluent and confident readers. We will support and encourage all children to decode, comprehend and enjoy reading regardless of starting points and strive to enable good progress through high quality teaching and learning. Reading is a skill essential for life and at St Uny CE Academy we want our children to leave school with a passion for reading. We aim to promote a love of reading across all ages so that children access high quality texts across the curriculum, encounter rich & varied vocabulary and develop their comprehension skills. We want reading to develop as a transferrable skill which will enable pupils to become inquisitive, improve their spoken and written literacy skills and become lifelong learners.

Reading in the Early Years:

We begin the teaching of systematic phonics as soon as the children begin school in EYFS. At St Uny CE Academy we use Read Write Inc. as the single approach to teaching phonics. This provision continues throughout Key Stage 1, ensuring every child can read. Learning to decode fluently and accurately allows children to become confident readers and enables learners to access all the enjoyment and excitement books can bring. In addition to the direct and systematic teaching of word-reading knowledge and skills, children listen to books and stories designed to develop their comprehension skills, make links between books and develop their knowledge and understanding of the world around them.

Reading at Key Stage One:

In Year One and Two, the teaching of Read Write Inc. continues daily and is regularly monitored to ensure that each child's ability is matched to their provision. At this stage, the children progress with their word-reading skills – both phonic decoding skills and the quick recognition of 'common exception words' (tricky words) to enhance levels of fluency, expression and reading stamina. In Year 2, learners are supported to develop key comprehension skills which include predicting, understanding vocabulary choices, retrieving information, summarising, making inferences and using evidence from the text to justify their responses. We use V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise/Sequence) as our method to explicitly teach each skill. In addition, further comprehension sessions a week are provided to ensure that the skills are applied. Here the children read age related texts and answer a range of formal comprehension questions to improve their confidence and develop a love of reading.







Reading at Key Stage Two:






Reading in Key Stage Two continues to develop decoding, fluency and comprehension skills. The Simple View of Reading, highlighted in the Rose Review, forms the foundations of provision for reading in Key Stage Two. Developing key reading skills through high-quality teaching is the priority for our children. In addition, studying whole texts in lessons develops children's love of reading by giving them the opportunity to read and listen to texts and authors they might not have chosen to read for themselves, also providing opportunities to encounter a wide variety of genres. We use V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise/Sequence) as our method to explicitly teach each skill.

In addition, further comprehension sessions a week are provided to ensure that the skills are applied. Here the children read age related texts and answer a range of formal comprehension questions to improve their confidence and develop a love of reading. These whole class reading comprehension sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination.

V.I.P.E.R.S in Key Stage One and Key Stage Two

(Vocabulary, Inference, Predict, Explain, Retrieve and Summarise/Sequence)

Text Title: <i>Aladdin and the Enchanted Lamp.</i>	
	What does the words 'mysterious' mean?
	How is Aladdin feeling when he enters the cave and why?
	What do you think will happen next?
	Why does Aladdin want to get the lamp?
	Find and copy the word in the first paragraph that tells us Aladdin has little money.
	Summarise what has happened in the last first three paragraphs in one sentence.

FUNDAMENTAL READING SKILLS FOR COMPREHENSION	
	VOCABULARY
	INFERENCE
	PREDICTION
	EXPLAIN
	RETRIEVE
	SEQUENCE/SUMMARISE

Reading Intervention:

At St Uny CE Academy we use early intervention strategies to ensure that learners make good progress and are given the tools required to read with fluency, confidence and independence. For those who require additional support, we aim to assess regularly and provide additional opportunities for reading. Our intervention strategy for reading ensures that:

- Read Write Inc phonics is used to provide additional catch up sessions across all key stages.
- Particular aspects of reading are targeted depending on individual needs.
- Class teachers are provided with adequate release time to lead their own targeted interventions.
- Interventions are fast paced and use skills such as reciprocal reading and partner reading to secure previously taught skills (V.I.P.E.R.S).

Developing a Love of Reading:

At St Uny CE Academy we recognise the importance of developing a love of reading. Our aim is for all learners to independently access and enjoy a wide range of books both inside and out of school. At St Uny CE Academy, teachers value the importance of reading and strive to share the joy of reading with our classes every day. A ten minute 'story time' is timetabled at the end of each day across the school. Teachers aim to share a range of texts across genres from poetry to classic novels and newspapers to comics. Class teachers also ensure that classrooms have a designated reading area filled with a diverse range of texts and genres designed to capture learners' interests, support topic-based learning and stimulate their imagination and love of books.

Reading Initiatives:

Reading Karate is a reward-based system for reading at home which results in learners moving up through coloured 'bands' depending on how much they are reading for pleasure. By developing a shared interest between teachers, parents and learners we aspire to create a passion for reading in our children, whether it is through comics, Kindles, books, or even newspapers whilst supporting parents in daily home reading. Our aim is for all pupils to complete 'Reading Karate', meaning that each child will read a minimum of 220 times at home throughout the school year.

BAND COLOUR		NUMBER OF READS	TOTAL READS FOR YEAR
	WHITE	20	20
	YELLOW	20	40
	RED	25	65
	GREEN	30	95
	BLUE	35	130
	PURPLE	40	170
	BLACK	50	220



'Bedtime Stories' is another way in which the staff at St Uny CE Academy are striving to promote a love of reading across the school. Each Friday at 6pm a teacher is filmed reading their favourite story and this is shared via the school's social media platforms. The aim of this is to provide opportunities for families to share story time together and to highlight the importance all staff place on reading every day.

Assessment in Reading:

In EYFS and KS1 the children's reading is assessed through Read Write Inc. each half term to track their progress in phonics. Their words per minute are recorded as part of this assessment to ensure that the children are reading fluently, and that blending is not heavily relied upon. Learners are then grouped appropriately, and this is a continuous cycle.

In the final term of Year One, each child completes the Phonics Screening Check Assessment. The check is used to establish how well a child is able to use the phonics skills they have developed up to the end of Year 1 and to identify students who require further additional phonics support or intervention. Most learners progress from learning letter sounds in Reception to reading fluently in Year 2. However, our children who do not meet the Phonics Screening Check threshold are provided with additional phonics support in Year 2 to ensure misconceptions are addressed and the gap is narrowed. Each term, pupils in Year 1 take a summative PIRA reading assessment. This is used as a supplementary tool to check how much progress the children have made and identify next steps.

At the end of Key Stage 1 (Year 2), learners are assessed using the Interim Teacher Assessments for Reading. The teacher judgement is reached using a range of assessment tools including class-based observations, and more formal assessments.

In Key Stage 2, the children's reading ability and progress is monitored formatively as teachers listen to children read during whole class reading and comprehension sessions. Teachers and support staff also monitor pupils' home reading and target specific groups who require further reading support. Each term, pupils in Years 3, 4, and 5 take a summative PIRA reading assessment. This is used as a supplementary tool to check how much progress the children have made and identify next steps. At the end of Key Stage 2 (Year 6), the children complete a Standard Assessment Test (SAT) in Reading and this is used to show the progress and attainment a child has made since across Key Stage 2.

The assessment of reading is an on-going process designed to support pupils' reading & comprehension skills, enabling all learners to become lifelong readers.