



# Reading Strategy – Collaton St Mary

Updated September 2021

Collaton St Mary Primary school believes that reading is central to a child’s understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.



At Collaton, we aim to develop a love and appreciation of reading which will stay with children for life. We hope to achieve this through carefully planned sequences of whole-class teaching, using up-to-date strategies. We aim to use challenging and purposeful reading materials and resources within learning experiences and Guided Reading sessions and to provide a breadth and range of reading material in school.

We have 5 main aims for reading at Collaton:

- 1) To provide a coherent approach, where reading is it at the heart of all learning
- 2) To provide an environment and culture where pupils develop a love for reading
- 3) To provide a programme where pupils progressively develop the skills of reading through a whole school systematic approach
- 4) To ensure ALL pupils make good progress in reading, providing quick catch up for pupils that do not
- 5) To ensure Early Reading is aligned from a pupil’s first day of school: Phonics Bug Club, reading books and teachers being early reading experts.

# 1

## To provide a coherent approach, where reading is it at the heart of all learning

Reading is a fundamental skill for every child’s development. Prioritising reading with dedicated time during the weekly timetable will ensure that pupils experience reading across many different contexts.

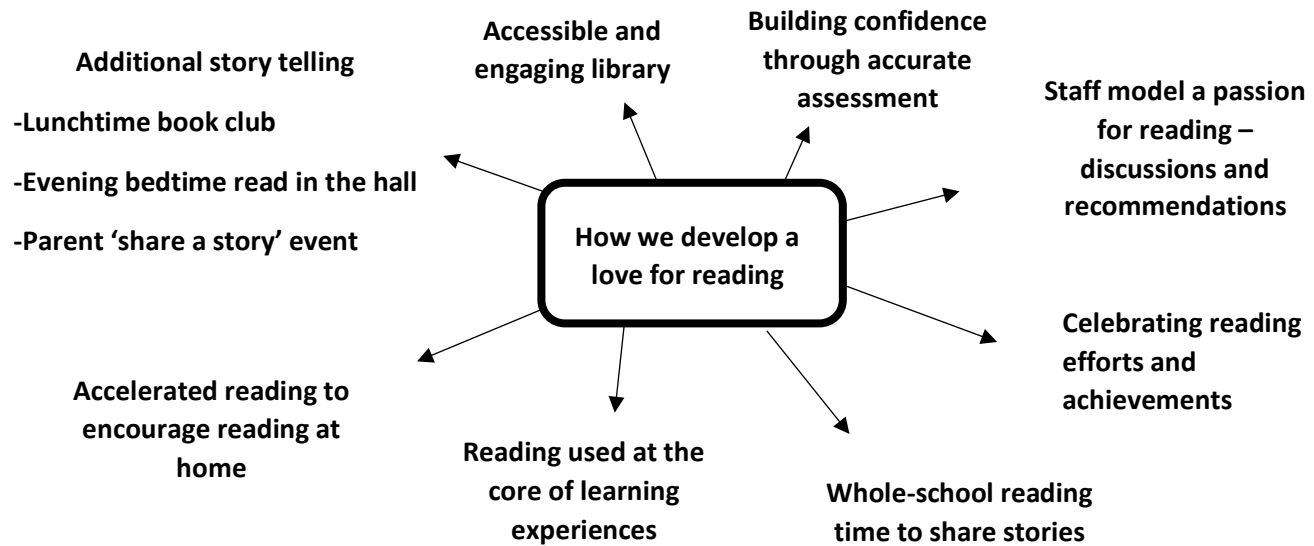
Dedicated teaching time for reading	Reading to serve the curriculum	Whole-school end of the day reading
Pupils are taught <b>whole-class</b> guided reading/phonics every day after break for a minimum of 30 minutes.	Pupils use reading as a tool to build deepening knowledge and understanding across the curriculum, linked to learning experiences.	Every school day finishes with staff reading and discussing a class book, using a range of genres.

# 2

To provide an environment and culture where pupils develop a love for reading

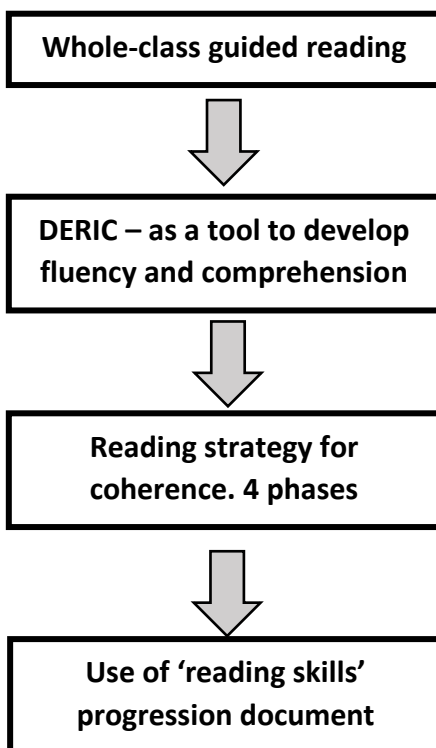


We develop a love for reading so that our children want to read, developing their fluency, comprehension and thirst for new knowledge.



# 3

To provide a programme where pupils progressively develop the skills of reading through a whole school systematic approach



Reading is taught through a whole-class approach. This ensures that all pupils receive first-hand quality teaching.

- D**ecode – Use phonics knowledge to blend and segment words
- E**xplain – Explore and explain the meaning of vocabulary within the text
- R**etrieve – Find key information from the text
- I**nterpret – Develop understanding the whole text and extracts
- C**hoice – Understand the decision from the author for impact

- 1) Pre-teach – pre thinking of the text
- 2) Fluency – Reading the text and developing a basic understanding, including vocabulary
- 3) Inference – Use of DERIC tools to build comprehension
- 4) Orchestrate – Making links beyond the text

To ensure pupils make progress and can build upon prior knowledge, the trust have created a reading skills progression document.

# 4

To ensure ALL pupils make good progress in reading, providing quick catch up for pupils that do not

Identify - Use of assessment	React
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>- Assessment during Whole-class guided reading</li> <li>- Concerns of fluency reading when read with</li> <li>- Assessment of work in books</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>- Baseline Phonics Assessments</li> <li>- Half-termly phonics screening (EYFS/Yr1/Yr2)</li> <li>- Termly Rising Stars PIRA Assessment (KS2)</li> <li>- STAR reading assessment on accelerated reader</li> <li>- Fluency checks (End of KS1)</li> <li>- Pupil reading levels</li> <li>- Reading tracking sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Precision teaching – daily intervention of phonic sounds</li> <li>• Targeted guided group work in class- working with the teacher on the area of need</li> <li>• Additional targeted group work – Rapid Phonics/Rapid Reading</li> <li>• Daily reading – reading with support staff/volunteers for ADDITIONAL reading fluency</li> <li>• Focused whole-class teaching – develop and area of DERIC, based on needs of the class.</li> </ul>

# 5

To ensure Early Reading is aligned from a pupil's first day of school: Phonics programme, reading books and teachers being early reading experts.

It is significant for the all pupils to develop reading from the beginning of their school journey. By doing this, pupils are able to access the school's curriculum. Staff are experts in the teaching of early reading to ensure that pupils make the best start to reading.

- 1) **From the start of reception**– Pupils at Collaton are taught phonics from the start of reception.
- 2) **Phonics Alignment** – Our pupils follow the phonics programme of **Phonics Bug**. Teaching is planned so that pupils build upon prior phonics knowledge. The books that pupils read directly match those of the phonics scheme being taught in class. This enables pupils to confidently apply and transfer their phonics knowledge from lessons into the books that they read – in school and at home.
- 3) **Assessment**- Teachers regularly assess children's progress through, and within, the phonic phases. Interventions are given to children needing additional support so that they are able to make the expected progress. Teachers use phonic phase tracking sheets, target cards and reading book records to ensure that children are making progress in reading. Pupils learning at a phonic stage are put into sets across year groups.
- 4) **Phonics Lesson Structure**- There is a consistent approach to teaching phonics across the classes and phonic phases. All lessons have the same structure: Review, Teach, Practise and Apply. Review- recapping all sounds and tricky words so far; Teach- Introduce and model new phoneme/grapheme to be taught; Practise- play a game or follow an activity giving children an opportunity to segment and blend using the new phoneme/grapheme; Apply- apply new phoneme/grapheme knowledge by reading/writing a sentence.

