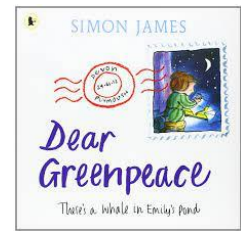


The aim of our reading programme is to produce competent readers who read for enjoyment and to discover the world around us both in the past, present day and our hopes for our future world.



We use a variety of different reading schemes at St Bridget's. Initially, children are taught using Discussion books (with either none or very few words) – these are ideal for building confidence at reading picture clues and making up endless stories. This level is followed by a range of decodable and early sight vocabulary reading books. As a school, we use “Jolly Phonics” as our approved Phonics scheme – this provides phonic progression and structure, and the books we have selected support that progression within the different phases. The books the children read are carefully matched to the phonics they are currently being taught.

Reading Books

The books are “grouped and differentiated” so that books from different manufacturers, but of comparable level, are grouped together. While the children are being taught the ‘stepped’ approach in the Jolly Phonics programme the books are matched to the phonemes and tricky words they are learning. Once the children have completed all three steps in the programme it is hoped that the majority of the children will be able to read from across the range. This choice will include books that will support a variety of reading skills such as phonic, whole word, comprehension etc and provide for depth and consolidation as they are learning to read.



Within the range of books there are both, fiction and nonfiction, plus a wide variety of genres – poetry, play scripts etc. as well as novels and information books. As the children become more confident, they move onto carefully selected paperbacks, which are still “levelled” to provide structure and guidance. In both Reception and KS1, as well as their reading book, children also have access to both the class and school library to share with their family for enjoyment. As a school we also benefit from the mobile library van, which visits once a term.

1-1 Reading

The children are taught to read in several ways: including a 1-1 basis and in a Guided reading groups. Both methods are taught by either the class teacher or an experienced teaching assistant.

One to one reading sessions allow a child to be taught on their own with a supporting adult. Prior to actual reading the book the book cover and pages are discussed and ‘walked through’ – this way the teacher can drop into the discussion any key vocabulary that the child will come across. When reading begins it can take the form of the child reading it themselves or as a shared read experience with the class teacher (possibly reading alternate pages).

Volunteers also come regularly listen to children read for added practice and to allow sharing of a book with an adult. Priority is given to children who find reading more of a struggle.

Guided Reading

These are again delivered by experienced teaching adults. The books read in these sessions tend to be at an instructional level (where the children can read approximately 90-95% of the words). A similar format is followed to the 1-1 reading sessions prior to reading. Once reading is underway the children can either read aloud to the group in a turn taking manner or they can read silently with the teacher circulating around the group to hear individual readers. There is always a focus time in the session to discuss the book – to clarify understanding of the plot, vocabulary, and a synopsis so far and any prediction skills regarding what next or what would the children like to happen next.

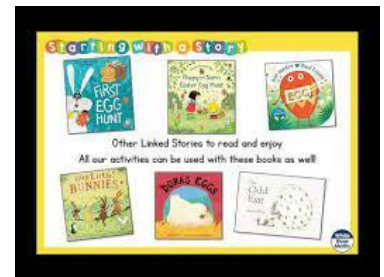
Picture News/Espresso

In KS2 children are encouraged to read topical issues which are happening in the news. This is taught through Espresso or Picture News where children read and discuss extracts which encourage deep thinking and builds on their comprehension skills.

Enjoying stories and non-fiction texts throughout the curriculum

Children are read to at various times of the day – books feature regularly in the daily maths lesson as well as the more usual literacy lesson. At the end of the day the children are read to by one of the teaching adults.

Story books are often used in other areas of the curriculum such as: History, Maths, RE, Science and Geography. In historical based stories the children are able to escape back in time and find out what life was like for others, or to immerse themselves in a character's life discovering their point of view.



Teaching Reading in Key Stage 2

Accelerated Reader is used in St Bridget's in the Junior Classrooms to encourage children to continue to progress with their reading through choosing books which are appropriate for their ability and interest level. Pupils develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated.

'Spell Binding Challenges' take place in Juniors to introduce new authors and different types of genres to the children.

Children take a STAR Reading Test to determine their reading level. It is a computer-based reading assessment program which uses computer adaptive technology. Questions continually adjust to the child's responses. If the child's response is correct, the difficulty level is increased. If the child cannot answer a question or answers incorrectly, the difficulty level is reduced.

The books in the library have been colour coded according to their reading level. After taking their STAR Reading Test, the children are given a ZPD (Zone of Proximal Development) which dictates the colour of books they should be reading. Reading books within their ZPD will challenge a child without causing

frustration or lack of motivation. It is important that children read with a high level of comprehension and within his/her ZPD.

Once a child has read their book, they log into their account to take a quiz where they get immediate feedback. Passing the quiz is an indication that the child has understood what they have read. The children respond to regular feedback and are motivated to make progress with their reading skills.

Every book that has an AR Reading Practice Quiz is given a points value. AR points are based on the length of the book (number of words). Pupils earn a percentage of points according to how well they pass the quiz. Once a certain number of points have been achieved, children are awarded a certificate and a Reader Certification Level. These levels are motivational benchmarks for the children which allow them to progress through 8 levels from Ready Reader to Honours Reader.

Supporting Children who are struggling to become competent readers

In Class 4, Wellington Square is designed to meet the needs of children aged 7-13+ who are having difficulty in learning to read. It provides straightforward progression through all 5 levels of the scheme, from wordless picture books to storybooks with full-text. Wellington Square widens your pupils' reading experience through imaginative and stimulating support material.

