

## Reading at St.Paul's

At St.Paul's we value the skills of reading highly. We endeavour to support all students to be able to enjoy reading new and exciting texts across subjects and genres. Our whole educational philosophy behind reading is that we believe every child should have the opportunity to become a confident reader of unseen text and to develop a love of reading for pleasure. Our vision for reading is:

### **Vision for Teaching Reading:**

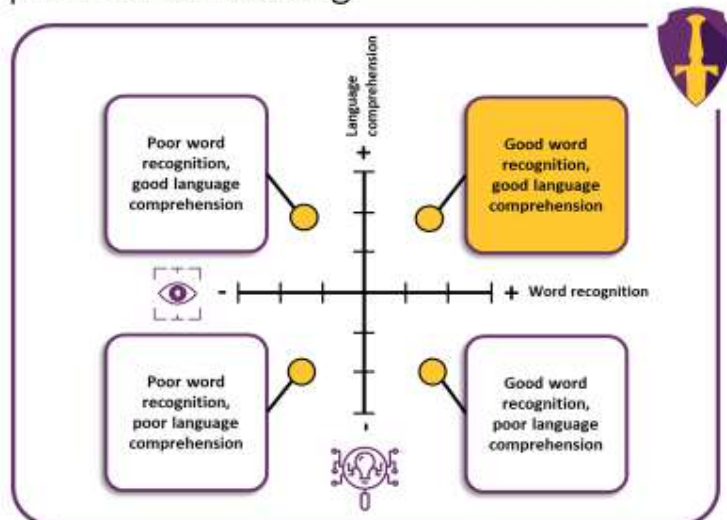
#### ***Ambitious. Inspiring. Effective.***

We aspire to craft an ambitious learning culture in which all pupils are inspired to read for pleasure. Pupils will also be inspired to apply their reading skills to all curriculum contexts.

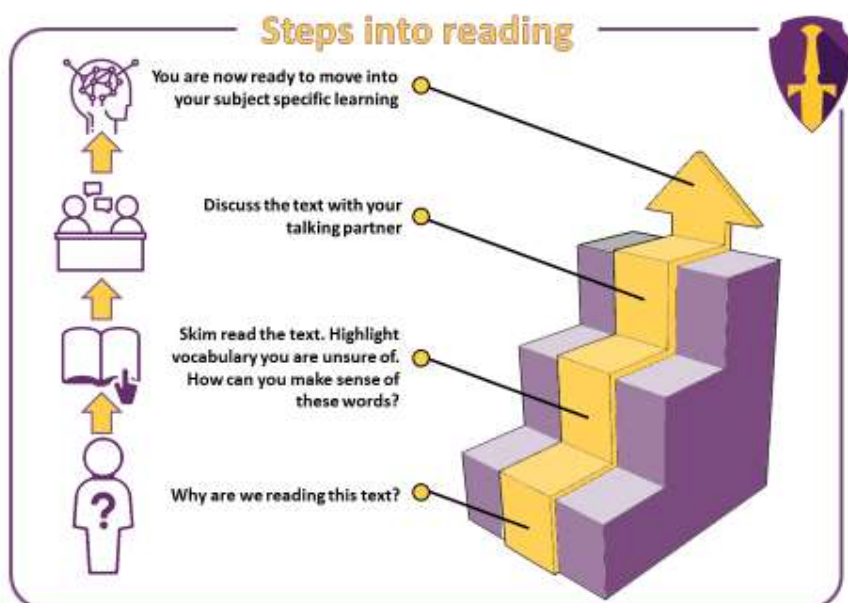
(Literacy vision document 2020)

To ensure that teachers, students and parents are able to work together to enable students to become confident readers we have a consistent approach to the teaching of reading. As whole school we use the following strategies to ensure that teachers provide support and challenge for all students as readers across the curriculum.

### The simple view of reading:



As a whole school all staff are trained to use 'The Simple View of Reading' as a baseline to identify how children learn to read, how decoding and comprehension skills develop simultaneously. As a school we recognise that each subject has its own specific characteristics and therefore students are taught how reading is used within each subject discipline. To ensure that students are able to apply and enhance their reading skills across the curriculum we endeavour to use high quality texts in all subject areas. Students are then supported to access these texts through an approach called 'Steps into Reading'. Please see the following diagram:



A copy of the above diagram 'Steps into Reading' is available in each student's planner.

**How to support your child to become a more confident reader:**

Parental support for a child to develop their reading is invaluable. Please talk to your child about their reading, both their independent reading and reading they may be completing across the curriculum. Please take the time to discuss with your child your own reading, and share with them what you have learnt, thought or felt as a result of the texts you have read. Reading a book or an article with your child is extremely supportive, it will encourage your child to meet new vocabulary and discuss ideas.

**Vocabulary development:**

Alongside the development of reading skills we value the development of students the depth and breadth of vocabulary, particularly as students meet new topics, contexts and concepts. As a whole school we actively teach the subject vocabulary required across our subject disciplines as well as academic vocabulary. We use interactive approaches to teach vocabulary across the subject disciplines including investigations and pre-teaching. To support your child to develop their vocabulary please talk to them about their studies and ask them to share with you key ideas and new vocabulary they have learnt.

**Systematic approach to reading across KS 3:**

All Key Stage 3 students are supported to develop their reading through our Accelerated Reader programme. Each student take a 'Star Reading Quiz' which identifies an appropriate 'Zone of Proximal Development' (ZPD) for them, which in turn determines which level of book would enable them to practise their reading skills through reading book independently. Each student is then provided with an 'Accelerated Reading book' from our vast range in the library. Students are then given time within our curriculum, one English lesson a week and 'Drop Everything and Read' (DEAR) time 3 times a week for 20mins to be able to read independently. Once a child has completed their independent read they then take a quiz on the book to see how well they managed to comprehend the story. Students are rewarded with green stamps on completion of reading quizzes. Please talk

to your child about the books they are reading and the quizzes they take. During mentoring evenings we will share with you the progress of your child. Throughout an academic year students are provided with 3 opportunities to take a 'Star Reading Test' and the data from this test is used to ensure that they are in the correct reading group in English.

**Support for reading:**

Many students find reading challenging, however as a school we have a layered approach to the support that we provide students with to ensure that they are supported to develop their reading skills:

**Provision Map for Reading:**

As soon as a child joins St.Paul's we review their reading skills through an Accelerated Reading Star Test. This provides us with information about how your child reads and how we can support them. Please see the diagram below to identify how as a school we layer our approach to reading depending upon the student's needs:

**Provision Map for reading at St.Paul's:**

	<b>Focus of reading support</b>	<b>Profile of groups</b>
<b>Quality first teaching for all students: (Wave 1 teaching)</b>	High quality texts across curriculum. Accelerated reader program for all KS 3 students. DEAR sessions 3 times a week for all KS 3 students. Differentiation/adaption of strategies to support students to access high quality and challenging texts.	Whole class
<b>Wave 1 plus additional small group interventions: programmes and/or planned support designed to accelerate learning (Wave 2)</b>	Specific small group intervention taught by Literacy coaches.  Guided reading taught to a small group of students by ESAs (EMMAUS support assistants).  SEND / EAL / HI / VI specific interventions; Pastoral intervention provided by specific EMMAUS teams.	Small group
<b>Wave 1 plus additional highly personalised interventions: (Wave 3)</b>	Personalised intervention usually 1:1: If a reading age of 5 or 6 then: Corrective reading – precision teaching delivered by EMMAUS staff.  External agencies also involved such as the Educational Psychologist, Speech and Language – where needs have been identified.	1:1 support

### Celebration of reading:

At St. Paul's we value reading for pleasure and have a number of initiative to support your child to enjoy reading. Many members of staff have read books that they would like to share with students and these have been identified and advertised on classroom doors across the whole school. Key Stage 5 students are able to borrow wider reading materials from a 6<sup>th</sup> form library run by the 6<sup>th</sup> form Study Supervisor. Students are rewarded for their reading through green stamps and can earn **Golden Tokens** to purchase a book from our **Book Vending machine** in the English department.

To support students to read widely we have a recommended reading list available on our school website, all books advertised can be borrowed from the school library. Key Stage 3 students have also been able to meet authors including Dan Freedman who visited us in the advent term 2020 to share his experiences as a writer with them. We really enjoy finding exciting ways to celebrate reading and recently our Design Technology department celebrated the play 'An Inspector Calls' through the development of costumes by Year 10 students! See below some images from our World Book Day celebrations over the past 5 years!



