

READING AT ST JOSEPH'S

What does reading look like at St. Joseph's RCP?

Why is reading important?



Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

Our mission is to grow children into strong, confident readers

What does reading look like at our school?



Whole Class Teaching

Guided Reading/Reading Workshops

Daily Reading Catch up/ additional intervention

Reading for Pleasure

Little Wandle Phonics
Daily sessions, including additional daily catch up and phonics blast

Little Wandle Reading Sessions
(decode, prosody, comprehension)

Reading for Pleasure

Little Wandle home reading

Accelerated Reading

Reading for Pleasure

Little Wandle

Little Wandle is a phonics resource that aims to build children's speaking and listening skills as wells as preparing them for learning to read by:

- Developing their phonic knowledge and skills to teach them to read
- It is a structured programme that is delivered daily with additional daily catch up for identified children.
- Children progress through five phases, starting in nursery through to Year 2 and beyond for those that require further intervention.
- Fast pace, lots of consolidation
- Blending for reading
- Segmenting for writing
- a focus on Tricky words
- there are a range of Little Wandle Intervention programmes throughout for those pupils who require further support
- once pupils pass the phonics screening test, they move on to the fluency guided reading programme which begins in Year 2

Phonics – importance of the pure sound

Think about pronunciation and the shape of your mouth when speaking the sounds in phonics.

Parents can follow the link below for more information where they will find a range of support materials including; user guides, sounds mats, example videos for how to teach, say and read phonetically plausible words.

For parents - Letters and Sounds (littlewandlelettersandsounds.org.uk)

Reading Content Domains

Give/explain the meaning of words in context.

- *What does this... word/phrase/sentence... tell you about ... character/setting/mood etc?*

Retrieve and record information/identify key details from fiction and non-fiction.

- *Where does the story take place? When did the story take place? What do you think is happening here?*

Summarise main ideas from more than one paragraph.

- *What's the main point in this paragraph? Which is the most important point in these paragraphs? How many times is it mentioned? Sort the information in these paragraphs. Do any of them deal with the same information?*

Make inferences from the text/explain and justify inferences with evidence from the text.

- *What makes you think that? Which words give you that impression? How do you feel about...?*

Predict what might happen from details stated and implied.

- *What do you think will happen next? What do you think [character] will do now? How do you think the story will end?*

Identify/explain how narrative content is related and contributes to meaning as a whole.

- *Draw lines to match each section to its main content. Match each part of the story with the correct quotation from the text.*

Explain how meaning is enhanced through the choice of words or phrases.

- *Why do you think the author chose to use this word to describe...? Why did the author choose this simile? What is the effect of alliteration in this sentence?*

Make comparisons within the text.

- *Find and copy the words where [character]'s mood changes. How does [character]'s attitude change? How does [character]'s feelings change?*

Whole Class Teaching of Reading



Reading workshop *- two week rotation for teaching reading. (daily 30 minute sessions)*

Week 1: whole class teaching based on one reading skill from content domains:

- *Key skills for reading are taught through teacher modelling that includes a whole class read, moving on to clarification of language and teacher guided practice.*
- *Once children are confident, they move on to an independent comprehension task.*

Week 2: Guided Reading groups

- *Group 1: Comprehension (Taken from Teaching Comprehension Strategies – independent application of the skill taught in week 1)*
- *Group 2: Guided Read through VIPORS and/or a range of texts*
- *Group 3: Reading task based on one of the reading content domains (skills)*
- *Group 4 and 5: two different online learning tasks taken from LBQ, Rapid Reader, Purple Mash 'Serial Mash', Accelerated Reader quizzes*

****For both weeks of the cycle, LBQ is used for the Go Faster challenge activity*

Home Reading – at least 20 minutes per night



Within the Early Years, Year 1 and Year 2, pupils will take home;

- their **Little Wandle** guided reading book which is inline with the child's level of reading ability according to their current phonics assessment and is fully decodable (can be read easily) for the child.
- **one phonics sharing book** or an **accelerated reader book** for those children who have passed their phonics test
- one book from the **class favourite five** which includes a range of fiction, non fiction and poetry books.
- one library book

Within Key Stage 2, pupils will take home

- their **accelerated reader** book which is inline with the child's level of reading ability according to their **accelerated reader** star reading assessment and is fully decodable (can be read easily) for the child or a **Little Wandle book** for those children who still require phonics intervention
- Those children on **accelerated reader** must take a short quiz at home. These can be accessed online and are used to assess pupils' understanding of the text which allows teachers to monitor progress and identify any support required.
- https://global-zone61.renaissance-go.com/welcomeportal/2241521 (access to accelerated reader)
- one book from the **class favourite five** which includes a range of fiction, non fiction and poetry books.
- one library book