



# READING



Reading at Bluecoat C of E Primary School is about learning a life skill and promoting lifelong learning. The skills needed to learn to read are taught with a balance on understanding of the context and plot, phonic skills, word work, punctuation and fluency and phrasing.

Our key focus is on teaching our pupils the skills they need to read and enjoy real books both for pleasure and information; this is encouraged and promoted through weekly school library visits, town library visits, our lunchtime mobile library and a variety of reading clubs such as Quest for Y5 and 6. We see reading as a holistic to the curriculum and it is interwoven through every area including ICT with our home/ school use of the e-reading scheme Bug Club. Oxford Reading Tree is used as the core scheme to engage our emerging readers from Reception through to KS1, supplemented by a variety of additional schemes according to pupils learning needs.



## At Bluecoat School we see...

**Reading for pleasure** – adults and children enjoying reading books, listening to books, talking about what they love to read

**Enthusiastic adults who** are an inspiration to their pupils as readers and aim to support all children to be aspiring readers

**READING** – children reading in groups with an adult leading or supporting, in pairs, independently, aloud and/or silently, during lessons and at break/lunch times.

**Fluent and phrased reading** – reading that sounds good at any level from the simple sentence to the chapter of a novel

**Well organised** enjoyable lessons with appropriate resources

**Clear objectives** at the start of the session, referred to during the session and then reflected upon at the end

**Book introductions** (and recaps) – where adults set the scene/introduce characters/explain key vocabulary (not asking children to read COLD)

**Discussions** – children talking about the text and making direct reference to evidence in the text

**Questioning** – open ended questions formulated by adults and children and asked of peers and staff

**Activation of prior learning** – through the medium of text, film, photos, props...help pupils to bring what they already know about the subject to the table and share with the group so that they begin reading with all the neurones firing as to what to expect

**Links** – being made continually throughout the lessons at all levels and to prior learning in class and prior knowledge of the pupils.

**Opportunities for SPAG** as a focus or intertwined in relevant places throughout the session



## READING Continued

**Use of technical vocabulary** throughout the session by adults and pupils

**Using reading strategies** appropriately – ensuring pupils are combining meaning, syntax and visual cues and are able to articulate what they are doing

**Children having ownership of their reading** both physically holding and using the book and also being reflective about themselves as readers

**Metacognition** – the awareness of and ability to talk about what you are doing – this applies to all areas of the curriculum including reading

**Staff modelling reading**- both reading aloud so pupils can hear how good reading sounds and how punctuation works and also talking aloud their thought processes

**Time**- time planned in for reading, for reflecting and for discussing- are we consolidating reading or extending reading and what next?

**Give pupils time to reflect** and discuss their own learning from that session what did you learn today?

**Recording** reading in reading diaries and most importantly next steps



### Other elements we may see...

**Talking about the blueprints** of literature, the types of stories e.g. good vs. evil, journeys and returns, hope etc

**Explaining signposts** in texts – idea words which give us the signs to understanding the text , for example - *or, furthermore, but, he, she, who, what, why, where, when, which*

**Opportunities for aural reading** – for pupils to listen and enjoy and also use inference skills

**Use of e-books** (Bug Club)

**Use of Learning Journals** for pupils to note ideas/new learning from their reading session

**Reciprocal Reading** (comprehension/Inference focus) – a very effective method of pupils learning through child led reading sessions. The pupils, once taught the key skills of Predicting, Questioning, Clarifying and Summarising, are able to discuss the text and challenge their own learning in a very real and powerful way. Groups can run independently with cue cards or texts with a specific reciprocal reading layout or can be scaffolded by an adult

**Visualise** – pupils are encouraged to visualise parts of the text and then extend their inference about the text

