

# St Bartholomew's Primary Academy



## EYFS Reading

Here you will find information about reading at St Bartholomew's; the importance of reading, and what you can do to support your child build their confidence in reading.

At St Bartholomew's, our goal is to nurture a love of reading and for our children to become lifelong readers. We teach them a variety of skills to develop their comprehension as well as having a clear focus on fluency. Through our reciprocal reading approach, children are able to develop a deeper understanding by analysing a text with specific focus on summarising, questioning, predicting and clarifying.

The Impact of Reading 20 MINUTES PER DAY		
A student who reads <b>20 minutes per day</b>	A student who reads <b>5 minutes per day</b>	A student who reads <b>1 minute per day</b>
Will be exposed to	Will be exposed to	Will be exposed to
<b>1.8 million words</b>	<b>8,000 words</b>	<b>282,000 words</b>
per year and scores in the 90th percentile on standardised tests.	per year and scores in the 10th percentile on standardised tests.	per year and scores in the 50th percentile on standardised tests.

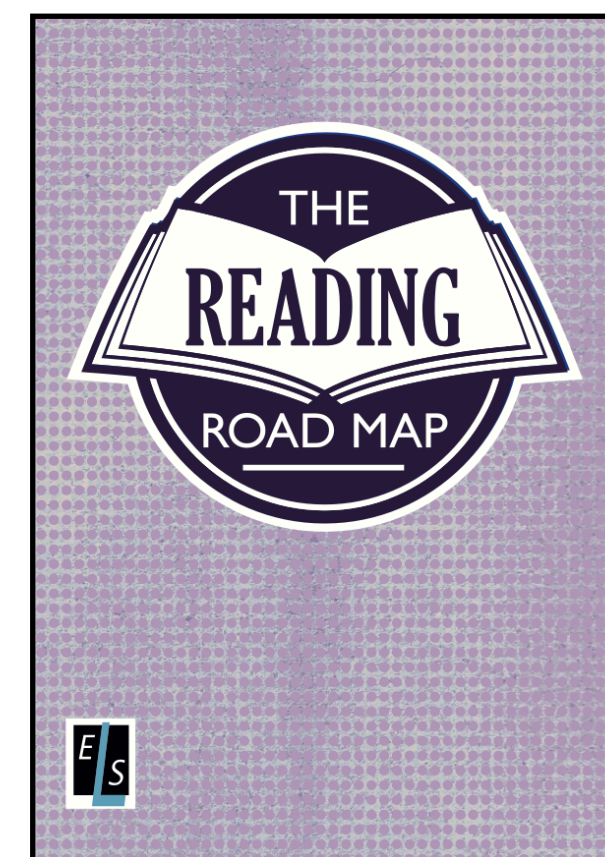
Reading supports progress across the whole curriculum whilst helping to develop cognition and attention. It also helps the development of speech and language as well as positively impacting children's literacy skills. Reading gives young people knowledge about the world around them and prepares them to be ready for school. Did you know, that reading just 20 minutes per day can impact the progress your child makes within the classroom?

### Our school library

Every week, children have the opportunity to visit our school library. There is a wide selection of books for them to choose from to promote a love for reading. Children can also explore our 'No Outsiders' selection of books too which fosters equality at St Bartholomew's.

Pupil's in Years 3 to 6 can explore The Reading Road Map: select a genre of reading and complete the road map for that specific genre. Once done, move onto the next genre. How many books can your child complete on the map?

Once pupil's have selected a book they can take it home. This must be brought into school with them on their library session day so that the book can be changed or renewed. *Please note, a reading book must be in school with children every day as we regularly read in class.*



### Teaching of Reading

Our book spine at St Bartholomew's has been carefully developed to recognise, represent and broaden the children's understanding of diverse cultures beyond their own personal experiences.

Every term, each year group have their own text to read as a class. The teacher and children read this book on a Monday and Friday working on aspects of fluency and exploring vocabulary. For the rest of the week, children complete comprehension work based on their reading of the text. This helps to broaden and deeper their understanding of the text.



The programme of study for reading in the National Curriculum consists of two dimensions: word reading and comprehension. It is essential that teaching focuses on developing pupils' competence in both dimensions and different kinds of teaching are needed for each.



## Reciprocal Reading

Once a term, children in Key Stage 2 have a reciprocal reading week. This offers the children an opportunity to explicitly learn key skills required to build their independency with reading.

Through summarising, predicting, clarifying and questioning, pupils think hard and discuss short extracts in small groups. They use reciprocal reading cards to support their understanding and participation in the group activity. The learning that takes place during reciprocal reading week supports children further in their every day reading.

**Summariser**

As you read you should:

- Identify the main ideas of the text
- Identify key vocabulary
- Explain the key details

Once you've read, you should

- Ask yourself, who, what, when, where, why and how
- Focus on key details
- Use key words or phrases
- Leave out little details that aren't important
- Try to keep your summary between 2 and 3 sentences

I think the most important part from the text is ...  
 The key details are ...  
 If I had to sum the text in 10 words, I would say ...  
 The main characters are ...  
 The setting takes place ...

**Clarifier**

As you read you should:

- Look for unfamiliar words or phrases
- Identify complicated words or concepts
- Work together to identify meaning

Once you've read, you should

- Re-read the part that you don't understand
- Read the sentences around the word that you don't understand
- Ask yourself, what is the context of the text?

I think this word could mean ... I think this because ...  
 The text is about ... therefore this word could mean ...  
 At first, I thought ... but now, I think ...  
 I don't understand ... but I do understand ...

**Predictor**

As you read you should:

- Consider what you already know as well as the information from the text
- Ask yourself, what makes me think that?
- Think about what might happen next in the story or to a specific character.

Once you've read, you should

- Make a prediction
- Use your skimming or scanning skills to extract evidence to support your prediction
- Share your prediction and evidence with the group

My prediction is ... my evidence from the text is ...  
 I think this because ...  
 I predict that the character will ...  
 I think the next chapter will be about ... because ...

**Questioner**

As you read you should:

- Think about questions that you could ask to deepen your understanding
- Consider thick and thin questioning

Once you've read, you should

- Ask one thin question – who, what, when, why, where
- Ask one thick question – why, how, should, could, would
- Make sure you know where to find the answers to the thin questions

What is the name of?  
 Where is the story set?  
 Which character ...  
 Why did the author use ... word?  
 Should the author?  
 How do you think the character felt?

## Helping your child develop their reading

Encourage your child to read at least three times a week. Once they have read, you could ask them some questions based on the text using our reciprocal reading approach. Some questions that may be useful include:

- What happened in the text?
- What do you think might happen next? What makes you think this?
- Why did the author use the word ...? What is the meaning of ... word?
- Who are the main characters? Which character is your favourite?

## What can your child read?

Your child can read anything! Fiction books, non-fiction books, leaflets, signs on the way to school, advertisements and news articles. We encourage a wide range of reading to broaden their knowledge and help to deepen their understanding.

We support children in school to find a genre of book that they enjoy reading. You could promote this at home too by taking them to your local library where there is an extensive range of books to choose from.

Children also enjoy being read to no matter their age. There are many picture books that are aimed at key stage 2 which you could find at your local library. Speak to your child's class teacher if you would like any recommendations.

## Recording reading

Every child has a reading record to document their reading. You can write in your child's reading record and leave a comment about what your child enjoyed or found challenging. In school, we write in these too to communicate when they have read at school. These records are monitored in school by the class teacher and teaching assistant. Certificates are given during assembly when children reach reading milestones to celebrate and promote a love of reading.

*"There are many little ways to enlarge your world. A love of books is the best of all." Jacqueline Kennedy*

