

Edward Peake C of E (VC) Middle School

Reading Strategy



At Edward Peake we are passionate about reading.

Being able to read well is crucial. A pupil's success, not only in English but across the curriculum, can often be attributed to the amount of time they have spent reading, both in and out of the classroom. This is why we are committed to raising standards in reading. The power of reading is huge, and we want children to be able to take full advantage of the benefits, pleasure and enjoyment that it has to offer. Our aim, therefore, as a school, is to increase our pupils' love of reading and develop them into independent, confident and successful readers. We strive to develop pupils' positive attitudes towards reading so everyone thinks of themselves as a reader. We aim to create a community of readers that share, enjoy and promote reading as a skill and desirable pastime.

There are a number of ways that reading is taught at Edward Peake. These include whole class reading, carousel reading, close text analysis, reading fluency projects, discrete phonics teaching for those pupils who require it as well as shared, peer and 1:1 reading. Additionally, all classes have texts read to them throughout the year during community circle time. This helps foster an atmosphere of a love of reading which can be shared amongst peers. Texts are chosen carefully by form tutors to ensure their groups have access to a wide range of literature and to ensure that their experiences are widened and their access to the cultural capital extended. We place high importance on 'book talk' - facilitated opportunities for pupils and teachers alike to discuss reading and writers.

The Power of Reading

Within Key Stage 2 (Years 5 & 6) we follow the CLPE scheme called Power of Reading. This scheme has been designed to support and foster a love of reading and writing amongst pupils. A reason for working closely with this scheme is that it also develops pupils' cultural capital by exposing them to a range of quality texts from different cultures, authors and styles of writing. Each term, one book is chosen as the focus text, which provides opportunities for writing, discussion and reading around the topic contained within the book. Due to the success this model has had in KS2, we have applied it to our KS3 schemes as well, ensuring that rich, varied texts form the basis of our pupils' learning throughout Edward Peake.

Accelerated Reader

Across both Key Stages (Years 5, 6, 7 & 8,) we use the Accelerated Reader programme, a programme created to develop pupils' reading skills and promote a love of reading. On Accelerated Reader, pupils have access to their own personalised reading profile where they can search for recommended books appropriate for their reading level and personal interests, engage in computerised quizzes on books they read and track what they have read via their very own ever-expanding bookshelf. At regular intervals throughout the school year, reading ages are established and tracked, allowing teachers to further support pupils in finding reading material which will have an impact on their reading. Access to chrome books is customary, making this programme fully accessible for pupils not only in their designated library lessons, but also at various other times of the school day. Accelerated Reader is proven to raise the attainment of pupils' reading as well as their love for it and we are proud to be able to offer this to our pupils here at Edward Peake.

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myON

We also provide the myON programme to pupils at Edward Peake. myON is a personalised digital library that gives pupils access to more than 6,000 digital books. As with Accelerated Reader, titles are matched to each individual pupil's reading level and interests, and works to foster pupil engagement and achievement.

Phonics

We deliver the Sounds-Write phonics scheme to pupils requiring this extra support with reading. A number of our staff are trained specifically in the delivery of the Sounds-Write scheme, enabling them to carry out personalised interventions to identified pupils. We also have a full range of resources to accompany the scheme which maximises the impact on our pupils. Our phonics provision ensures that pupils who require additional support with phonics have a reading book matched to their stage of learning to help support independent reading, which will in turn foster a love of reading.

Our Library

We are very proud of our new library, a lovely environment in which pupils enjoy reading not only during their library lessons but also during break times and lunchtimes, a chosen space by many of our pupils to complete independent reading, homework and research projects. The library is fully equipped with both books (many of which are part of the Accelerated Reader programme) and computers. We are extremely fortunate to have a full time Library Assistant on site who manages the library, runs book clubs, provides reading interventions, assists in the coordination and monitoring of the Accelerated Reader and myON programmes, organises whole-school reading events and works extensively to raise the profile of and foster a love of reading. Our library lessons are structured, consisting of a number of age-appropriate reading-related activities: access to the Accelerated Reader programme, pupils reading aloud, and Spelling Shed work.

Enrichment

Reading is promoted at Edward Peake through a wide range of enrichment activities. We hold reading clubs, coordinate writing competitions, hold theatre trips, have visiting authors, put on Scholastic Book Fairs and celebrate World Book Days and National Poetry Days.

The impact of our continued passion for reading is evident across the school with pupils talking about their love of reading, the quality of texts the pupils are encountering, the quality of teaching across the school combined with our extensive reading facilities available with our library and reading corners in classrooms. Reading results are rising significantly over time.

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How can you help?

An often-asked question to teachers by parents is how can they best support their child with their school progress and journey. One way that you can support your child is to refer to the VIPERS question stems when you listen to your child read at home (See Appendix 1).

The Department of Education also acknowledge the crucial roles families have in improving reading skills amongst their children and have put together a guide for parents on how to help their children read:

<https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read>

Additional Support for Parents:

Reading Lists

Year 5:

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-5-pupils-ks2-age-9-10/>

Year 6:

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

Year 7:

<https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/>

Year 8:

<https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-8-pupils-ks3-age-12-13/>

Other Useful Resources







<https://clpe.org.uk/> <https://www.literacyshedblog.com/vipers.html>

<https://www.spellingshed.com/en-gb>



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Appendix 1

<p>Vocabulary</p> <p>Find and explain the meaning of words in context.</p> 	<p>Infer</p> <p>Make and justify inferences using evidence from the text.</p> 	<p>Predict</p> <p>Predict what will happen based from the details given or implied.</p> 	<p>Explain</p> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that.... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are..... • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? • Who did...? • What happened to...? • What does do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?