

# Reading at Eureka Primary School

June 2023

Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences. Through the National Curriculum, it is essential that, by the end of a child's primary education, they are able to read fluently, and with confidence, in any subject. This is so they are ready for their forthcoming secondary education. Children need both good language comprehension and good word reading to become good readers. Listening to children reading regularly and discussing books has a huge impact on a child's academic achievement.

## Decodable Readers

Children in Reception, Year 1 and some children in Year 2 have phonics teaching every day. Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Children learn and practise different sounds and have a reading book that is inline with this learning. This means that the children should be able to 'decode' the words, read them, and read the book independently. Reading the book three times will mean that they can confidently, and fluently, read the book themselves.



## Reading Scheme

All children in school have a book from our reading scheme. This is divided into different coloured bands according to age / ability. These books are pitched at a point that a child should be able to read them fluently, with some adult support, but there is also some challenge. There will be some irregular words in the text and some new vocabulary that may need explaining. When a child has read their scheme book, it gets changed, and these books are kept in the library.



## Reading for Pleasure

Reading for pleasure is so important and we really want the children to be able to have choice with their reading so have invested in new books for each year group. This now means that each child can choose a book for themselves, in addition to their scheme book, and read and enjoy it. These books are kept in classrooms.

## Reading Stickers and Certificates

Children can achieve a sticker on their bookmark by being heard read three times by an adult, in school or at home (Year 5 & 6 need to read three times but one needs to be with an adult to achieve sticker). They can also achieve a sticker when they change their reading book: Reception, Year 1 and Year 2 is when they change their reading scheme book and for Years 3—6, it's their reading scheme book or reading 3 chapters. All children must have their reading scheme book for a minimum of two days before it can be changed.



Certificates are:

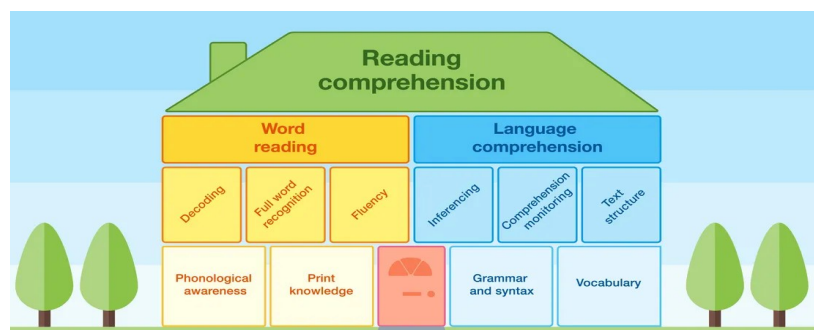
GREAT = 20 stickers

WOW = 40 stickers

STAR = 60 stickers

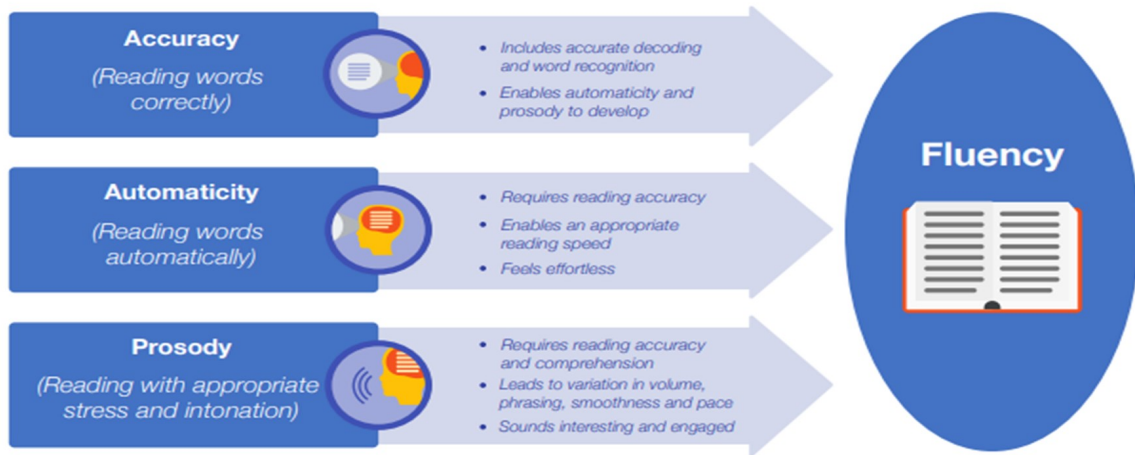
SUPER STAR = 80 stickers

MEGA STAR = 100 stickers



## Reading Fluency

Reading fluency can be defined as accuracy, automaticity and prosody. This is what we focus on in school when teaching the children to read and in our whole class reading sessions.



## Reading Skills

**Prediction:** The ability to get meaning from a text by making informed predictions; a way to connect existing knowledge to new information from a text to get meaning from what is read. During reading, good readers may make predictions about what is going to happen next, or what ideas or evidence the author will present to support an argument.

**Summarise:** The ability to pull together, or synthesize information in a text so as to explain in their own words what the text is about. Summarising is an important strategy because it can enable readers to recall text quickly. It also can make readers more aware of text organisation, of what is important in a text and of how ideas are related.

**Retrieval:** Retrieval is defined as '*the process of obtaining or extracting information or material*'. When retrieving in reading, readers are finding key details or information in the text and extracting them. Whenever we read, we retrieve. All reading depends on retrieval. Retrieval has to be developed before many other reading skills: you cannot make an inference without first being able to retrieve information. It is the most crucial reading skill for making deeper meaning and for reading for life.

**Inference:** When we make inferences, we reach conclusions based on evidence and reasoning. Readers figure things out by applying own knowledge and experience to the situation at hand. Understanding when information is implied, or not directly stated, will improve a child's skill in drawing conclusions and making inferences. Inferential thinking is a complex skill that will develop over time and with experience.



## Reading VIPERS

**Vocabulary:** Use vocabulary to understand; find and explain the meaning of words in context.

**Infer:** Make and justify inferences using evidence from the text.

**Predict:** Predict what might happen from the details given and implied.

**Explain:** Explain how content is related and contributes to the meaning as a whole; through choice of language; themes and patterns that develop across the text and how information contributes to the overall experience.

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

**Sequence:** Sequence the key events in the story.

**Summarise:** Summarise the main ideas from more than one paragraph.

