

## Reading at Princess Frederica

### Overview

Reading is a core skill that all children at Princess Frederica master so that they can successfully access the full curriculum and develop a lifelong love of learning as well as being given every chance to be exposed to the joy that comes with reading (and sharing) a good book. In order to achieve this, the school uses a number of different approaches to help children with their ability to decode a word, to read fluently with confidence and to be able to demonstrate a clear understanding of a text. This document aims to give you a clear idea about what the approaches are the school employs, the reasons why these have been chosen and the impact these have.

### Vision

- Children read with confidence and enthusiasm.
- Children see reading as an enjoyable part of their education.
- Phonics is an essential tool developed successfully in all children that gives them every opportunity to become successful readers who can successfully develop a deep understanding of the material they are reading.
- Children are exposed to a wide range of diverse literature to study or read for pleasure.
- Children are challenged to explore genres that they might not have experienced before or find difficult.
- Children's reading ability is matched by their decoding and interpretation skills. Basically, children always understand what they are reading.
- Reading is of a level that it enables successful exploration of all other subject areas.
- Children are able to articulate reasoning by using critical thinking in a method that requires the use of evidence to support opinions and ideas.

### Intent

**By the end of Reception, children should be able to:**

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**By the end of Year 1, children should be able to:**

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs

- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.

#### Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by.
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Link what they read or hear read to their own experiences.
- Recognise and join in with predictable phrases.
- Learn to appreciate rhymes and poems, and to recite some by heart.
- Discuss word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by.
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correcting inaccurate reading.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

#### **By the end of Year 2, children should be able to:**

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

#### Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by, listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discuss the sequence of events in books and how items of information are related.
- Recognise simple recurring literary language in stories and poetry.
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- Discuss their favourite words and phrases.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they

listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.

- Check that the text makes sense to them as they read and correcting inaccurate reading.
- Make inferences on the basis of what is being said and done.
- Answer and ask questions.
- Predict what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

**By the end of Year 1 and 2, children should be able to:**

- talk about and give an opinion on a range of texts.
- discuss the meaning of unknown words and link them to words.
- discuss the sequence of events in books and how they relate to each other I use prior knowledge, including context and vocabulary, to understand texts.
- comment on word choice e.g. choice of adjective.
- answer questions and make simple inferences.
- answer What/Where questions in the present on the Question Matrix.
- make predictions using evidence from the text to support my ideas.
- draw simple inferences from illustrations, events, characters' actions and speech

**By the end of Year 3, children should be able to:**

- read aloud and independently, taking turns and listening to others.
- discuss texts that they have read.
- can identify language features e.g. types of word and how they capture the readers' attention.
- ask relevant questions to improve their understanding. Work will be done in the early weeks to introduce the children to OnTheLineQuestions. In the spring term bring in BetweenTheLines questioning.
- answer What/Where/When using the present and past on the Question Matrix.
- identify ideas from more than one paragraph and summarise.
- predict what might happen based on details I have.
- draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.

**By the end of Year 4, children should be able to:**

- ask relevant questions to improve my understanding of a text using the format. Start with OnTheLines and BetweenTheLines questions bringing in BeyondTheText during the summer term.
- answer What/Where/When/Which using the present, past, possibility or opinion on the Question Matrix.
- explain the meaning of words in context.
- identify where a writer has used a precise word choices for effect to impact on the reader.
- identify (simple) themes in texts. Themes are introduced for Year 4 in day 7.
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- infer meanings and begin to justify them with evidence from the text.

**By the end of Year 3 and 4, children should be able to:**

- can read aloud and independently, taking turns and listening to others.
- make points about a text and explain what they mean. For example in character evaluation: I think in the extract Johnny is angry. I know this because it says he started shouting and threw a chair. This

will help support the development of Point Evidence Explanation (PEE) in Years 5 and 6.

- Be able to use a dictionary comfortably to find the meaning of unknown words.
- Be able to ask relevant questions to improve their understanding of a text. They should be secure in writing OTL and BTL questions with some practice of the other type.
- Answer What/Where/When/Which questions using the present, past, possibility and opinion on the Question Matrix.
- Begin to infer meaning and justify them with evidence.
- Begin to identify themes in texts.

**By the end of Year 5, children should be able to:**

- formulate an opinion and give reasoned justification for their views.
- pick out relevant points in a text.
- continue to ask questions to develop their understanding. [2 OnTheLines, 2 BetweenTheLines, 1 BeyondTheText]
- be able to answer What/Where/When/Which/Who/Why questions using the present, past, possibility, opinion, probability and prediction on the Question Matrix.
- back up key points using quotes from the text.
- Identify and discuss themes in a wide range of writing
- predict what might happen from what is stated or implied.
- identify how language contributes to meaning.

**By the end of Year 6, children should be able to:**

- read fluently, using pronunciation to inform meaning and with intonation that shows understanding.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- use technical terms when discussing text such as simile, metaphor, imagery, style, effect.
- work out the meaning of words by context.
- identify key points and themes in text using quotation for illustrations
- justify inferences with evidence from a text including direct quotes.
- make detailed predictions what might happen from what is stated or implied.
- compare characters considering different accounts of the same events and discuss viewpoints (both fictional and author viewpoint).
- continue to ask questions to develop their understanding. [2 OnTheLines, 2 BetweenTheLines, 2 BeyondTheText]
- be able to answer What/Where/When/Which/Who/Why/How questions using the present, past, possibility, opinion, probability, prediction and imagination on the Question Matrix.

**By the end of Year 5 and 6, children should be able to:**

- read fluently, using pronunciation to inform meaning and with intonation that shows understanding.
- Be able to discuss and evaluate the reasons authors' choices of language considering the impact on the reader.
- Use the Point Evidence Explanation (PEE) model when formulating answers. For example, in character evaluation: I think Johnny is a thoughtful character. I know this because the text says "Johnny, as always, contemplated the issue" This implies he never fails to think hard about something.
- Be able to answer comprehension questions effectively and be able to write their own. By the end of year 6 the children have had exposure to how to write all three types of questions and should be comfortable in doing so.
- Answer all types of questions on the Question Matrix.
- Make detailed predictions using what is stated or implied.

**Implementation**

- Phonics sessions from Nursery to Year 2 taught using Monster Phonics. Lessons for Reception and

Year 1 the input is up to 25 minutes with follow on activities linked to the sound being learnt such as a guided reading group with class teacher and a carousel of independent activities. In Year 2, phonics input is 20 minutes and with a separate guided reading session.

- Coloured reading band scheme employed from Nursery to Year 6.
- Two books given to all children throughout time at PF (until they are a free-reader). One book linked to the phonics sound being learnt followed after this by a book linked to the coloured reading band scheme and one book picked on a weekly basis from the library for pure joy.
- Reading records used throughout school linked to coloured reading band scheme to ensure children are reading age-appropriate books, are reading frequently and are understanding the texts they are reading.
- Accelerated reader (Year 2 to Year 6) provides opportunities for children to answer questions based on books they have finished reading.
- One to one reading for children not on track (Year 1 to Year 2) and Guided Reading (Reception to Year 6) gives opportunity to explore inference, deduction and vocabulary meaning in more depth. Reception have daily guided readers for the bottom 20%
- Opportunities given for children to share books with a particular emphasis on older children sharing books and stories with younger children. (Due to Covid-19 this has not taken place over the past two academic years)
- Key texts used in English lessons to further build on exposure to high quality texts.
- Carefully chosen core texts or class books read by the class teacher to the children for pleasure at least four times a week.
- Weekly P4C sessions for Year 1 to Year 6 builds on their ability to think critically, to listen to others and to support opinions and ideas with evidence.

### **Impact**

- Children read with fluency and develop a lifelong love of reading.
- Children can use their phonics knowledge as just one of a number of strategies to help them read with fluency and expression.
- Children use reading to access all areas of the curriculum and it does not stand in their way of being able to enjoy and fulfil their potential in a different subject.
- Children understand the purpose and importance of a library full of books and the power this provision has in our society.
- Children can openly discuss a breadth of literature stating their opinion and making links between.
- Children feel the enjoyment in sharing and being told stories.

### **Reading in the Early Years: An Introduction**

English in Nursery and Reception is one of the specific areas of development within the EYFS framework. Children are introduced to stories on a regular basis in our Nursery and Reception classes. Our English lessons centre on stories where we follow a thematic approach. During lessons children develop an understanding for print, print direction, sequencing of stories, joining in with rhyme, repeated refrains and develop their comprehension and prediction skills. Each classroom has a library corner where children can access a range of books. Classes are language rich with learning stations designated to developing literacy skills. We use question cards and topic books at each station, labelling on trays, phonics wall displays, puzzles, letter dice, and magnetic letters all for encouraging children to apply their reading skills and to develop word building skills. Phonics is a central part of developing early reading skills in young children. We also have story time, usually at the end of the school day.

### **Phonics (Nursery to Year 2)**

Phase one is taught to children in Nursery, where phonics is more activity based and linked to the 7 aspects of phase one. Children listen to and identify sounds within the environment, hear and identify instrumental sounds, rhythm and rhyme, alliteration, voice and body sounds and take part in oral blending and segmenting.

The school sets out in our Phonics overview the expectations for what children will achieve on a half-termly basis in Nursery to Year 2. This includes different sounds, graphemes, common exception words and high frequency words.

Phonics is taught daily in Reception to Year 2. We use the Monster Phonics scheme which was validated by the DFE in December 2021. Monster Phonics is a multi-sensory approach using colour coding, cards and software, songs, actions, magnetic letters and activities to support the children's phonological awareness and decoding skills. Each lesson involves review, teach and an activity where children practice and apply the new sound taught. After the phonics input, children in Reception and Year 1, are then given the opportunity to apply their learning in phonics in a Guided Reading session (this might be reading a book linked to the sound taught or doing an activity linked to the sound taught).

There are two curriculum meetings for Reception parents in the first half term of the school year, which is led by the Phonics & EYFS Lead. One is a morning session and the other happens after school. The curriculum meeting goes through the EYFS Framework, the areas of learning within the Reception year and the Development Matters, Phonics, Early Reading and Early Maths. Parents are given an overview of how phonics is taught from Nursery through to Reception and ways in which they can support at home. Information is provided to parents regarding the type of phonics taught in our school, the terminology they will hear, the phases and sounds in each phase and links to useful websites. Year 1 also have a curriculum meeting with their parents where they outline the expectations for the year (including the phonics screening).

Assessment is carried out on a half-termly basis. In Reception, Year 1 and Year 2, children who are identified as not on track to achieve age-related expectations are streamed into a group to ensure that the sound being taught is aligned to their attainment. The number of streamed groups is dependent on the number of children who are not on track and the spread of current attainment. Any children who are streamed and not in class, are read with on a daily basis in a group enabling them to apply the phonics knowledge they have just been taught and are read with on a 1:1 basis later in the school day. In Reception, this starts after assessment at the end of the spring term. In Year 2, any children who are assessed as being close to being on track will re-join whole class learning in phonics but will have a small focused Guided Reading session with a staff member and 1:1 reading later in the school day.

Children in Year 3 who did not pass the phonics screening (the first test and the retest) have a daily Guided Reading session with a staff member and 1:1 reading later in the school day.

In Reception, phonics is used quite regularly in all subject areas. Each learning station has a question card which children are encouraged to read in order to find out what they need to do. It is also used in outdoor activities, such as hopscotch with letters, magnetic letters in sand, buried treasure – finding real and alien words. We also use phonics during maths and literacy lessons, such as reading the question on the slide, creating a shared writing piece – sounding out together, making lists and playing age appropriate ICT games on the interactive white board. In Year 1, during written work children are encouraged to sound out their words and model how phonics is used in writing. Teachers also focus on specific high frequency words throughout the day to ensure that phonological knowledge is matched by knowledge of sight words. Throughout school, teachers are encouraged to model use of phonics in lessons.

### **Teaching Early Reading**

In nursery, children are introduced to text, print, direction of print and listening to rhyme and rhyming words. They also visit the library once a week. The Nursery children also have access to their own library which has a variety of books to choose from and engage with. Reading in Reception is done alongside phonics. Children are introduced to segmenting and blending before moving onto reading captions and then longer sentences. Children in Nursery and Reception visit the library although it could be in groups or as half a class (this ensures early experiences of the library are positive). In EYFS all English topics and lessons are based around a high quality book. In the outdoor environment, both Reception and Nursery have a literacy shed in their outdoor areas, equipped with books and writing materials for further reinforcement. In Year 1 children go to the library once a week for a 30 minute slot.

In Reception, teachers and LSAs carry out guided group reading linked to the sound taught that day or week, each child is heard read at least once per week. This happens at different times across both classes. For the

lowest 20%, and especially for children who are not on track, reading happens daily in small groups.

In Year 1, teachers and LSAs carry out group reading every morning after phonics meaning every child is heard reading at least once per week as part of a small group. For the lowest 20%, and especially for children who are not on track, reading happens daily (both group and 1:1).

English lessons are based around a book and lessons are developed from this such as sequencing, comprehension and prediction activities, shared writing and reading. During shared writing the children are encouraged to sound out along with adults, then attempt reading back the sentences using their segmenting and blending skills. Reception and Year 1 both have attractive book corners where children can choose and engage with a variety of books throughout the day. Each classroom has a print rich environment which includes labelled boxes and trays, phonics walls including sounds and CEW/HFW learned to date.

In Reception and Year 1, where children are identified as struggling with segmenting and/or blending, they may have an additional intervention that is carried out as part of their daily reading. This intervention may include picture prompts for support, use of colour coded flashcards, clapping out the sounds, matching words to pictures, reading simple non-word and word books to build confidence. Parents and carers are also encouraged to read with their children at home and encouraged to write in their children's reading record when they have heard their child read.

All core and foundation lessons are designed to be accessible for the year group they are taught in. With the texts shared and read out by the children and then discussed with the class teacher, teachers encourage them to use their phonic knowledge to access their learning independently.

Prior to Covid-19, Year 6 visited reception regularly and read with their buddies at least once a term. During their visits they are encouraged to share a book with their book. When Reception children begin reading they are encouraged to also take turns reading with their buddies by choosing an appropriate levelled book. Moving forward we would like to reintroduce this when the situation improves. –

### **Guided Reading (Year 2 to Year 6)**

Princess Frederica employs a 'whole-class' approach to guided reading. This means all children in the class are reading the same book or extract and completing the same task, on the same day. This differs from alternative guided reading schemes which often work on a 'carousel' basis—children reading different books in different groups, rotating around tasks on a daily basis. The whole-class approach used by the school is inspired by a number of educational proponents of such schemes—in particular, Pie Corbett's *Talk for Reading*. There are a number of benefits to such a scheme:

- it allows the teacher daily teaching input to guide and consolidate children in their learning. It allows them to model reading to the whole-class and explain the thought processes and challenges that arise. Shared reading is also enabled—the process of members of the class sharing thought-processes and ideas on a text.
- the whole-class approach means that teachers are able to conduct plenaries throughout and at the end of a lesson which bring the whole-class together to address misconceptions/problems that arise and to ensure no child is left behind.
- enables teachers to select books/extracts of high quality, appropriate for purpose and audience.
- tasks can be differentiated appropriately according to individual children's needs.

The scheme is designed to run over a set of 10 lessons in KS2 with each lesson focussing on a different area of reading. In a typical 10-lesson unit, the children will explore a pre-chosen extract by:

- considering their independent thoughts, ideas and conclusions about the extract
- considering vocabulary and create glossaries,
- answering a range of teacher-set questions,
- writing their own questions about the text and answer their peers'
- developing ability to verbally articulate and discuss thoughts
- evaluating character

- practise summarising what they have read and discussing themes
- evaluate a linked image or photo using different stages of a question quadrant
- Day 5 and 10 are two sessions in a 10 day cycle where the teacher will listen to children read on a 1:1 basis with other children reading silently.

The whole-class approach is introduced in year 2 with a 5 day cycle. We want the children to experience the foundations of our approach with a strong focus on book talk. In a typical 5-lesson unit, the children will:

- consider their independent thoughts, ideas and conclusions about the extract
- engage in book talk around the extract shared
- evaluate a linked image using the first stages of the question quadrant
- answer teacher made questions and practise sequencing
- Day 5 just like with KS2 is a silent reading session where the teacher will listen to children read on a 1:1 basis.

The 10-lesson cycle will sometimes take longer during this year as children familiarise themselves to the scheme.

The school have a number of objectives for each year based on the National Curriculum which allow us to track a child's progress. Teachers use these objectives when reading with children in class and when marking work in books to track strengths and weaknesses.

### **Banded Books (Monster Phonics Books)**

All children from Reception to Year 6 are assessed and given a banded book that the teacher feels is the appropriate level.

In Reception, Year 1 and the early stages of Year 2, children receive a Monster Phonics book that is aligned to a sound that they have been taught in their phonics lesson. They never take home a book that has a sound in it that they have not been taught in class already. A general rule is that the children should be able to read 90% of the words in the book. If not, they might read more of an earlier stage to build up confidence around some specific letter sounds or high frequency words.

Children also take home a sharer book. This might be a book from the library, a stock kept in the classroom or a reading book in the classroom from a wide range of literature and other schemes. It is made clear to parents that this book is to be shared together and not part of the banded books progression.

Later in Year 2 to Year 6

All classes are stocked with books that are within age related expectation for the year group however children who make accelerated progress are able to access books from higher levels. Every child's reading ability is matched by their decoding and interpretation skills through these banded books. Using Day 5 and 10 of our guided reading cycle along with any 1-1 reading, teachers monitor individual children's progress every half term with the intention of moving through the colour bands towards becoming free readers.

### **Reading to our children**

Research has shown that reading aloud is probably the most important thing that teachers can do and need to be frequent and regularly part of each school day (The Centre for Literacy in Primary Education.) In class, when sharing texts teachers will regularly read out extracts or chapters to support the learning. In addition, an important part of our school's reading ethos is having a class book that has been chosen by a variety of different criteria.

#### **How did we choose our texts?**

The list has been carefully curated based on research from CLPE who believe as we do "quality children's literature [is] at the heart of all learning." The aim is to give our children exposure to magnitude of literature that encompasses a variety of topics.

#### **Core texts**

Core texts of a substantial length have been chosen using these three categories:

- Solely for enjoyment



- A classic (a book a child should have read)
- Has a message or experiences of a different culture and to provide representation of our school community.

These stories have been carefully curated so children are exposed to a range of stories from classic modern literature such as *Charlotte's Web* or *Holes* to current popular literature such as *The Boy at the Back of the Class* or *The Truth Pixie*. We also aim to expose our children to stories that have a clear message or experiences of a different culture whether it be set in a different country or is told from the perspective of a character of a different ethnicity or have special needs such as Autism. By giving our children this exposure we believe it will support developing our children into well rounded human beings.

As explained previously if these texts are finished in the first half term, we trust our teachers to make effective decisions in choosing their next book for the second half term. If a teacher finds it difficult to make this choice, we have several members of staff who have secure knowledge of children's literature to support these decisions. The choices of core texts are celebrated throughout the school by each class having a door sign to show what they are reading and this changes as of when the core class book changes.

#### **Supported texts**

All supported texts have been chosen carefully for the most impact for our children. All texts fall under these criteria:

- Picture books with a message or link to topic purpose. These can be information texts or picture story books.
- Short stories from a different continent
- Short stories from a different religion or historical period
- Short stories about a famous person

Where possible the topics studied will have a linked text that will heighten or strengthen the understanding of the topic.

#### **Other supported texts**

All classes will begin the year by reading *Every Child a Song* by Nicola Davies. This book celebrates children's rights and allows all our children to know they are valued, respected and celebrated.

When Princess Frederica celebrates Black History Month all classes will share *Young, Gifted and Black* by Jaima Wilson by reading about selected figures that deserve to be celebrated.

At the end of KS1 and KS2 the children are read a story about embracing change and moving on. As our children progress to the next key stage or new school it is important they understand that change is good and happens throughout their lives.

At Princess Frederica we promote the importance of a child's SMSC using a book based programme in PSHE lessons. A separate book list has been curated about a variety of topics that link to the National Curriculum and DfE guidelines regarding issues such as mental health, same sex families and emotions such as grief. These too are shared in class to support and strengthen understanding and promote appropriate discussion.

Each class has a door sign which celebrates the core text and will change as of when the class book changes.

### **Kensal Rise Library**

The school is committed to trying to develop a strong relationship with Kensal Rise Library over the next academic year. We aim to organise visits for all year groups with the intention to use the library's facilities. We will also be communicating to parents all of the fantastic opportunities and events the library will offer.

### **Use of Reading Records**

Reading records are used in school from Reception to Year 6.

#### **Reception to Year 2**

Children take a reading record home with at least two books every week. It gives both parents/carers and the class teacher (and LSA) a clear idea on what the child is reading, frequency in which they are reading, whether the book they are reading is suitable for their current reading ability and areas of reading that need to be addressed. Children should have this book with them every day and it should go home every evening so it can be added to and checked at any time.

#### **Year 3-6**

The green reading record starts in Year 3 with an emphasis on children recording the books that they are reading. Again, it is a record that children should have with them at all times (both in school and at home) with

everything read being recorded in the reading record. Teachers will check these records regularly and will help form an idea for them about the materials being read, whether they are challenging but enjoyable and the volume children are reading. Children have opportunities to change books at a weekly library session and record in their reading record along with their banded book.

### **Accelerated Reader**

Accelerated Reader is a licensed programme, which allows children to take either a STAR reader test or multiple choice quizzes based upon books they have read. We use both at Princess Frederica to help support a teacher's understanding of a child's comprehension ability.

#### **Accelerated Reader quizzes**

Our children are encouraged to take a quiz during library time if they have finished a book or at home when they have finished their book. The purpose of Accelerated Reader is to give our children the opportunity to use different reading comprehension skills and to make sure the children understand what they are reading. All teachers are trained in how to check the results of these quizzes and are encouraged to monitor these regularly so targeted intervention can happen with children who seem to not understand what they have been read. Every Friday during our Celebration Assembly, the class who has completed the most quizzes are announced and marbles are awarded for their achievements.

#### **STAR Reader tests**

At the beginning of the term, all children in KS2 complete the STAR reader test: a comprehensive examination that tests the range of students' knowledge of reading and language. The results of the test show a child's reading age in comparison to their peers along with a ZPD score which correlates to the books we have in the library. Teachers use this to judge a child's choice of books in the library along with whether they need some extra support.

### **Book Week**

Book Week is a national, annual celebration of all things books. At Princess Frederica we see it as a momentous occasion and strive to make it the very best experience for the children. First of all, we arrange for up to five inspiring authors or poets to visit our school over the course of the week and deliver not only assemblies to our children but give writing workshops to year group, that seem fit to the content of their work. The purpose of these is to inspire, to excite, to educate and for the children to see the people behind some of their favourite literature. We strive to welcome authors that are either well known to the children or exciting, new authors, that we know the children will love. We make sure that all year groups are covered either by the visits themselves or by inviting in drama companies targeted towards EYFS and KS1 where they bring books to life in front of the children's very eyes. The week culminates with the renowned World Book Day where all children and staff are welcomed to dress up as their favourite book character. This allows for many of the children to use their creativity to bring a character that may not have necessarily been seen in an image form to life. The dedication and artistic nature is something to celebrate and the awards ceremony that follows is full of difficult decisions. By teachers also taking part it allows the children to see the dedication to reading for pleasure that we all hold in high regard and it creates a book culture or community within the school. Teachers also take part in class swaps where they take a favourite story or book to another class and share it with them. This is echoed by the children where children share their favourite stories with another year group. Overall, the aim of Book Week is to inspire children to enjoy reading in a fun and engaging yet educational manner.

### **Reading at home**

Research has shown that regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). From Reception to Year 6, children bring books home weekly to share with parents and this has to be evidenced in a Reading Record log. Although we do not ask for evidence for children in KS2, we expect children are reading daily. This may be with an adult, a sibling or by themselves. We aim as teachers to inspire children by exposing them to high quality literature which they will in turn want to read at home but we do understand that finding literature suitable or enjoyable to some children may be a difficult task. We as a school have several members of staff who are more than happy to provide recommendations for both children and parents alike. We also have a recommended reading list to further support finding suitable and enjoyable books for your child.

## The School Library

At Princess Frederica we are proud and fortunate to have a fully-functioning school library with a volunteer librarian. Each class from Year 1 up to Year 6 has the opportunity to visit the library weekly and borrow books. Children in Nursery and Reception do also visit the library although it could be in groups or as half a class (this ensures early experiences of the library are positive). This time's focus is to give the children the opportunity to read silently in a calm, comfortable space or be read to by the class teacher or librarian. In addition, children can complete quizzes on Accelerated Reader about books they have read or share recommendations by writing on the Book Blessing Wall.

The library is stocked up with lots of good quality literature and is regularly refreshed by publishing companies sending new books to be reviewed by the children and proceeds from fundraising. Each class teacher is able to borrow a selection of books for their own class libraries whether it be novels or topic books to aid learning. As the importance of libraries in school is at such a crucial stage and many schools not having the opportunity to have one, we agree that it is a valuable resource to everyone associated with our school.

## Reading Outside the Classroom

### The Reading Bus

The Reading Bus was opened in 2019, by the author Ross Welford, and is a comfortable and secure place within the KS2 playground for children to take time out of their lunchtime to read. Within there, there is a range of books including copies of subscriptions to children's newspapers and magazines, which are regularly updated and changed.

### Book Club

Mr McCann runs a Book Club open to Year 6 after school on a Monday. After allowing the children to vote for chosen book, the weekly meetings consist of discussing what has been read, reading some of the book aloud and deciding on how much to read for the following meeting. Children are further inspired by having the opportunity to come up with questions for the chosen author and via the means of Twitter asking these questions.

### Library Club

In addition to The Reading Bus children in both KS1 and KS2 have the opportunity to visit the library on Thursday and Friday lunchtimes. Led by a teacher the children have the opportunity to sit and read quietly.

### Big Reads

At different times of the year the whole school takes part in a 'Big Read' where all members of staff and children will spend an allocated time during the day to all sit and read a book comfortably. This allows children to see that adults in the school enjoy reading too!