

Developing Reading in Radyr Primary School



INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner



1 in 2 children in the UK enjoy reading

Only 1 in 2 (47.8%) children and young people said they enjoy reading in early 2020, the lowest level of reading enjoyment we have recorded since 2005. [Read more.](#)

[Read more.](#)



1 in 11 disadvantaged children in the UK say that they don't have a book of their own

Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book (22% vs. 3.6%). [Read more.](#)



Children who enjoy reading and writing are happier with their lives

Children who enjoy reading are three times more likely to have good mental wellbeing than children who don't enjoy it. [Read more.](#)



Audiobooks can support wider literacy engagement

1 in 5 (21.7%) children and young people said that listening to an audiobook or podcast has got them interested in reading books. [Read more.](#)

[Read more.](#)



Our vision is 'unlocking the potential for every pupil to become a life long learner.'

We believe that children should gain a love of reading. In order to do this they should acquire the skills which they will use throughout life. Through accessing high quality texts, to become confident, independent readers.

INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner

Reading Opportunities in Radyr Primary School

- Reading for pleasure time for older children.
- Access to high quality books, audiobooks, magazines.
- Reading Buddies, where older pupils buddy with younger children.
- Free choice using class libraries.
- Class reading books.
- Reading partners within RWI groups and classes.
- Children read to teachers and support staff regularly, where appropriate.

INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner

How we teach reading

Our goal is to create children who love reading and enjoy looking at new texts.

- RWI
- HFW - High Frequency Words
- Reading books - scheme books - assessed in school



Fluency Expression

Comprehension -
Understanding of the text
Picture cues

INSPIRE • CHALLENGE • SUPPORT
Unlocking the potential for every child to be successful

Reading Vipers

Vocabulary

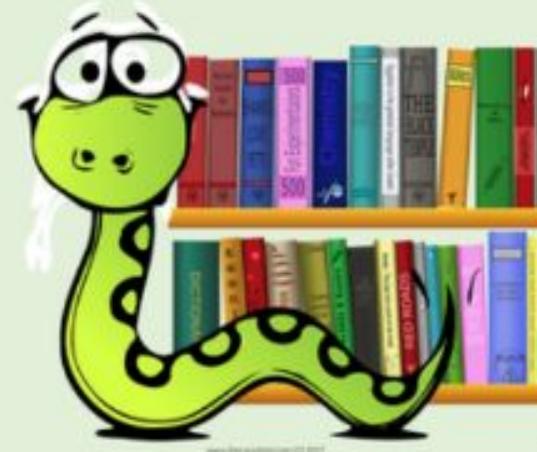
Iinfer

Predict

Explain

Retrieve

Sequence or Summarise



Vocabulary



Find and explain meaning of words in context

- 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.....

READING VIPERS

I

infer

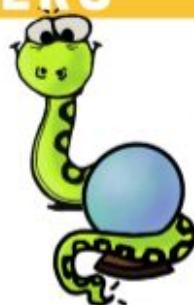


Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- 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?

READING VIPERS

Predict

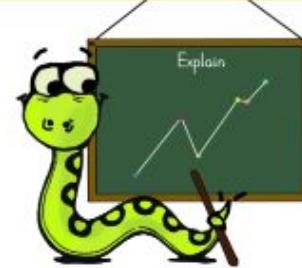


Predict what might happen from the details given and implied

- 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? Explain your answer using evidence from the text.

READING VIPERS

Explain



- > Explain how content is related and contributes to the meaning.
- > 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.

- 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?

READING VIPERS

R Retrieve



Retrieve and record information and identify key details.

- 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?

READING VIPERS

S Sequence



Sequence the key events in the text

- 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?

READING VIPERS

Summarise



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

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...

CHALLENGE • SUPPORT • ACHIEVE
...a school for every child to become a life long learner

As children become more confident readers they may feel that they do not need to read aloud, however, all children regardless of ability will benefit from reading to someone. Encouraging reading could include reading with a sibling, listening to an adult read to them, regular visits to the library, listening to audiobooks and seeing people around them enjoying reading and discussing texts.

When children become more confident it is still vital to encourage them to read regularly, trying new books, magazines or audio books. We would encourage children from years 3-6 to bring a book to school from home if they choose; to share their book with their friends and to read during reading time.

Children have access to the abacus reading app 'bug club' - which focuses on comprehension. This can be accessed at home, on ipads and laptops.
<https://www.activelearnprimary.co.uk/login?c=0>

INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner

<https://www.booksfortopics.com/>

50 Recommended Reads for...

Year 3

(ages 7-8)



50 Recommended Reads for...

Year 4

(ages 8-9)



<https://www.booksfortopics.com/booklists/branching-out/>

50 Recommended Reads for...

Year 5

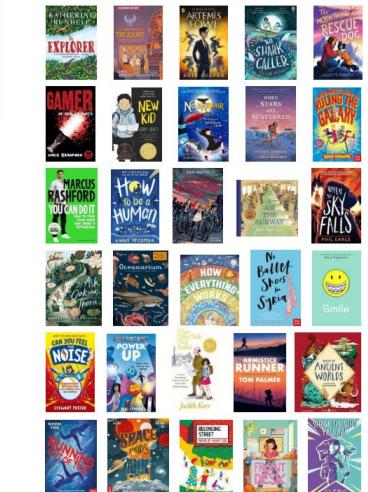
ages 9-10)



50 Recommended Reads for...

Year 6

(ages 10-11)



CHALLENGE • SUPPORT
for every child to be

If you read just 1 book a day to your child, they will have read 1825 books by their 5th birthday.

Every Day Counts
Every Book Counts

Reading should **never** be a chore. Helping your child to develop a love of books will help them to develop as independent readers.

INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner