
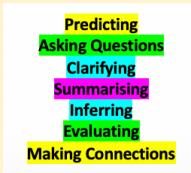
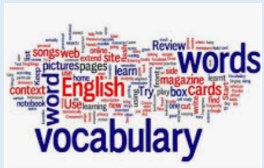
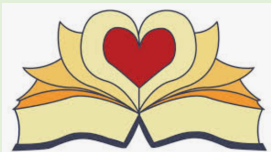




## St. Jérôme Church of England Bilingual School

### **The Development of Reading at St. Jérôme CoE Bilingual School**

Our aim is for all of our pupils to develop reading fluency alongside strong comprehension and preferences for wide-ranging, challenging reading material – children who can effectively read to learn as well as read willingly for its inherent pleasure. We believe that children need to read with fluency and understanding to be successful throughout their education and beyond into adulthood. We know that children whose parents/carers regularly read with their children and enjoy conversations about books they have chosen are hugely advantaged and, unless a child has a specific reading difficulty, will make faster progress than those children who do not have those opportunities. We vision our school to be a place where we take positive action to fill this gap in opportunity and enable all children to leave our school equipped with the reading skills to give them the best educational chances. The strategy with which we believe will best deliver this vision has been researched in depth. We acknowledge the 2009 Rose Review's support of the Simple View of Reading (appendix 1) and the need to build strong synthetic phonics foundations for reading development, which is why we have recently embraced the Phonics Bug Synthetic phonics program. Around and alongside this, we aim to develop children's vocabulary and comprehension skills. We know that comprehension supports the decoding process and is also the end goal of reading that enables children to become book lovers, who engage in wide-ranging and challenging texts. The pathways for reading that we will employ to deliver this are detailed below:

Routes to Reading	<b>Decoding/Fluency Pathway</b> 	<b>Comprehension Pathway</b> 	<b>Vocabulary Development Pathway</b> 	<b>Love of Reading Pathway</b> 
Definition	Learning synthetic phonics systematically using multi-sensory resources and banded texts according to the Phonics Bug program.	Mastering the skills of prediction, questioning, clarifying, summarising, inferring, evaluating and making connections through teacher lead discussion, supported reading and reciprocal reading.	Exposure to a language rich environment, both verbally and in written form.	Reading and hearing a wide range of high quality, challenging texts for pleasure and developing preferences; supporting children's experiences of diversity and challenging stereotypes.

Decoding/Fluency Pathway	
EYFS Universal Provision	EYFS Targeted Provision
<ul style="list-style-type: none"> <li>Whole class phonics (30 mins daily) following Phonics Bug using Jolly Phonics actions to support memory and robot arms for blending and segmenting words.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions begin in Michaelmas Term 2 for children struggling to keep up with the pace of whole class teaching.</li> </ul>

<ul style="list-style-type: none"> <li>• Common Exception words learnt/practiced daily according to Phonics Bug progression.</li> <li>• Lessons follow a pattern of Introduce, Review, Teach, Practise, Apply.</li> <li>• Phases 1-4 taught by the end of EYFS</li> <li>• 1:1 reading with an adult x1 per week</li> <li>• Children take 2 physical books home each week that are phonetically decodable at the child's level.</li> <li>• Home/school reading diary established.</li> <li>• Children are assigned a collection of e-books at their level on Bug Club for consolidation and extra practice at home.</li> <li>• Children are assigned a collection of online phonics games on Bug Club to consolidate their learning of sounds taught in school</li> <li>• Letter-join used to model cursive script for each grapheme taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Parallel teaching from Epiphany Term 2 to provide targeted teaching for children not secure in phase 2 or 3.</li> <li>• Phonics Bug Lessons already taught in school assigned for home learning to those who need to revisit gaps in their learning.</li> <li>• Jolly Phonics songs used to support LA/SEND pupils who need a more multisensory approach to phonics learning.</li> <li>• Flashcards used to support quick recall of phonics for those children not yet ready to blend and segment for word reading.</li> </ul>
<b>Year 1 Universal Provision</b>	<b>Year 1 Targeted Provision</b>
<ul style="list-style-type: none"> <li>• Whole class phonics (30 mins daily) following Phonics Bug using Jolly Phonics actions to support memory and robot arms for blending and segmenting words.</li> <li>• Common Exception words learnt/practiced daily according to Phonics Bug progression.</li> <li>• Lessons follow a pattern of Introduce, Review, Teach, Practise, Apply.</li> <li>• Phases 3-4 re-visited with a focus on writing. Phase 5 taught by the end of the year.</li> <li>• Children are introduced to the concept of nonsense words/alien words in preparation for the phonics screening check.</li> <li>• 1:1 reading with an adult x1 per week</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions begin in Michaelmas Term 2 for children struggling to keep up with the pace of whole class teaching.</li> <li>• Parallel teaching from Epiphany Term 2 to provide targeted teaching for children not secure in phase 5.</li> <li>• Phonics Bug Lessons already taught in school assigned for home learning to those who need to revisit gaps in their learning.</li> <li>• Jolly Phonics songs used to support LA/SEND pupils who need a more multisensory approach to phonics learning.</li> </ul>

<ul style="list-style-type: none"> <li>• Children take 2 physical books home each week that are phonetically decodable at the child's level.</li> <li>• Home/school reading diary established.</li> <li>• Children are assigned a collection of e-books at their level on Bug Club for consolidation and extra practice at home.</li> <li>• Children are assigned a collection of online phonics games on Bug Club to consolidate their learning of sounds taught in school</li> <li>• Letter-join used to model cursive script for each grapheme taught.</li> <li>• Weekly phonics homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards used to support quick recall of phonics for those children not yet ready to blend and segment for word reading.</li> <li>• Daily 1:1 reading for children not engaging with home reading.</li> <li>• Parallel teaching group starts in Epiphany Term 1, for children who need to continue revisiting phases 3-4.</li> </ul>
<b>Year 2 Universal Provision</b>	<b>Year 2 Targeted Provision</b>
<ul style="list-style-type: none"> <li>• Parallel phonics lessons (30 mins daily) with targeted groups following Phonics Bug using robot arms for blending and segmenting words.</li> <li>• Year 2 Common Exception words learnt/practiced daily.</li> <li>• Lessons follow a pattern of Introduce, Review, Teach, Practise, Apply.</li> <li>• Phases 5 re-visited with a focus on writing. Phase 6 suffixes, prefixes and spelling rules taught by the end of the year.</li> <li>• 1:1 reading with an adult x1 per week</li> <li>• Children take 2 physical books home each week that are phonetically decodable at the child's level.</li> <li>• Home/school reading diary established.</li> <li>• Children are assigned a collection of e-books at their level on Bug Club for consolidation and extra practice at home.</li> <li>• Children are assigned a collection of online phonics games on Bug Club to consolidate their learning of sounds taught in school</li> </ul>	<ul style="list-style-type: none"> <li>• Children who did not pass the phonics screening revisit the concept of nonsense words/alien words in preparation for the phonics screening re-check.</li> <li>• Interventions begin in Michaelmas Term 2 for children struggling to keep up with the pace of whole class teaching.</li> <li>• Phonics Bug Lessons already taught in school assigned for home learning to those who need to revisit gaps in their learning.</li> <li>• Jolly Phonics songs used to support LA/SEND pupils who need a more multisensory approach to phonics learning.</li> <li>• Flashcards used to support quick recall of phonics for those children not yet ready to blend and segment for word reading.</li> </ul>

<ul style="list-style-type: none"> <li>• Letter-join used to model cursive script for each grapheme, suffix or prefix taught.</li> <li>• Weekly phonics homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily 1:1 reading for children not engaging with home reading.</li> <li>• Parallel teaching groups starts in Michaelmas Term 2 to ensure targeted, differentiated learning at the right level for every pupil.</li> </ul>
<b>Year 3-6 Universal Provision</b>	<b>Year 3-6 Targeted Provision</b>
<ul style="list-style-type: none"> <li>• Whole class phonics, spelling and grammar (30 mins daily) with a focus on phase 6 application in writing</li> <li>• Year 2 Common Exception words revisited daily in Michaelmas Term.</li> <li>• 1:1 reading with an adult x1 per week</li> <li>• Children take 2 physical books home each week that are phonetically decodable at the child's level.</li> <li>• Home/school reading diary established.</li> <li>• Children are assigned a collection of e-books at their level on Bug Club for consolidation and extra practice at home.</li> <li>• Letter-join used to model cursive script for each grapheme, suffix or prefix taught.</li> <li>• Weekly spelling homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are assigned a collection of online phonics games on Bug Club to consolidate their learning of sounds taught in school</li> <li>• Interventions begin in Michaelmas Term 2 for children working below phase 6.</li> <li>• Phonics Bug Lessons taught in previous years assigned for home learning to those who need to revisit gaps in their learning.</li> <li>• Jolly Phonics songs used to support SEND/EAL pupils who need a more multisensory approach to basic phonics learning.</li> <li>• Flashcards used to support quick recall of phonics and common exception words for SEND/EAL pupils.</li> <li>• Daily 1:1 reading for children not engaging with home reading.</li> </ul>

## Comprehension Pathway

EYFS Universal Provision	EYFS Targeted Provision
<ul style="list-style-type: none"> <li>• Daily whole class story time and discussion linked to our cornerstone's curriculum projects and R.E.</li> <li>• Teaching of story plots using story sacks, small world and role play activities.</li> <li>• Children are assigned a collection of e-books at their level on Bug Club that have comprehension quizzes included on pages within the text as an interactive feature of the books. The results of these quizzes can be tracked by teachers to support assessment of comprehension and reassignment of texts that the children have not fully understood.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapy for specific children focused on receptive language skills.</li> </ul>
Year 1 Universal Provision	Year 1 Targeted Provision
<ul style="list-style-type: none"> <li>• Daily whole class story time and discussion linked to our cornerstone's curriculum projects and R.E.</li> <li>• Children are assigned a collection of e-books at their level on Bug Club that have comprehension quizzes included on pages within the text as an interactive feature of the books. The results of these quizzes can be tracked by teachers to support assessment of comprehension and reassignment of texts that the children have not fully understood.</li> <li>• From the start of Trinity Term children will begin whole class teaching of reading (30 mins daily), focusing on the skills of</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapy for specific children focused on receptive language skills.</li> <li>• In Trinity Term children who are still working within Lilac – Yellow Bug Club texts will receive 1:1 reading with an adult during the whole class reading session.</li> <li>• Additional Reading intervention from Epiphany Term supported by the English Hub.</li> </ul>

<p>Prediction, Clarifying, Summarising and Making Connections. These lessons will include guided and reciprocal reading opportunities, as well as discussions and written responses to comprehension questions.</p> <ul style="list-style-type: none"> <li>• Bug Club assessment sheets are used to check pupils understanding of texts and move children up the banding system when they are ready for more challenge.</li> <li>• Termly summative cornerstones reading comprehension tests support teacher assessment judgements.</li> </ul>	
Year 2 Universal Provision	Year 2 Targeted Provision
<ul style="list-style-type: none"> <li>• Children are assigned a collection of e-books at their level on Bug Club that have comprehension quizzes included on pages within the text as an interactive feature of the books. The results of these quizzes can be tracked by teachers to support assessment of comprehension and reassignment of texts that the children have not fully understood.</li> <li>• Whole class reading sessions (30 mins daily) focusing on the 4 skills of Prediction, Clarifying, Summarising and Making Connections. These lessons will include guided and reciprocal reading opportunities, as well as discussions and written responses to comprehension questions.</li> <li>• Bug Club assessment sheets are used to check pupils understanding of texts and move children up the banding system when they are ready for more challenge.</li> <li>• Termly summative cornerstones reading comprehension tests support teacher assessment judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapy for specific children focused on receptive language skills.</li> <li>• Children who are still working within Lilac – Yellow Bug Club texts will receive 1:1 reading with an adult during the whole class reading session.</li> <li>• Additional Reading intervention from Epiphany Term supported by the English Hub.</li> </ul>

Year 3-6 Universal Provision	Year 3-6 Targeted Provision
<ul style="list-style-type: none"> <li>Children are assigned a collection of e-books at their level on Bug Club that have comprehension quizzes included on pages within the text as an interactive feature of the books. The results of these quizzes can be tracked by teachers to support assessment of comprehension and reassignment of texts that the children have not fully understood.</li> <li>Whole class Destination Reader lessons (45 mins daily) focusing on the 6 skills of Asking questions, Prediction, Clarifying, Summarising, Making Connections and evaluating. These lessons will include guided and reciprocal reading opportunities, as well as discussions and written responses to comprehension questions.</li> <li>Using PM benchmarking, children's reading comprehension and fluency are carefully monitored and regularly assessed to ensure they are taking home books appropriate for their level.</li> <li>Termly summative cornerstones reading comprehension tests support teacher assessment judgements.</li> </ul>	<ul style="list-style-type: none"> <li>Speech and language therapy for specific children focused on receptive language skills.</li> <li>Children who are working below age related expectations in reading will receive small group guided reading intervention during the whole class session.</li> <li>Children working below age related expectations are tested on the Cornerstones summative assessment paper for previous year groups as appropriate.</li> <li>Additional Reading intervention from Epiphany Term supported by the English Hub.</li> </ul>

## Vocabulary Development Pathway

EYFS Universal Provision	EYFS Targeted Provision
<ul style="list-style-type: none"> <li>All resources and displays are labelled and the written word (supported by high quality visuals) is a prominent feature in the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Speech and language interventions focusing on expressive language skills, including pre-teaching of</li> </ul>



<ul style="list-style-type: none"> <li>• An audio library is set up in the book area to provide texts at a higher level than the children can decode independently.</li> <li>• Children are regularly read to by adults in the setting as well as older children from around the school.</li> </ul>	<p>project vocabulary, what's in the box, and vocabulary flashcards.</p>
<b>Year 1 Universal Provision</b>	<b>Year 1 Targeted Provision</b>
<ul style="list-style-type: none"> <li>• Children are read to by an adult at a level which they could not independently access.</li> <li>• In Trinity Term, a focus on the 'Clarifying Stem' in Destination Reader whenever new vocabulary arises. These words are displayed on our working wall and children encouraged to use them in their writing that week.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language interventions focusing on expressive language skills, including pre-teaching of project vocabulary, what's in the box, and vocabulary flashcards.</li> <li>• Pre-teaching of technical/topic vocabulary for EAL, SEND and/or PP pupils that need it.</li> <li>• Dictionary and Thesaurus skills are specifically taught to more able pupils and children have access to them for both reading and writing.</li> <li>•</li> </ul>
<b>Year 2 Universal Provision</b>	<b>Year 2 Targeted Provision</b>
<ul style="list-style-type: none"> <li>• Children are read to by an adult at a level which they could not independently access.</li> <li>• A focus on the 'Clarifying Stem' in Destination Reader whenever new vocabulary arises. These words are displayed on our working wall and children encouraged to use them in their writing that week.</li> <li>• Dictionary and Thesaurus skills are specifically taught and children have access to them for both reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language interventions focusing on expressive language skills, including pre-teaching of project vocabulary, what's in the box, and vocabulary flashcards.</li> <li>• Pre-teaching of technical/topic vocabulary for EAL, SEND and/or PP pupils that need it.</li> <li>• Use of Talk for Writing with SEND/EAL pupils exposes them to vocabulary they would not ordinarily use in their writing.</li> </ul>

Year 3-6 Universal Provision	Year 3-6 Targeted Provision
<ul style="list-style-type: none"> <li>• Children are read to by an adult at a level which they could not independently access.</li> <li>• Dictionary and Thesaurus skills are specifically taught and children have access to them for both reading and writing.</li> <li>• A focus on the 'Clarifying Stem' in Destination Reader whenever new vocabulary arises. These words are displayed on our working wall and children encouraged to use them in their writing that week.</li> <li>• Use of VCOP in English promotes the use of a wider range of language and vocabulary in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language interventions focusing on expressive language skills, including pre-teaching of project vocabulary, what's in the box, and vocabulary flashcards.</li> <li>• Pre-teaching of technical/topic vocabulary for EAL, SEND and/or PP pupils that need it.</li> </ul>

## Love of Reading Pathway

EYFS Universal Provision	EYFS Targeted Provision
<ul style="list-style-type: none"> <li>• Our learning environment has a well-stocked and inviting reading area for children to explore both fiction and non-fiction texts.</li> <li>• Half Termly awards are given to children who have regularly accessed our online reading books and a trophy given to the class with the highest participation.</li> <li>• Children are encouraged to share books they love from home during our show and tell.</li> </ul>	<ul style="list-style-type: none"> <li>• PP children are given an additional voucher at the book fair to buy a book up to the value of £5.</li> </ul>

<ul style="list-style-type: none"> <li>We take part in World Book Day celebrations, including a book fair for pupils to buy books that interest them. All children are given a book voucher.</li> </ul>	
<b>Year 1 Universal Provision</b>	<b>Year 1 Targeted Provision</b>
<ul style="list-style-type: none"> <li>Our classrooms have a well-stocked and inviting reading area for children to explore both fiction and non-fiction texts.</li> <li>Children access a well-stocked and inviting KS1 library where they can borrow a book of their choice to share with an adult at home.</li> <li>Half Termly awards are given to children who have regularly accessed our online reading books and a trophy given to the class with the highest participation.</li> <li>Children are encouraged to share books they love from home during our show and tell.</li> <li>We take part in World Book Day celebrations, including a book fair for pupils to buy books that interest them. All children are given a book voucher.</li> </ul>	<ul style="list-style-type: none"> <li>PP children are given an additional voucher at the book fair to buy a book up to the value of £5.</li> </ul>
<b>Year 2 Universal Provision</b>	<b>Year 2 Targeted Provision</b>
<ul style="list-style-type: none"> <li>Our classrooms have a well-stocked and inviting reading area for children to explore both fiction and non-fiction texts.</li> <li>Children access a well-stocked and inviting KS1 library where they can borrow a book of their choice to share with an adult at home.</li> </ul>	<ul style="list-style-type: none"> <li>Extra reading time is used as a reward for good work with pupils who struggle to maintain focus on recording their learning in other subjects.</li> <li>PP children are given an additional voucher at the book fair to buy a book up to the value of £5.</li> </ul>

<ul style="list-style-type: none"> <li>• Half Termly awards are given to children who have regular accessed our online reading books and a trophy given to the class with the highest participation.</li> <li>• We take part in World Book Day celebrations, including a book fair for pupils to buy books that interest them. All children are given a book voucher.</li> </ul>	
<b>Year 3-6 Universal Provision</b>	<b>Year 3-6 Targeted Provision</b>
<ul style="list-style-type: none"> <li>• Our classrooms have a well-stocked and inviting reading area for children to explore both fiction and non-fiction texts.</li> <li>• Children access a well-stocked and inviting KS2 library where they can borrow a book of their choice to share with an adult at home.</li> <li>• Half Termly awards are given to children who have regular accessed our online reading books and a trophy given to the class with the highest participation.</li> <li>• We take part in World Book Day celebrations, including a book fair for pupils to buy books that interest them. All children are given a book voucher.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra reading time is used as a reward for good work with pupils who struggle to maintain focus on recording their learning in other subjects.</li> <li>• PP children are given an additional voucher at the book fair to buy a book up to the value of £5.</li> <li>• High interest, low levels texts support reading engagement for SEND/EAL pupils.</li> </ul>

Appendix 1 – The Simple View of Reading (Rose Report 2009).

