

## Oasis Academy Clarksfield Reading Strategy 2019-2020

### Intent

At Oasis Academy Clarksfield we ensure that reading provides the foundations to everything that we do and is embedded throughout our curriculum. Learning to read, and then reading for meaning, are vital to enabling success with both the National Curriculum and life beyond Primary School.

We aim to follow the guidance laid out in the National Curriculum and to enhance it with evidence based approaches that will allow our children to excel as lifelong, passionate readers.

### Aims

- Develop cultural capital- by exposing our children to poets, song writers, stories from around the world, news articles, explorers, authors that they otherwise might not discover
- Develop a wide range vocabulary and understanding of grammar
- Unlock background knowledge and information- linking text to self, text and world, helping them to make links and create connections to other themes, previous things they have heard or read and discussing first hand experiences that link to the text
- Develop fluency, stamina and speed of reading
- Develop pupils speaking and listening skills through discussion, debate and performance
- Develop pupils questioning and reasoning skills
- Develop critical readers

### Teaching and Learning

The programme of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or

use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

## **Strategies for Reading:**

### **Early Years Foundation Stage (EYFS)**

Children in Nursery will be exposed to a wide variety of books. Story time will take place daily with frequent and structured conversations around the topic of books, the specific language of reading, and the way to handle and enjoy books.

Reception Children will take part in phonics teaching and will begin blending and segmenting sounds. Children will be able to read and understand the *100 high frequency words* by the end of the reception year.

Throughout early years, pronunciation is key. The letter sounds and 'mouth shapes' will be taught explicitly and teachers will model the correct pronunciation of words. This includes avoiding the 'schwa' at the end of a letter or syllable. We use the Read Write Inc. programme of study for phonics across EYFS to ensure we have a rigorous and robust approach to the teaching of phonics.

### **Key Stage 1 (Years 1 and 2)**

In year 1, Children will have a minimum of 20 minutes phonics daily. The knowledge from these phonics sessions will be applied in all other lessons. Children will be expected to start learning about punctuation, grammar and vocabulary for effect.

In year 2, children will be exposed to more in depth grammar and punctuation knowledge. There will be explicit teaching of word types and sentence types including: noun, adjective, adverb, suffix, subordination, noun phrase, past tense, present tense, statement, question, exclamation, command, capital letter, full stop, question mark, exclamation mark, compound sentence and expanded noun phrase.

### **Key stage 2 (Years 3 to 6)**

In Years 3 and 4, Children will become more fluent readers, being able to decode and understand simultaneously while deconstructing authorial voice and inferring opinion. Children will be taught to make links to different texts and will be pushed to increase vocabulary through the teaching of challenging quality texts. Children will demonstrate a range of effective reading strategies and will be able to interpret and respond to texts effectively both orally and recorded.

In Years 5 and 6, Children will continue to build and practice reading skills with a focus on becoming fluent readers; with automaticity in decoding and comprehension. Children will be expected to demonstrate all reading skills consistently and effectively.

These skills include:

- fluency
- scanning and skimming
- retrieval
- predicting
- inferring
- responding
- hypothesising
- summarising
- evaluating

## Our Strategy: Implementation

The teaching of reading is highly complex, and as such, a structured and consistent approach is necessary. Decoding, phonics, phonemic awareness, vocabulary and awareness of punctuation must be taught in an interwoven collaboration with comprehension, cultural capital, social awareness and emotional understanding.

As such, every student will take part in:

- Daily word work. For example, Phonics, spelling, vocabulary, etc.
- Daily English lessons: combining reading with writing and oracy skills.
- Daily Reading lessons: whole class reading lesson where all children are immersed in a high quality text that provides a platform for developing a range of comprehension strategies
- Daily shared reading: which follows a specific structure that enables reviewing and practising key reading skills. (See Shared Reading guidance)
- Daily story telling sessions: with the teacher as the model reader.
- Accelerated reader: reading for pleasure and then taking an online quiz on the book to allow the teacher to track progress and reading age (ZPD)
- Traffic light readers: children are grouped on their attainment band and will then read 1:1 with an adult accordingly (Red readers every day, amber readers x3 a week, green readers a minimum of once a week)
- Exposure to a breadth of texts that include both fiction and non-fiction
- An opportunity to explore understanding through extended questioning and exposure to a wide range of authors and poets
- Appreciating a rich varied literary heritage which enhances their cultural capital
- Opportunities to use the library and engage with challenging texts for pleasure.
- Use of a reading area in every classroom.
- Use of a home-school reading log to encourage family engagement in reading for pleasure.

Teaching of reading will include evidence based approaches that are specifically tailored to the ongoing changes in the needs of the cohort. These approaches will target:

- The physicality of using a book. For example: page turning, direction of print, etc.
- The appearance of language used in books: text, pictures, symbols.
- One to One correspondence
- Understanding reading language: author, contents, title, etc.
- Decoding and blending
- Listening to self-reading
- Phrasing and Fluency

As readers, Children will also be expected to start unpicking the writer's craft. This includes discussion on the effect of grammar and punctuations, language device, and structural device. Children will be taught to review context and view a text from alternative perspectives. It will also include discussion focused on understanding, inferring and recasting information.

## Shared Reading

Shared reading involves teacher and Children reading and unpicking a text together. This is a calm, structured approach with opportunities for metacognition and discussion. The shared reading sessions focus on a taught, specific reading skill, alongside word, sentence or text level focus. The teacher modelling / scaffolding reading with children in order to support the knowledge of *how* to read. Shared reading sessions promote an active, collaborative way of reading for meaning and expression.

Shared reading sessions will focus on:

- Applying word reading skills (focus on reading strategies in KS1)
- Developing fluency, accuracy, expression
- Children reading together to practice reading for meaning
- Vocabulary - exploring and inferring meaning.
- Comprehension
- The same text should be read several times so the children develop a good understanding of the text and the vocabulary
- The text does not have to link specifically link to the lesson content (e.g a lesson about plants, may have a shared read that is a poem about trees)
- Approximately 10-15 minutes

## Choosing the Right Text

Reading materials should be chosen carefully, and with purpose, for all year groups. All children have a right to access a wide variety of genres, styles, authors and types of text. Any reading should be challenging, yet accessible, building on prior knowledge of reading rules, and word work, in order to develop as readers. Children need access to decodable texts and reading materials should aim for 90% accuracy.

All books in school have been scanned into Accelerated Reader, this means that all books are appropriately labelled with the ZPD which then corresponds to book bands. This should be carefully monitored within the schools and children should be aware of their level in order to select appropriate texts independently. All books are stored in ZPD categories to ensure ease of access.

## Classroom Reading Area

All classrooms have a dedicated reading area. This area consists of a selection of texts that are independently accessible and decodable. A wide selection of genres, books from other cultures and bi-lingual books are vital.

There should also be access to a suitable dictionary in this area to encourage independent word work. There should also be a selection of question stems to encourage Children to think about the text they have read and book reviews that the children have created.

In Early years, this space should be colourful, easy to access, with comfortable seating and every child should have some support with how to use it. There should also be access to an outdoor reading area as part of the outdoor provision. This may include a special set of chairs, benches, mats, that are dedicated to reading.

## **Developing excellence at Oasis Academy Clarksfield**

In Key Stage 1, every reading area should have a comfortable area to read in that allows them to read away from their desks. This area is dedicated to children seeing reading as a pleasurable activity, allowing them to view reading as a reward.

Key stage 2 children will have access to the reading area, but may not have the need for a separate area to sit. Children can be encouraged to read at their desks. The amount of time spent using the reading area may be less, so children should be reminded that the reading area is open during free time.

The reading area will have book reviews from other Children, including a model from the teacher. Children will be encourage to add to this collection of reviews.

### **Library (Learning Resources Centre- LRC)**

A welcoming and well-resourced school library gives pupils positive experiences of books, computers and other media. It shares the ethos and values of the whole school, is an effective and economical shared resource and a centre for learning and literacy development. IT is an integral part of this learning environment.

The school library should promote equality, diversity and inclusion. Its role is to help create confident, enthusiastic readers and engage children in life-long learning.

### **Home School Book/ Reading Record**

All Children will be given a home reading record that they will be expected to have with them every day. Parents should be encouraged, and taught if necessary, how to read with their child and log it. This can be done through open reading sessions with parents as observers, Parent workshops delivered by school, or 1:1 meetings to deal with personalised reading strategies.

Children should also bring their home/school reading book into school every day.

### **Story Time**

Story time sessions will take place at the end of each day. This is a coming together of the class as a community to explore and enjoy the telling of stories. The teacher as the model will read at a normal pace, with emphasis on fluency, and the comprehension of the story. Stories will be chosen specifically and aimed at the top end. This will develop an immersive approach to language and will move towards the improvement of both cultural capital, and social awareness.

## Assessment: Impact

Formative reading assessment will take place frequently, and will be used to develop effective intervention in order to achieve rapid progress. Misconceptions will be quickly identified and teaching will adapt to suit the needs of the Children. Accelerated Reader allows teachers to monitor and track pupils' progress through their increasing ZPD score and the level of accuracy on star reader tests.

Summative assessment will take place four times a year in the form of Headstart tests from year 1 to 6. Data will be collated and analysed in order to ensure teaching and learning is focused on closing the gaps, planning interventions and ensuring progression. Years 2 and 6 will also complete the termly PIXL reading tests and use the QLA grids to enable them to identify areas of strength and pupils areas for development.

**Our goal is creating a love of reading that extends beyond the classroom, and enriches the lives of all of our Children.**

## Recommended Further Reading

National Curriculum: English. DfE

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#>

Reading by Six: How the best schools do it. Ofsted

<https://www.gov.uk/government/publications/reading-by-six-how-the-best-schools-do-it>

Getting them Reading Early: Research and Practice. Ofsted.

<https://www.gov.uk/government/publications/getting-them-reading-early>

Reading at School: Oxford Owl

<https://www.oxfordowl.co.uk/for-home/at-school/reading-at-primary-school/>

The Simple View of Reading: Centre for Development and Learning

<https://www.cdl.org/articles/the-simple-view-of-reading/>

Building an outstanding reading school: Oxford school improvement

[https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp\\_osi\\_buildingoutstanding.pdf](https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osi_buildingoutstanding.pdf)