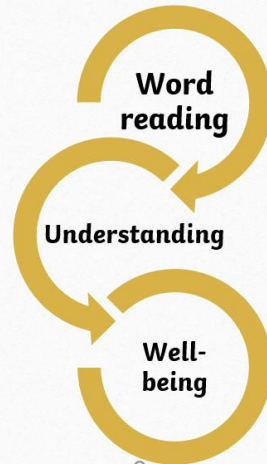


# Reading at School



## Shared Reading

This is the means through which we teach the children to read with understanding. The class text is the starting point for Talk4Reading (book talk), scaffolded thinking about character and motivation, dilemmas and solutions, why, what, when, where etc. You model 'reading as a reader', vocalizing your own thoughts and questions. You also model re-reading, reading on and self-checking. You make statements and raise questions about what happened before and what might happen next. You explain what words mean and describe what you can see 'in your head' to encourage visualizing the action. Make deductions, tie clues together and clarify ideas in the light of new information to get 'the big picture'. Discuss how the writer creates effects.



## Word Reading and Floppy's Phonics

We have a high-quality phonics system in place with all staff trained to deliver it. Be careful to match pupils' decodable books to the letter sounds taught. Make sure that pupils who fall behind are assessed and appropriate interventions in place. Teach the phonics programme to pupils who struggle with decoding, regardless of their age.

## Reading Comprehension

Directly teach comprehension skills that lead into 'comprehension tasks' drawn from the class text or topic linked text. Ensure all aspects of reading comprehension are covered by using The Pawsome Gang in KS1 and VIPERS in KS2. These should be referenced on worksheets and activities, also displayed and referred to consistently in class.



## Individual Reading

Every pupil in school has their own reading book and that comes with responsibilities for us in monitoring what is happening with that reading book. The most powerful way to do this is by regularly hearing individual children read. In Reception and KS1, all children should read to a school adult weekly. In KS2, aim for once every two weeks.

This allows us to:

- Monitor individual progress - in word reading and in understanding
- Spot problems quickly, support developing skills, correct misconceptions
- Monitor WHAT that learner is reading - suitability of material, matched to ability/phonics attainment, range of genres
- Monitor the reading at home habit
- Monitor book stock (please repair or discard damaged books)
- One-to-one time and personal connection with pupils

## Managing Individual Readers

Divide the class between the available adults so that they do read more regularly to just one adult, swap each half term. Make sure comments written in the reading record books are really targeted, for example, focus on one skill that needs developing, perhaps fluency, and make suggestions that can help...this is supportive to parents as well as colleagues in class.

## Guided reading

Work with a small group rather than the whole class but use the same principles as shared reading with the class. May be used for children who read at a slower pace, find the vocabulary more challenging, who find it hard to share ideas in a larger group, need longer to process questions or need the text differentiating in some way... The group may use the class text or may use a separate text so a specific skill can be taught or practised. We have resources with 'teacher' texts to alleviate the need for additional planning.

## The Reading Environment

Model a love of reading and create a classroom culture where reading is valued and celebrated. Display books to engage and invite. Rotate the collection regularly. Display books to link to themes across the curriculum. If possible, create reading areas with soft seating and a variety of reading materials - magazines, comics, junior newspapers, poetry in addition to fiction and non-fiction from a range of authors.

## Toolkit for Assessing Reading

- Summative Assessment NFER
- Hear children read (ideally, individually)
- Formative assessment from responses and tasks in class

If you are concerned, use the Fluency Rubric, Toe-by-toe Reading Age Test or Miscue Analysis to pinpoint the issues.

Is specific intervention needed?

Share information with parents to target support.

## Children who do not read at home

Keep careful records of how often children read and know who needs extra opportunities to read to an adult at school.

Book Buddies (Rec and KS1)

Miss Mee's Book Buddies (KS2)

## The Library

Plan regular time for your class to use the library. This should be with adult supervision. Please make sure that your class leave the library tidy and that books are put back neatly.

# Fluency

Fluency is key to reading comprehension because it frees up cognitive resources to focus on understanding the text rather than struggling with individual words. When reading is automatic and effortless, readers can concentrate on making meaning, connecting ideas, and engaging with the text's content.

## How to develop fluent reading

The EEF advocates using the 'gradual release of responsibility model' in developing fluency.



**Model** what reading should sound like at all stages of reading development.

This might involve you reading slightly slower than usual, or giving extra emphasis to certain words or phrases, so pupils' attention is drawn to significant parts of the text. Ask pupils 'what did you notice?' 'What happened to the way I was reading?'

**Text marking** the passage to be read aloud can support pupils, for example, in when to use emphasis or a quiet voice or a questioning voice.

**Echo reading** where the pupils 'echo' each sentence after you have read it, helps build an auditory awareness of what reading should sound like.

**Tag reading** (reading alternate sentences) with an adult or partner can boost skills and give space to practise fluency and build up pace. It's a good strategy to share with parents.

Practise '**Performance Reading**', taking note of:

**Pace, Pitch, Pauses, Punctuation, Personality and Power** (the 6 ps).

In whole class, group or individual reading, **practise and discuss words likely to cause difficulty** before the children come across them in the text (newer Reading Scheme books like 'Readerful' have words to discuss at the beginning of the book or chapter).

When working with individual pupils, be vigilant in the re-reading of 'iffy' sentences and help pupils and parents see that **re-reading** sentences, pages and sometimes entire texts is vital in developing fluency.

The **Fluency Rubric** can be used with individual children to pinpoint specific problems.

# Vocabulary

Vocabulary acquisition is a priority for us because when we analyze comprehension tests, it is often vocabulary questions that the children find the hardest.

Make the teaching and discussion of vocabulary explicit across the curriculum and encourage children to have curiosity about words they read.

# Storytime

The curriculum is packed so why have 'Storytime' at all?

Sharing a story is a communal, social, enjoyable experience that unites the class as a community. It can be 'sheer delight' (EEF).

It develops spoken language comprehension, knowledge of story structure, characters and plots, cultural richness, experiences beyond the children's own, it builds emotional vocabulary and understanding and it motivates children to read for themselves.

**It does not have to be at the end of the day but it should be there every day.**

# Book Blasts

Each class has their own collection of 'Recommended reads' available in class and on the class pages of the school website. These are books the children recommend for each other and can be updated each year or more often.

Please make sure the one on the website is the most up to date version for your class.

# Reading Comprehension Variation

Written reading comprehension tasks are inevitable in delivering and assessing reading skills BUT try to ring the changes with 'Colour Comprehension', 'Star Comprehension' and visual comprehension tasks like a chart of a character's emotions or a mind map of a setting.

All areas of the curriculum enrich the teaching of reading and comprehension tasks with a Science or Computing theme provide engaging variation!

# Finding Information and Support

All our policies and supporting documents are in the Teachers section of Sharepoint. Support from colleagues across school is always available and any concerns or queries will, hopefully, always find an answer!

**Key Skills:** Asking Questions    Visualising    Making Links