

## The Reading Strategy

### Ambition Statement:

The academy is determined that every child will learn to read, regardless of their background, needs and abilities. All children will make sufficient progress towards meeting or exceeding their age related expectations. Reading is prioritised to allow children to access the full curriculum offer.

Every child has a right to be able to read.

### Early Readers

At this stage, pupils are inspired by listening to other people reading great texts aloud and as a result, they are motivated and inspired to begin reading. At this point, in order to become proficient in reading they need to develop the following proficiencies:

#### Early reading skills: (progressive order)

1. **Enjoyment of reading** – Listening to and engaging with a wide range of texts
2. **Comprehension proficiency** – demonstrating oral comprehension of texts that have been read to them
3. **Phonic proficiency** – decoding and blending phonemes to read words
4. **Word level proficiency** – reading and understanding common vocabulary accurately including common exception words, and vocabulary relevant to learning in other curriculum subjects / areas
5. **Grammatical proficiency** – recognising and using grammar to support fluent reading and comprehension

Learning to read	Reading to learn	Reading for enjoyment
<p>Developing phonemic knowledge through implementation of systematic synthetic programme phonics (RWI) which starts on immediate entry to EYFS.</p> <p>Supporting parents to feel confident in their understanding of phonics and as a result in how to support their children's early reading skills.</p> <p>Developing a wider range of vocabulary, through oracy and reading to enable effective reading and communication.</p>	<p>Developing listening comprehension and oral response skills when reading texts which are decodable and when listening to texts being read to them.</p> <p>Ensuring children access a carefully selected range of appropriate linked texts to support learning in all curriculum areas.</p> <p>Through a literature-led curriculum, pupils develop an understanding that books and text can provide opportunities for learning across the curriculum.</p>	<p>A literature rich environment with easy access to picture books</p> <p>Providing a carefully selected range of range of stories, poems, rhymes and non-fiction which children become familiar with and enjoy listening to and joining in with.</p> <p>Providing regular opportunities for children to access the academy and classroom library.</p> <p>Using their developing vocabulary to explore language, e.g., playing games with words, alliterating familiar words, having fun with rhymes.</p>

### Specific teaching strategies that support the development of proficiency

*Talk through stories* with planned development of clearly identified vocabulary

RWI phonics and storybook activities incl. appropriately challenging decodable books

Decodable books to take home for additional practice

RWI linked texts

Use of the on-line classroom films both in school and at home

Daily story time reading aloud and sharing a book with the children

Sharing well-chosen texts: English Hub book spine, Ruth Miskin Suggested Stories, LRE termly loan topic boxes, Curriculum Visions, MyON

Book bag books – these provide additional independent practice, linked to their phonic development. Because we know that the majority of our children receive less support at home than we would wish for, we include intentional time for this additional independent practice within the timetable.

## Interventions at the Early Reading stage

NELI: Nuffield Early Language Programme

RWInc throughout the day

RWInc Fast Track tutoring: 1 to 1 and small groups

### Ongoing frequent assessment of phonics and reading progress to identify children who fall behind and provide immediate support

RWI 1:1 Phonics	PPG Readers	Target Children
<p>1 to 1 tuition focusing on lowest 20% or those not making expected progress</p> <p>Children new to country receive 1:1 tuition as appropriate to develop their knowledge and understanding of English grapheme phoneme correspondences</p>	<p>Additional opportunity is provided for PPG children, who don't read at home, to read their book, practise and improve automaticity and fluency with an adult in school</p>	<p>Children identified as at risk of falling behind are targeted by teachers in lessons for additional questioning, support and challenge</p>

## Proficient Readers

At this stage, readers have mastered the Early Reading skills outlined above. Phonic decoding skills are automatic and fluent reading is established. They are now able to access and use age appropriate texts with a degree of independence, and are moving towards fluent reading of text. In order to achieve this, they will develop the following fluency skills.

### Fluent reading skills: (progressive order)

- 1. Enjoyment of reading** – choosing to engage with a text
- 2. Fluency in responding to text** – beginning to look at patterns within different genres, used by authors across texts, and by different authors to support them in expressing an opinion about the effectiveness of the text or likeability of the text.
- 3. Fluency, meaning and punctuation** – identifying the structure of the text based on the punctuation used, and identifying the meaning of new and unfamiliar vocabulary.
- 4. Retrieval fluency**– finding specific information from a text in response to a specific question
- 5. Inferential fluency** – using the clues from the text to make an informed judgement on the information given
- 6. Fluent appreciation of an author's choice of language** – beginning to recognise an author's intent based on the use of language and grammar
- 7. Fluency in recognising language in context** – beginning to use the language employed by the author, including their known vocabulary, to support them to understand the context of text

**Learning to read**

<p>Ensuring a consistent approach to vocabulary instruction including unfamiliar tier 2 and 3 words across all curriculum subjects to develop children's understanding of the meaning of new words, including etymology and morphology, and idioms</p>	<p>Developing fluency, prosody and stamina through daily reading practice, using <i>Fluent Reading</i></p>	<p>Providing a systematic and structured approach to developing retrieval and inference skills, using PiXL therapies</p>	<p>Provide a finely graded collection of books matched to children's reading ability for independent practice, using Accelerated Reader</p>
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**Reading to learn**

**Reading for enjoyment**

<p>Providing carefully selected high quality subject specific texts and resources which enable children to access appropriate disciplinary knowledge</p>	<p>Ensuring regular opportunities for children to engage in author and poetry studies to develop children's abilities to compare and contrast themes, analyse text and illustrations, and make connections between an author's life and work and between the author's life and the reader's own life</p>	<p>Ensuring children are exposed to, and encouraged to access, a wide range of reading genres by providing a range of carefully selected author studies, class readers and fast reading texts</p>	<p>Providing regular opportunities for children to access the library during the academy day and both their library book and MyOn at home</p>
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**Specific teaching strategies at this stage**

30 minute dedicated daily reading lesson using *Fluent Reading* and PiXL therapies

Explicit vocabulary instruction in English and wider curriculum lessons

Building and organising word banks to enable the effective choice of words

Thesaurus Thinking

Whole class story time

Termly author book study (6x per year)

*The child as a reader*

**Interventions at the proficient reading stage**

**Ongoing frequent assessment of phonics and reading progress to identify children who fall behind and provide immediate support**

<b>RWI 1:1 Phonics</b>	<b>PPG Readers</b>	<b>Target Children</b>
<p>Children new to country receive 1:1 tuition as appropriate to develop their knowledge and understanding of English grapheme phoneme correspondences.</p>	<p>Additional opportunity is provided for PPG children, who don't read at home, to read their book, practise and improve automaticity and fluency with an adult in school</p>	<p>Children identified as at risk of falling behind are targeted by teachers in lessons for additional questioning, support and challenge</p>

## Fluent Readers

At this point, the pupil can confidently read, independently understand age appropriate texts, and are motivated to access texts independently to support learning. They are moving towards full competency in reading that will allow a life-long ability to engage with text to empower future learning, a developing ability to explore more challenging texts, and to simply read for enjoyment.

### Proficient reading skills:

1. **Enjoyment of reading** – choosing to engage with a text and expressing a preference
2. **Language in context and authorial choice** – identifying the language and grammar employed by the author in order to create an intended effect
3. **Responding to text** - expressing clear opinions about the effectiveness of the authorial choice of language.
4. **Themes & conventions** – beginning to understand the themes and conventions (e.g. suspense in a mystery) used by an author to write within a specific genre.
5. **Reading devices** – Understanding the specific language structures and grammatical features that can be used to create an intended effect.
6. **Comparing within texts and comparing different texts** – independently access a wide range of texts across different genres and by different authors, using their prior knowledge of texts they have read to help inform their choices.

### Learning to read

Providing carefully selected texts and teacher modelling children develop an understanding of how a writer's tone, choice of words, selection of subject matter, and punctuation make up the authorial voice, using PiXL therapies

Providing carefully selected opportunities for children to evaluating impact against author's intentions, considering the authors; point of view, purpose for writing, intended audience and tone, using PiXL therapies

Provide opportunities for children to compare texts which offer a different way of looking at the same theme, or handle narrative in different ways to extend and deepen understanding and analysis of texts, using PiXL therapies

Developing fluency, prosody and stamina through daily reading practice, using *Fluent Reading*

Provide a finely graded collection of books matched to children's reading ability for independent practice, using Accelerated Reader

### Reading to learn

Providing carefully selected high quality subject specific texts and resources which enable children to access appropriate disciplinary knowledge across the curriculum

Comparing and analysing subject specific texts to deepen understanding of the theme  
Making connections between authors and genres

### Reading for enjoyment

Using preferences to select new books to read from varied genres / authors. Articulating and justifying preferences

Providing regular opportunities for children to access the library during the academy day and both their library book and MyOn at home

## Specific teaching strategies at this stage

30 minute dedicated daily reading lesson using *Fluent Reading* and PiXL therapies

Explicit vocabulary instruction in English and wider curriculum lessons

Building and organising word banks to enable the effective choice of words

Thesaurus Thinking

Whole class story time

Termly author book study (6x per year)

## Opportunities for those at risk of falling behind with their reading development

We recognise that there are a number of children who may be at risk of falling behind their peers. When pupils are identified as being at risk we:

- Provide immediate 1:1 reading time where children are not able to read at home regularly
- Provide intentional targeted questions for them during reading lessons, to identify and correct any developing misconceptions or errors
- Liaise with our PiXL Therapy specialist to identify any relevant therapies that allow the individual children to master the identified reading skill
- Provide support to the child to access high quality texts that inspire and motivate them to continue reading.

## Expertise in the teaching of phonics and reading

RWI Phonics	Leadership support	Comprehension
<p>Phonics Leader provides masterclasses and daily coaching to support all adults delivering the daily programme and intervention programme</p> <p>Online training package is accessed by all adults delivering phonics</p>	<p>External coaching is provided for reading leaders to support the development of the curriculum</p> <p>English Hub provide regular consultancy support and challenge to reading leaders</p> <p>PiXL consultant provides regular support and challenge to reading leaders</p> <p>Advice from the SENDCO and Educational Psychologist or other external specialist agencies</p>	<p>PiXL therapies are used to provide high quality resources and support teachers own subject knowledge</p>