

Pathways E-ACT Academy Reading Strategy

Vision

Our vision for our young pupils is that they enjoy, achieve and become lifelong readers. We aim to achieve this by providing pupils with many opportunities to read for pleasure, working in partnership with parents to support home/school reading, teaching discrete daily phonics session and delivering high quality guided reading sessions. In addition to this, we aim to immerse children in a variety of different genres in all areas of the curriculum.

The Nature of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Our approach to teaching Reading

Pupils will be taught to read in the early stages of reading using Phonics as the primary approach. We follow the Letters and Sounds Scheme in EYFS and Key Stage 1 to ensure that pupils have the best start with reading and are able to use the strategies taught during phonics teaching in their independent reading. Pupils who require additional support will be given appropriate intervention throughout the school.

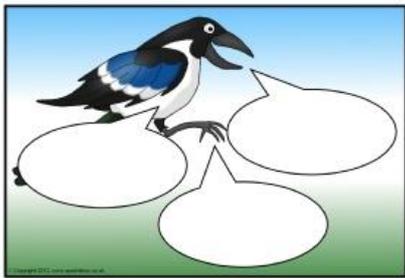
Guided reading sessions and Cracking Comprehensions will focus on many different question types which relate to the content domain. Using the content domains as an underlying approach, whilst having a teaching process that focuses on the skills of understanding what is being read and creating a love of books, ensures that children have skills that last beyond school. It also promotes a passion for reading, a thirst for knowledge and a love for learning which lasts a lifetime.

Magpie Boards

Understanding the meaning of words is central to developing good comprehension skills. Therefore, we've introduced a Magpie Board in each class. The purpose of the board is for children to write down any words that they don't understand and to place it on the board. The teachers will be able to address any misconceptions immediately and support children to clarify the meaning of words. This approach will be used in all areas of the curriculum.



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Shared Reading

In shared reading the teacher's role is to make overt what good readers do. During shared reading the pupils can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help pupils to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions through the use of differentiated questions. Shared reading should take place within the English lesson and also through the reading of information texts related to other curriculum areas.

Salford Age Related Reading Test

Pupils will be assessed on a half termly basis using the Salford Reading Tests. This will inform teachers and reading leads of the children's' current reading age and will inform them of any appropriate interventions needed.

Comprehension Tests

Pira comprehension Tests will be administered on a termly basis. Pupils will be assessed on their comprehension, inference and language skills using these tests which will inform the teachers and reading leads of the children's' current level of understanding and reading level.

Book Band Tracking

Reading Leads will track pupil's book band levels and monitor which children may need extra support with their decoding skills and fluency of reading. This information will inform teachers and reading leads with information on interventions needed for the pupils.

1-1 Readers



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In order for pupils to become an independent reader, they will be given individual specific support. Therefore teachers and TA's will provide children that have been identified with needing extra support in this area of learning with 1-1 support. They will record the child's progress in their reading records.

Reading Buddy System

Pupils that have been identified as being at risk of not achieving ARE for reading at the end of the academic year will take part in the Reading Buddy System. Children will meet with their Reading Buddy 3 times per week to listen to each other read. They will be provided with prompt cards and question stems to support children with progressing in reading

Guided Reading-Years 1 -3

For guided reading the class is divided into groups of no more than 6 pupils of similar reading ability. Guided reading is planned on a termly planner using ongoing and periodic assessment. The text should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group and linked to the Reading Objectives.

Structure of a Guided Reading Session

Book Introduction This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents when necessary. Teachers set a purpose for reading. (Is it a letter, non-chronological report/story/factual etc.

Introduce pupils to any new vocab from the book and discuss this prior to reading so that they can identify points of potential difficulty so they don't struggle with this during reading. Discuss and identify words that are above the children's phonics ability.

Strategy Check-The teacher guides the pupils to focus on and apply key strategies to support independent. Also revisiting phonics and teaching new strategies. Objective linked to word reading. Remind children of strategies they can use to help them read. Sounding out/use the pictures/separate two syllable words/use alternative pronunciations (ay/a-e/ai/ (To use the Reading Strategy sheet for support)

Reading Focus- comprehension/inference/vocabulary and language

Teacher will decide prior to the session what the reading focus will be and provide set questions linked to the reading focus.

Comprehension-Quick response questions

Inference-Why do you think? How do you think? Where do you think?

Structure-How do you know it's a poem? Where's the sub-heading in the text?

Vocabulary and language-Which word tells you that...



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Independent Reading-Ch should be able to read the text at an instructional level to be able to read for meaning. (90% accuracy)

Ch to read text independently and use strategies that they are focussing on to be able to read fluently.

Opportunities for pupils to respond to the text by discussing personal preference and develop and justify opinions.

Follow Up-The follow up task will be closely related to the text that has been shared in Guided Reading.

Returning to the text-Questions on a short passage or page should be provided to the pupils.

Pupils to be provided with an activity linked to the text-Write a fact sheet/book review/character description etc.

Pupils to re-read the text using expression and intonation to support and develop greater fluency.

Pupils to note when they read speech in the text. Check whether their predictions were correct/write another paragraph with a different ending.

Pupils to be provided with set questions about the text for them to answer independently.

Guided Reading Timetable

A guided Reading timetable will be used during each session to ensure that all children access all aspects of Guided Reading during the sessions.

Additional Reading

In Addition to these sessions, Years 1-3 will deliver 2 x 30 minutes whole Class Cracking Comprehension Sessions. This will ensure that children have access to a wider vocabulary than they can access at their reading level. Many of the objectives for the whole class Cracking Comprehension link to the Content Domain. This will introduce children to a range of question types and prepare them for the SAT's questions in year 6. Year 3 will move onto whole class Guided Reading Sessions in the Summer Term.

Reading Strategies: Each class will have a visual representation of each reading strategy. The reading strategies are as follows and should be taught in this order:

1. Eagle Eye: use the pictures to help them with unknown words.
2. Lips the Fish: use the meaning from the picture/sentence and the initial sound of the unknown word.
3. Stretchy Snake: sound and blend each grapheme.
4. Chunky Monkey: use the chunks in the word to quickly recognise longer words.
5. Tryin' Lion: try a word that makes sense.
6. Flip the Dolphin: change the vowel sound from short to long or vice versa.



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7. Skippy Frog: skip the unknown word, read to the end of the sentence and then reread the sentence.



Key Stage 2-Whole Class Guided Reading

Guided Reading in Years 4-6 will be delivered as a whole class session. Children will read, discuss and interpret a text to develop their comprehension skills. They will be provided with many different activities relating to the text at their own level and answer questions linked to the Content Domain.

Independent Reading

Pupils need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Pupils should have access to a wide range of books including fiction and non-fiction via the school library, class book area and the local library. Pupils will be given a reading book at an appropriate level to take home, together with a reading record. Each time a child reads, at home or at school, a comment will be written in the reading record. Where pupils do not read regularly at home teachers will try to facilitate support that parents may need, whilst arranging for pupils to read individually at school to parent helpers, the school librarian, teaching assistants and Reading Champions. Rewards will be given for regular reading at home.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes pupils in to book language. This will introduce pupils to new and unfamiliar words and language above that which they are able to read or understand independently.



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Teachers of all age groups will read to their class at the end of the day. The teacher will provide opportunities for pupils to ask questions about the story, language and event.

A picture book or novel will be read to each class over a half term as appropriate as part of their English lessons.

Pupils Reading Aloud

This will be modelled during shared and guided reading and hearing books read aloud. Pupils should have the opportunity to read aloud to a variety of audiences, including their own age group, younger pupils and class assemblies.

Teachers should provide pupils with the opportunity to read aloud on a regular basis in all areas of learning. Pupils should use a sign-up sheet to volunteer to read a book of their own choice at the end of the school day. Teachers will monitor which children are volunteering to read and which may need extra support with this aspect of reading.

In addition to this, children should be provided with opportunities to read their stories/explanations/reports to another class at the end of an English unit of work. This will provide children with a real purpose for reading and writing and make them aware of the listener.

Reading Environment

Classrooms and all school areas should provide a print rich environment. All classrooms have a class author display, which is changed every term. The pupils will produce work that links to the author; this will form part of the display. Favourite books, book reviews, book of the week and collections of books on a similar theme will also help to develop enthusiasm.

We aim for every display throughout the school to have a text attached to it so that pupils are aware of the many different purposes for reading and are immersed in text with every turn they take around the school.

A variety of texts should be used in the whole curriculum to enhance their learning and to promote reading for a range of purposes.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At E-Act Pathways Academy we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record book.

Parents are invited into school in the Autumn term of the year to learn about how reading at home supports pupils in developing good reading skills.

Parents will continue to be invited into school to be consulted about any changes with regard to reading. Parents are welcomed to work in school using reading activities as a



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basis. It is important that teachers and parents regard this process as a valuable means of communication.

Reading Assembly

Each week, a different class delivers an assembly to parents in the hall. When the assembly has finished, parents are invited back to the class for a reading session. This approach helps the academy share our vision for reading with parents.

Reading for pleasure

Providing opportunities for pupils to read for pleasure is at the forefront of everything we do with reading and is essential to achieving our vision. Each class has a timetabled library slot where they can read any book of their own choice for pleasure. Each class visits the local library on a regular basis. Our aim is for every child to have their own library membership by the time they leave E-act Pathways Academy.

We aim to take part in many reading Events throughout the year and encourage outside agencies and authors to visit the school to promote reading for pleasure.

- 🌿 World Book Day
- 🌿 Manchester City Partnerships and Premier League Stars
- 🌿 Local librarians Partnership
- 🌿 Author visits
- 🌿 Book Fairs
- 🌿 Stay and Read
- 🌿 Readathon

Home/School Reading-Reading Encouragement

Pupils will highlight their home/school reading chart each time they have read at home and an adult has recorded a comment in their home/school reading record. At the end of each half term, the child who has highlighted the most squares on the reading chart will receive a book. This will be presented to them during an assembly. Other pupils will receive a certificate during an assembly for reading 5, 10, 15 and 20 books.



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Parent commitment/responsibility

At the beginning of each academic year parents will sign a sheet to say that they will support their child with reading at home. They will sign an agreement form to say that they will;

- Read with their child on a daily basis.
- Ask some questions relating to the book to develop children's comprehension and inference skills. (A question sheet will be provided for the parents to refer to)
- Write a comment about the book and how the child has read. (Parents will be provided with some examples of comments for reference)

Staff responsibility

- All staff will change children's books on a regular basis.
- All staff will follow the steps for recording and monitoring the home/school reading.

Home/School Reading procedures

Regular monitoring of children's reading at home is vital to supporting parents to help achieve our vision for our young pupils. This partnership will provide parents, staff and pupils with the confidence, knowledge and understanding of the expectations that E-Act Academy have. Our aim is that every child reads to their parent at home on a daily basis and changes their reading book or chapters of a novel 3 times a week. If they don't fulfil their responsibility, then these are the procedures to follow.

Procedures to follow

Step 1

-If a child doesn't bring their book back for one week. They will need a letter sending home. This will be recorded on the home/school tick sheet at the front on the reading record file.

Step 2



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-If a child doesn't bring their book back for 2 weeks. The class teacher will meet with the parent face to face to discuss this with them.

Step 3

-If the child doesn't bring their book back for 3 weeks. They will be referred to the Reading Leads.

Step 4

-If the child doesn't bring their book back for 4 weeks. They will be referred to Mr Browne, who will set up a meeting with the parents.

