

# Pathways Reading Strategy

“The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and special educational needs or disabilities (Ofsted: reading by the age of six).

## **Our aim**

Our vision is for the children to become fluent, frequent and lifelong readers. Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be ‘readers’, not just children who can read. Meek (1983) believes that, ‘Readers are made when they discover the activity is worth it.’

## **How we teach children to read**

Nursery, Reception and Year 1 and Year 2.

They have at least 30 minutes of phonics teaching every day taught by teachers and trained teaching assistants. We follow Read, Write Inc. scheme of work. Children are introduced to the sounds that letters represent in a set order. Children are then introduced to blending different letters together such as ‘sh’ and ‘ch.’ To read, we teach the children how to segment words into their different sounds or ‘phonemes’. We assess the children half termly and they are grouped across KS1 in differentiated groups. We teach speed sounds, word time and reading within this session.

The teachers pronounce letters very clearly and avoid any possible ‘schwa’ at the end of a letter or syllable <https://www.bing.com/videos/search?q=phonics+schwa&qvvt=phonics+schwa&FORM=VDRE>

In Nursery and Reception, children have an additional 30 minutes English session where skills from phonics are applied. In addition, in outdoor and other areas, children apply their writing and reading skills.

By the end of Reception as many children as possible should be able to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

In KS1 children have an hour for English, in addition to the 30 minutes phonics, each afternoon. In the English session the children will apply the phonics that they have learnt earlier in the day and week. In the afternoons, in most foundation subjects, teachers start the lesson with a shared-read session linked to the subject they are learning.

The strategy is for children to learn the text and patterns in books and how to handle a book.

- Open front cover - turn pages appropriately.
- Understand that left page comes before right.
- Understand that we read print from left to right.
- Match spoken word to printed word (one-to-one correspondence)
- Decoding and blending & knowledge of the alphabetic code.
- Self-monitoring and self-correction. Stop if it doesn’t make sense / sound right / look right – Adults should not intervene too quickly when an error is made, but allow time for the child to self-monitor.

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In lessons, children are asked to identify the author, know that books are read from left to right, and are asked to talk about the books. In addition they will learn how authors use grammar, vocabulary, punctuation and text strategies to convey different meanings. Children will learn books off by heart and will be able to join in because they are so used to the story, the structures and the language.

Teachers use story time every day, to excite children about books but also to continue the day's reading skills:

- Introduce the author, title and illustrator.
- Share read the story, stopping for pupils to guess/predict key words, key character's actions and emotions, why some key words are used instead of other words, comparisons with other books.

## Years 3 and 4.

The first approach is to extend children's understanding of different books and authors, characters, settings etc by asking comprehension-style questions. This will be done daily in a 60-minute English lesson. From Year 3, there are greater links between reading and writing, discussing for example the authors' choice of words, vocabulary and characters. They will be immersed in a book, learn the text over the week so that they can predict the words as they come up. Children will learn the language, the story and the structure of the book and will be able to join in when it is read aloud, re-tell the story. In planning, teachers should identify questions and/or themes that make children think about the book or text. These themes and questions are continued in other lessons such as science, geography and history. Similarly, the author's choices of phrases, language and vocabulary, should be continued into other lessons. Rereading - Reread a phrase or sentence to check, confirm, problem solve or self correct.  
- Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.

Phrasing and fluency- When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

- Visuals – display sentence structures enabling children to use them as a point of reference during talk-based tasks.
- Modelling – deciding which sentence structure to use based on the context, then speak the sentence, 'thinking aloud'
- Improving the quality of talk – encourage responses that build on those of others, e.g. 'I agree with .... because ....'
- Partner and group talk – expect children to use sentence structures from previous lessons together with the given sentence structures, encourage them to question each other and develop each other's responses.
- Oral rehearsal – practise orally using 'reader's talk', in pairs or individually.

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- Recording children's talk –encourage children to listen to their own talk so as to develop and improve on it.

In the afternoons children will study foundation subjects in which there will be a shared-read/group read session based on the subject they are learning.

- Demonstrate how to use a range of comprehension strategies: model active engagement with the text, for example rehearsing prior knowledge, generating mental images, making connections with other texts;
- plan opportunities for children to interact and collaborate, for example ask 'why' questions, make comparisons between texts;
- demonstrate how fluent readers monitor and clarify their understanding, for example encourage reciprocal teaching;
- plan opportunities to interpret and respond to the text, for example teach strategies for using inference and deduction.
- Plan direct instruction so that children can: develop a wider vocabulary; understand why words are spelt in a particular way.

In addition there will be daily 'story time' session, using big books as the stimulus. This should be an active listening process not allowing children to switch off. Active listening to identify:

- use of key words, vocabulary, aspects of grammar
- how the author uses language to make the reader feel certain emotions
- how an author develops a character or setting

## Years 5 and 6.

The English lesson lasts for at least 60 minutes every day. The focus of the lessons is predominantly on comprehension. Children will look in detail into how authors set up and develop characters, how they set up and develop the settings for stories and how they create events for characters and solutions to character problems leading to the end or finale of the story. They will look at the features of different texts and will learn how and why the author chooses different features such as italics, emboldening words, different uses of language to make texts more formal. They will look in depth into the use of vocabulary to create different effects. There will be strong link between reading, writing, spelling and grammar and punctuation. In planning, teachers identify questions and/or themes that make children think about the book or text. These themes and questions are continued in other lessons such as science, geography and history. Similarly, the author's choices of phrases, language and vocabulary, will be continued into other lessons. Retrieval Locating information in text to answer a question.

## Inference and Deduction

Children are encouraged to ask their own questions about their reading. Taught using inference training texts and activities. Pupils will be shown how authors 'box up' the stories into sections ie box 1: introduction. Box 2: development of the plot. Box 3: introduce a problem. Box 4: solution to the problem. Box 5: story ending. Reading and writing are taught in conjunction.

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The children in lesson, will study authorial awareness (point of view, linguistic choices, structural choices, context of text)

The children will be shown how to answer longer questions by following the PEE format for answers: Make your POINT. Linking Phrases: I know this because the author says... This is apparent in the line where.../part of the text where... This is shown by...

Use some Evidence. Linking Phrases: This quotation shows ... This evidence shows ... The writer says this to suggest that... I chose this part of the text because...

And add an Explanation I think this makes the character seem . . . The author wants the reader to . . . This makes the setting seem . . . So it makes it appear that . . . It makes the reader wonder if . . . So . . . Therefore . .

In the afternoons, they will study foundation subjects in which there will be shared-read/group read-session based on the subject they are learning.

- Model active engagement with the subject-specific text, rehearsing prior knowledge, generating mental images, making connections with other books relating to the subject
- Plan opportunities for children to interact and collaborate, for example ask 'why' questions, make comparisons between texts;
- demonstrate how fluent readers monitor and clarify their understanding
- Plan opportunities to interpret and respond to the text, for example teach strategies for using inference and deduction.
- Plan direct instruction so that children can: develop a wider vocabulary relating to the subject – recall what they have done in the past and how this subject relates to other subjects

In addition, there will be daily reading session which may include a visit to the library, reading for pleasure, listening to a story read aloud, listening to audio books, listening to Jackanory-style video clips. This should be active listening rather than passive and is a teaching opportunity to:

- use of key words, vocabulary, aspects of grammar
- how the author uses language to make the reader feel certain emotions
- how an author develops a character or setting
- PEE: point, evidence, explanation
- how to read to create intonation and expression – how sentences can be read in different ways to create effects
- plot lines and threads.

There will be weekly reading stamina tests such as Daily 5's to develop speed and test fluency.

Spot the key points. Provide a short passage. Allow the children one minute to locate the main facts, for example, can you find three facts in thirty seconds? Michael Morpurgo, author of more than 60 books,

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likes to take his dog Bercelet for walks at Nethercott Farm, which is one of the three 'Farms for City Children'.

Deduce the character's feelings. This game needs a short passage in which how a character feels is not directly stated. Read the passage. Ask the children to suggest how the character is feeling, remembering there might be several ideas. List the clues. Fiona glared through the railings at the cars as they swished by. She hunched her shoulders, bunched her fists and waited, tapping her foot...

Reading detectives. Provide a short extract. Challenge the children to be 'reading detectives' and list clues that suggest something that is not directly stated. For instance, what do the clues suggest in this example: Miss Groan strode into the classroom. She took one look at 3B and immediately there was silence. No one breathed. Even the gerbil stopped pedalling on his tread wheel.

Predicting the consequences. Read the following passage. What might the outcome be of this situation? List possibilities. Barry was in the middle of painting the book cover to his favourite book, when Cody came into the classroom. He was covered in mud and smelt rather nasty. As soon as he saw Barry, he let out a bark, wagged his tail, and took a flying leap onto the art table...

Word meanings. Write down a sentence with a 'hard' word in it and list possible alternatives. Ask the children to deduce which one of the words means the same as the 'hard' word. They can use a thesaurus to help. Tracy sneered as Jodie tried on her new, glittery hair band. 'You look like a baby,' she snapped. Does 'sneered' mean: scoffed; mocked; sniggered; giggled or jeered?

Sequence. You can play 'sequencing' in various ways. Take one sentence and muddle the words. Or alternatively, take a short paragraph and muddle the sentences. The example below might be handy for discussing the notion of topic sentences. Their proper diet consists of leaves, twigs and fruit, but they can be tempted by a doughnut. They eat about 150 kilograms of food every day. Surprisingly, for such a large animal, they only have four teeth for grinding and chewing their food. Elephants eat a lot.

Question and statement. Read a short passage and ask the children: what do you know and what can you deduce? Ask them to make three statements about what they know and to list several questions. Barry and Sally were both in our class, but no one ever spoke to them. They were both snobs. They lived on the posh estate and walked to school together like goody goodies. I reckoned that they both thought they were better than the rest of us.

In one word. Read a paragraph out to the children and then decide (as a class, if you like) on one word which could act as a title. For instance, this paragraph might be called 'Escape'. The two boys dashed out of the cave and began to run up the beach. They could hear the old man shouting and yelling behind them, but they were not going to stop for him or anyone else. As soon as they reached the sea road, they leapt onto their bikes and cycled back to the town as fast as they could. No one could catch them now!

Compare openings. Read these openings. Ask the children which book they would choose to read and why? Find the 'hook' that the author uses to intrigue the reader. What is it about the opening that

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makes them think that it is the sort of book that they like to read? Reluctantly, Skater picked up his schoolbag. His name was Toy Jubilee and he was the largest person that I had ever met. My Grandfather had warned me not to hang around with Toy but that made it even more tempting. The message was written in earth-writing but none of the crew could read it.

Changed words. This game is a form of 'cloze procedure'. Write out a sentence or two. Alter some of the words so that it becomes funny or nonsensical. The children have to decide which words have been altered and change them back to what they think they were originally. Jazzy turned to her imaginary doughnut and potatoed. To her porridge the ghostly shape potatoed back. Jazzy pineappled. That had never primrosed before. (Jazzy turned to her imaginary friend and winked. To her surprise the ghostly shape winked back. Jazzy gasped. That had never happened before.)

## **Book corners**

In Nursery and Reception, there will be an enchanting and purposeful book corner to develop a love of reading and explore children's interests through books. For the rest of school, children will be immersed in reading everywhere in the classroom. There may be book cases of books but not necessarily book corners.

## **Book bands**

When our children are in the early stages of learning to read, they are given books to read that are appropriate to their reading level. The books need to be challenging, but not too difficult. Then as the children make progress and develop their literacy skills further, they can be given more demanding books to read.

Books (usually written and developed specifically to support book-banded guided reading) are graded into appropriate levels, or Bands, in order to provide children with appropriate books to read. Bands are graded as follows: lilac, pink, red, yellow, blue, green, orange, turquoise, purple, gold, white and lime. The bands have been extended to include additional colours after lime. Brown, Grey, Dark Blue and Dark Red. These colour bands are used (for example) by Pearson Bug Club, Oxford Reading Tree, Rigby Navigator and Ransom. Other publishers have adopted different colours above Lime. Collins Big Cat, for example, uses Copper, Topaz, Ruby, Emerald, Sapphire, Diamond and Pearl.

## **Reading ages**

We use Assessing Literacy Online to assess reading ages. This reading assessment is carried out as a minimum of three times a year. Where there are concerns in regards to a child's progress, the test may be taken more frequently and intervention implemented accordingly.

We will use a variety of text across the schools to appeal to a wider group of reluctant readers. The children will be involved in choosing texts which interest them.

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## **Reading logs**

In EYFS, pupils will have a reading log in which they can record the books they have read and parents are encouraged to discuss the stories with their child, making comments on what the children have enjoyed about the story.

In Years 1 and 2, pupils will have a reading log in which they can record the books they have read and a set of questions the parents can ask the story to develop the children's comprehension of the stories.

In Years 3 – 4, pupils will have a reading log in which they can record the books they have read and then complete a set task inside the log for each book. These tasks will be a comic strip, character description, front cover design, book review and vocabulary searches.

In years 5-6, pupils will have a reading log in which they can record books they have read and a task of their choice to complete for each book they read. The pupils can record words, phrases, sentences that an author has used. This they can have when they write a piece of work to give them tips and reminders. The log will contain:

## **Words/phrases**

Author techniques e.g. not naming a character till later, short sentences for suspense. The children will look at a skill and will find examples of this in books.

Comparisons between books and authors to identify styles

How authors box up stories – linked to the writing strategy

## **English mastery board**

The English board in each classroom will be a working wall that will link reading and writing so they are not seen as separate. The English boards will be consistent across the schools.

## **Library**

All children will be members of the local library. They will visit the library as a class at least once every half term. They will attend special events at the library which will include meeting different authors. They are encouraged to bring in their library books to talk about the books that they have chosen.

## **Home reading**

Home reading will be encouraged and celebrated through class dojo. Parents can add messages so that it can be celebrated in class.

There are three key areas that we consider crucial for reading success: 1. Reading Mileage 2. Skilled adults 3. Appropriate level texts (Aiming for 90% and above accuracy)

Reading Mileage. According to Arlington et al 2008, 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'. Every attempt is made to ensure that

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our children gain 'reading mileage.' This means ensuring that the children have opportunities to read wherever possible, both within English lessons and across the curriculum.

## Opportunities for extending reading mileage

- Individual Reading (1:1 reading with an adult in school)
- Shared Reading across the curriculum
- Independent reading
- Home reading

According to Ofsted 2004, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.' At E-Act Blackley, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible. Therefore, staff ensure that the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children are understanding the text – reading is a 'message getting activity' (Clay) not simply a decoding activity.

Accuracy rate 95-100%. The reader is reading a text which is EASY. A high level of success will be experienced. Texts that children read independently of adult support should be of this level.

Accuracy rate 90-94%. The reader is reading a text which is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.

Accuracy rate 50-89%. The reader is reading a text which is HARD. The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share-read the book or 'introduce' the story and characters first – this might shift the book from hard to instructional level and enable the child to carry on with texts at this level.

Parental reading workshops will be held termly.

Stay and read- Once a half term parents will be invited in to read with their child in class. Secret readers will be invited in to read with whole classes.

## **Reading mileage**

Reading in story time daily

Reading at the start of each subject in class.

Reading daily in English lessons

Reading at home

Holiday library challenge

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## **Skilled Adults**

Adults will be trained in how to deliver the reading strategy annually.

Good practice will be shared through the IRIS system.

We will work with other primary schools in the region to improve teaching and learning of reading.

Bespoke coaching/working alongside lead by the primary system leader.

Workshops and teaching for parents. Weekly newsletter will indicate what reading is happening in each class. Celebrated readers will be shared.

## **Reading is taught in three waves.**

Wave 1: Whole Class Teaching

Every child experiences high quality reading teaching.

Wave 2: Group intervention

Wave 3: Targeted individual support