

Reading Policy

“We have a ‘no excuses’ approach, to enabling our pupils to become functionally literate”

(Our School staff)-ALL STAFF ARE RESPONSIBLE FOR DEVELOPING OUR WHOLE SCHOOL APPROACH TO READING.
READING IS PRIORITISED AND AT THE HEART OF OUR CURRICULUM

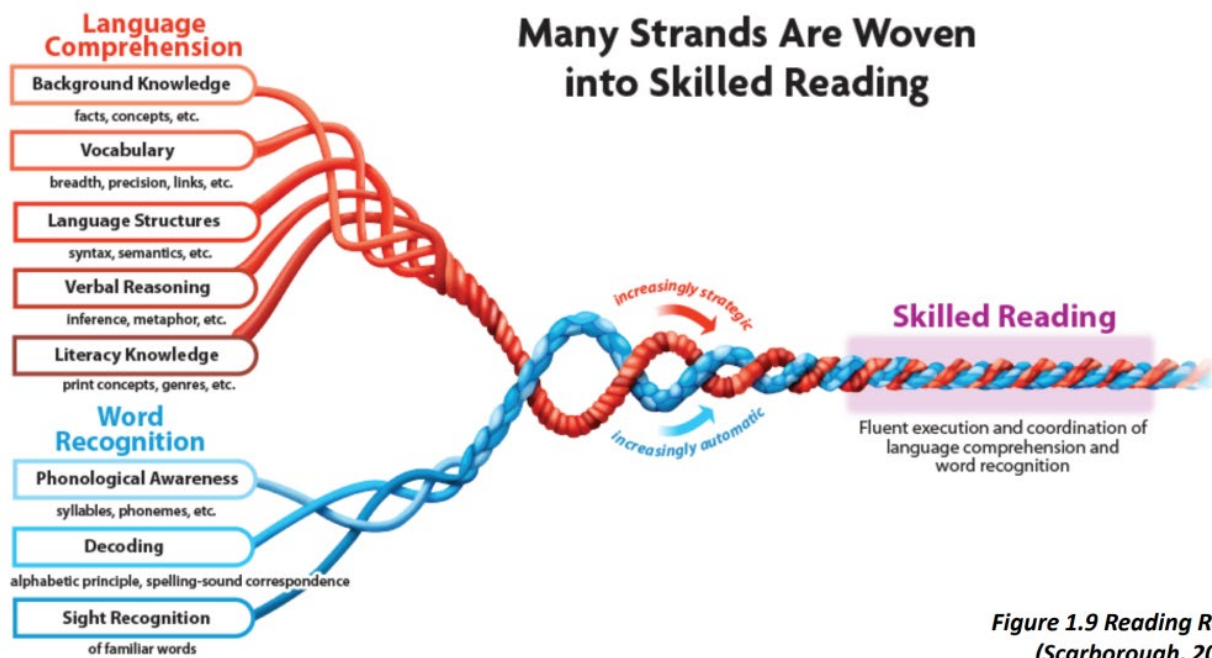


Figure 1.9 Reading Rope (Scarborough, 2001)

Approved by: Governing Body

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RATIONALE

Many pupils arrive at our school with reading skills significantly below age-related. This is often due to lack of engagement in their previous school/specific learning difficulties. As a result, we sometimes inherit pupils who are at the very early stages of reading instruction and who inevitably, have a very negative view of reading. They have often been exposed to repeated whole school systematic phonics schemes in their previous setting. We recognise that having a 'functional reading age' (age 8.0years+) is pivotal in enabling our pupils to access a broader and richer curriculum. We address social disadvantage by ensuring our pupils have every opportunity to achieve this 'functional reading age', thus improving life chances. On entry, many of our pupils have rapidly fallen behind their peers, therefore we act quickly to close the gap and work towards accelerated progress.

Reading and disadvantage: 'By the final year of compulsory schooling, the reading skills of English pupils from disadvantaged backgrounds are on average two and a half years behind those from affluent homes.' -The socio-economic gradient in teenagers' literacy skills (Jerrim-2012)

Educational impacts on reading 'Reading for pleasure is more important for pupils's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.' -Social inequalities in cognitive scores at age 16: The role of reading (Sullivan and Brown-2013)

Health and wellbeing impacts of reading 'Literacy has been found to have a relationship with depression:36% of those with low literacy were found to have depressive symptoms,' -UK Survey of Adult Skills (OECD-2013)

We intend that all our pupils, regardless of their difficulties/barriers to learning, achieve a reading age of at least 8.0 years - many of our pupils will exceed this. Our intent is for all pupils to read at an age-appropriate level through rigorous and sequential assessments so that new knowledge and skills build on what has been taught before and retained. These assessments identify barriers to learning and gaps. From this starting point we implement a bespoke programme, using high quality multi-sensory/dyslexia friendly resources. Weaknesses are addressed quickly so that potential can be unlocked. Pupils are encouraged to adopt a problem-solving mindset and in doing so, build resilience and independence. The use of age-appropriate, relevant, texts, ensures that we promote the enjoyment that can be derived from reading.

INTENT- *What skills, knowledge and attitude will we nurture in our pupils and why?*

Our intent is for all pupils to be functionally literate. Through rigorous and sequential assessments, building on existing knowledge and skills, all pupils will learn to read, write, speak and listen at a level as close to age-appropriate level as possible. New knowledge and skills will build on what has been taught before and retained. We will address social disadvantage by ensuring our pupils have every opportunity to become functional readers, writers, speakers and listeners. They will be able to demonstrate their competence in English by using it in real world situations as well as demonstrating a sound grasp of basic English knowledge and skills.

We will carry out assessments of our pupil's existing and underpinning knowledge as well as their ability to apply this in different contexts. We will provide a foundation for progression into employment or further education and develop skills for everyday life.

IMPLEMENTATION- *How will we facilitate engagement and progression?*

Reading is prioritised and at the heart of our curriculum. We recognise that having a 'functional literacy age' (age 8.0years+) is pivotal in enabling our pupils to access a broader and richer curriculum. We address social disadvantage by ensuring our pupils have every opportunity to achieve this 'functional reading age' thus improving life chances.

On entry, many of our pupils have rapidly fallen behind their peers, therefore we act quickly to close the gap and work towards accelerated progress. Our assessments identify barriers to learning and gaps in knowledge and skills. From this starting point we implement a bespoke programme, using high quality multisensory/dyslexia friendly resources. Weaknesses are addressed quickly so that potential can be unlocked. Pupils are encouraged to adopt a problem-solving mindset and in doing so, build resilience and independence.

Our systems inspire us to ask the hard questions: *"Are we teaching what we think we are teaching in Reading?" "Are pupils learning what they are supposed to be learning in Reading?" "Is there a way to teach Reading more effectively/differently, thereby promoting better learning/progression?"*. Our bespoke assessment/teaching of phonics provides a sharp focus to enable us to sort out any confusions, target gaps in learning and evaluate impact. PM Benchmark running records are carried out by a specialist teacher (The Reading Doctor). Barriers to learning are identified in order to implement tailor made programmes with appropriate coverage, content, structure and sequencing, to unlock the potential of our struggling learners.

We use a variety of high quality reading schemes that adhere to the colour book banding system. This allows pupils to be flexible in their approach -reading a variety genres across different publishers. It also provides us with an accurate tracking system and assessment tool for measuring impact. It enables the evaluation of pupils' knowledge and skills against those expectations for each colour band, Literacy age, National Curriculum year group standards and Functional Skills levels. These are made explicit in The Reading Doctor support materials.

The texts we use provide opportunities for speaking, listening and Communicating/Reading/Writing Texts. They connect closely to our pupils' phonics knowledge as well as their spoken language. Our systems, methods and resources facilitate reciprocal links between reading and writing and ensure all pupils have every opportunity to gain the phonics knowledge and language comprehension necessary to read for meaning and the skills to communicate, giving them the foundations for future learning and better outcomes in life, including employability. Our teaching methods are based on the best available evidence for effective methods to support students to gain these skills. The structured teaching of phonics is used to teach students at Entry Levels for 'Reading' and 'Writing'. For older learners, who are working at a level that is significantly below age-related, we are mindful of matching reading materials to interest levels. We also use unique 'Teenage Phonics' tools, respecting age and cognition. We have access to resources that promote systematic phonics and use these to skillfully 'plug the gaps' of the pupils we teach. A whole school multi-sensory approach to reading and writing ensures that we provide a unique pathway for each pupil rather than delivering a standardised whole scheme offering.

We work closely with specialists such as speech and language therapists, to ensure that pupils who are experiencing difficulties and challenges in this area are presented with texts that model good language structure. To ensure we meet the needs of those who are experiencing phonological processing difficulties we skillfully enable them to crack the phonics code using high quality whole language books to make their experiences of phonics multi-sensory, fun and relevant. This in turn allows our pupils to free up their working memory to focus on comprehension.

Pupils reading at age-related or above, are also identified and their skills and knowledge developed through relevant, varied and challenging texts. Reciprocal links between reading and writing are made explicit and utilised in order to address any discrepancies between reading and writing. Our focus in group reading sessions is moving from learning to read to reading to learn.

IMPACT- *What impact will our English curriculum have on our pupils now and in the future?*

Our pupils don't just remember what they have been taught, they have the confidence to use the skills and knowledge they have acquired, through our bespoke offering, and transfer these to new learning opportunities, thus promoting a risk-taking/problem-solving mindset. Those with working memory difficulties have the resilience and drive to try again and explore new learning pathways in order to cement existing skills and knowledge and build on these foundations to explore their own areas of interest. Due to the unique and relevant nature of our curriculum, our pupils strive for good attendance and engagement levels. They are/will be functionally literate and prepared for the workplace and the modern world. They will fulfill their potential in English, having overcome any barriers to learning and leave our school with relevant qualifications ready for their next step into education/adult life. Adult talk is positive, it values and promotes positive reading, writing, speaking, listening and communicating behaviours. All our pupils leave us with at least a 'functional reading age', thus preparing them for life as citizens in the modern world. Our pupils will statistically be healthier, wealthier and less likely to be involved in criminal activity due to reaching/exceeding their potential in Reading.

ASSESSMENT FIRST

On entry all pupils are assessed using the PM Benchmark Kit. This is designed to explicitly assess students' instructional and independent reading levels, using accurately leveled fiction and non-fiction texts. The Running Record gives an invaluable insight into existing skills, knowledge, strategies and comprehension. The PM Assessment tool also dovetails with book bands for guided/individual reading and is designed to provide reliable leveling information from emergent levels through to reading age 12. Through this in-depth assessment process we can also identify any potential specific learning difficulties/speech and language difficulties.

Alongside the PM Benchmark assessment, pupils at or below Gold Level (Reading Age 8.0-8.5 years) will undergo an in-depth assessment of their skills and knowledge in relation to Phonics. Each pupil will have an individual record book to record ongoing progress. Pupils will make use of the many multi-sensory/dyslexia friendly phonics resources and methods supplied/delivered by The Reading Doctor. Our individualised assessment and teaching of phonics correlates directly with the 44 sounds of the English language and provides a sharp focus to enable us to sort out any confusions, target gaps in learning and evaluate impact. PM Benchmark running records are carried out by a specialist teacher (The Reading Doctor). Barriers to learning are identified in order to implement tailor

made programmes with appropriate coverage, content, structure and sequencing, to unlock the potential of our struggling readers.

1:1 Readers (NC Yr.2 Standards/ Entry Level 2 and below)

- Ongoing assessments during reading sessions
- Termly assessments of high frequency words, Phonics skills & Functional skills word lists
- Comprehension question stems
- Ten Steps to becoming a successful reader (pupil perception of themselves/self-talk)

Group Readers (NC Yr.3 Standards/ Entry Level 2 and above)

- Ongoing assessments during reading sessions
- Termly assessments of high frequency words, phonics skills & Functional Skills word lists
- Comprehension question stems
- Ten Steps to becoming a successful reader (pupil perception of themselves)

Monitoring and evaluation

- English subject leader and SLT observe guided reading sessions.
- Planning for reading is amended according to identified gaps in learning.
- Progress in intervention programs monitored each term.
- Targeted support provided to specific individuals identified through robust assessment.
- Leaders monitor planning, quality of teaching and learning through regular assessment.
- Class teachers monitor pupil's reading records.
- Reading lesson observations.
- Initial Placement tests for new pupils

Our school aims to develop literate pupils who:

- Read for pleasure
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Have the skills and strategies necessary to become competent and fluent readers
- Read to acquire knowledge
- Read a wide range of quality texts
- Make close links between reading and writing
- Read fluently with confidence
- Read to develop vocabulary
- Select own choice of texts
- Read in all subjects
- Develop research skills, using library, class and ICT based texts.
- Care for and want to own books

PROGRESSION OF SKILLS AND KNOWLEDGE THROUGH THE BOOK BANDS

Pink book band (Reading age 5.0) – For pupils just starting to read. They are getting used to reading from left to right and matching spoken words to written words. Usually no more than 10 pages with up to 5 words on a page. Pink is Working towards Year 1 Standards of the National Curriculum and aligned to Phase 2 Letters and Sounds

Red book band (Reading age 5.3)- Pupils gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 sentence per page. Working within Year 1 Standards of the National Curriculum Aligned approximately with Phase 3 Letters and Sounds

Yellow book band (Reading age 5.6) – Pupils are beginning to read more varied sentence structures and taking some note of punctuation. Usually no more than 15 pages with 1 or 2 sentences per page. Working within Year 1 Standards of the National Curriculum and aligned with Phases 3/ 4 of Letters and Sounds

Blue book band (Reading age 5.9) – Pupils are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page. Working within Year 1 Standards of the National Curriculum and aligned with Phases 4/ 5 of Letters and Sounds

Green book band (Reading age 6.2)– Pupils are starting to read quite fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page. Working within Year 1 Standards of the National Curriculum Aligned with Phase 5 of Letters and Sounds

Orange book band (Reading age 6.5-7.0) – Pupils are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with 4 or 5 sentences per page. Working within Year 2 Standards and aligned with Phases 5 of Letters and Sounds

Turquoise book band (Reading age 7.0-7.5) – Pupils can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 4 or 5 sentences per page. Working within Year 2 Standards of the National Curriculum. Aligned with Phases 5/ 6 of Letters and Sounds

Purple book band (Reading age 7.5-8.0) – Pupils might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page. Working at Year 2 Standards of the National Curriculum and aligned with Phase 6 of Letters and Sounds.

Gold book band (Reading age 8.0-8.5) – Pupils might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page. Working within Year 3 Standards of the National Curriculum and aligned with Phase 6 of Letters and Sounds

White/Silver band (Reading age 8.5-9.0) Books might have chapters. pupils will read silently most of the time. Pupils are interested in longer texts which they can return to easily after a break. Usually no more than 30 pages and about 10 sentences per page. Working within Year 4 Standards. Letters and Sounds Phases cease to be relevant

Lime book band (Reading age 9.0-10.0) – Books might have chapters. pupils will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually more than 30 pages. Working within Year 5 Standards of the National Curriculum

Brown/Ruby book band (Reading age 10.0-11.0)- Year 6 standards of the National Curriculum AND Grey/Sapphire book band (11.0-12.0) - Year 6 embedded of the National Curriculum Book might have chapters. Pupils read silently with confidence and perseverance. A wide variety of longer, demanding texts, usually with around 30 - 50 pages.

Reading consist of 2 dimensions:

- word reading
- comprehension

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, alongside reading for meaning and pleasure, in the early teaching of reading to beginners (ie.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.

Taken from The Reading Framework: 'Teaching the foundations of literacy' (DfE publication) - January 2022:

[Section 4: children at risk of reading failure](#)

Organising and teaching catch-up

Providing catch-up teaching is vital, however difficult it may be to organise the time,space and staff.The phonics programme a school chooses for catch-up provision, as for beginner readers, should be an SSP programme. However, for older pupils who are still at the earliest stages of learning to read, schools might want to avoid programmes specifically designed for younger children and consider those with age-appropriate lessons and materials.Teaching should happen in the same place and at the same time, so that the pupils know what is planned and do not have to cope with changes. Leaders may have to be creative to achieve this. Good reading is the only route to success at school, so leaders also have to overcome the concerns of teachers and of parents that pupils are missing some mainstream lessons.

National Curriculum for England 2014

Reading in Key Stages 3 and 4 follow the National Curriculum Programme of Study for English:

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

As reading is at the core of accessing all areas of the curriculum, it is essential that at our school, focused and dedicated time is given to the teaching of reading. Reading is promoted as an independent, problem-solving activity where adults prompt rather than tell. Our assessment and teaching ensure pupils learn at pace, ensuring academic understanding.

HOW WE TEACH READING –

We use a variety of high-quality reading schemes that adhere to the colour book banding system. This allows pupils to be flexible in their approach -reading a variety of genres across different publishers. It also provides us with an

accurate tracking system and assessment tool for measuring impact. It enables the evaluation of pupils' knowledge and skills against those expectations for each colour band and National Curriculum standards, as these are made explicit in The Reading Doctor support materials. The texts we use provide opportunities for speaking, listening and writing and connect closely to pupils' phonics knowledge. Our systems, methods and resources facilitate reciprocal links between reading and writing and ensure all pupils have every opportunity to gain the phonics knowledge and language comprehension necessary to read for meaning and the skills to communicate, giving them the foundations for future learning and better outcomes in life.

No pupil gets left behind. At our school School we teach reading through a combination of approaches:

One- to-one Reading intervention- for pupils at/below Year 2 Standards:

This is carried out/overseen by The Reading Doctor. A variety of schemes are used to ensure the needs/interests of the pupils are met. The teacher uses the in-depth PM Benchmark Reading Assessment as a starting point. Any gaps in learning, negative attitude towards Reading and barriers are addressed.

Guided Reading - for pupils at/above Year 3 standards:

This is for pupils on Gold Level (Year 3 Standards) and above- Using Pearsons dyslexia friendly, high interest, lower ability, Rapid Reader books. These are an ideal 'next step' for emerging out of one-to one support. The scheme allows for opportunities to develop reading skills such as sophisticated decoding and inferential comprehension. There are also opportunities to improve vocabulary, spelling, punctuation and grammar.

Shared Reading:

Shared reading is a whole class activity using a common text. Across key stages, teachers will focus on comprehension of the text, the layout, purpose, structure and organisation. Particular aspects of spelling, grammar and punctuation work may provide an additional focus, depending on the objectives being worked on at that time.

Individual Reading:

This is carried out in our daily reading sessions. Pupils are encouraged to choose an independent reading text from a wide variety of genres. Pupils record the date, title and page number in their Reading Record Books. Comments by adults are directly linked to the skills/knowledge for each colour book band criteria. These comments are informative, positive and identify next steps. A copy of the skills and knowledge for each book band is attached to pupils' individual reading records. National Curriculum 'I can...' stickers are also placed in the Reading Records when a pupil is secure with a particular standard. The combination of comments and stickers provides an accurate judgment of each pupil's current reading ability.

Paired Reading:

Pupils work in pairs; they may be of the same age or from different year groups. The emphasis during these sessions is on reading for enjoyment and developing the ability to respond appropriately to a text.

Performance Reading:

This will come from reading a performance poem, a play script or text which provides a stimulus for drama activities e.g. reading a performance poem and acting it out.

Modelling Reading:

Access to novels, newspapers, recipe books, instruction manuals, poetry, forms, greetings cards and textbooks allow daily opportunities for pupils to hear and see adults read. Teachers model reading to students to motivate pupils to read a wide range of texts themselves. It also helps them to extend their vocabulary. Reading is promoted as a life skill and this is made explicit as adults give many examples of the importance of reading in everyday life.

Pupils:

- Crack the phonics code
- Understand what they are reading
- Learn to read and read to learn

TEACHING SEQUENCE

Book Introduction

This provides the context for the reading. The teacher will activate prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading the teacher guides the pupils to focus on and apply key strategies while reading independently.

Independent Reading

Pupils will read independently, whilst the teacher gives focused attention to support, prompt, monitor and assess individuals as they read.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the pupils to extend their thinking and develop their responses to the text.

Guided Reading Session Sequence

All pupils have had their reading accuracy and comprehension assessed to ensure they are accessing texts at an appropriate level.

Resources Required:

- Reading Doctor Resource File
- Pupil copies of text
- Individual reading folders (containing Reading Profile sheets, Functional skills tracking sheets, Coloured skills and knowledge cards and Can you spell it? Books)

Introduction:

Adult introduces the genre – purpose, conventions, layout and features.

- Adult reads summary / synopsis / text starter
- Pupils write GR (Guided Reading) in English books
- Short date
- Title

- Genre

Vocabulary / Spelling:

- Introduce new vocabulary – dictionary skills
- Introduce meaning / tricky spelling

Text Reading:

- Pupils take turns to read a section / paragraph / page of text while the others track the text. (Occasionally encouraging simultaneous oral reading where the whole group read together)
- Teacher prompts pupils to use Thinking Sparks Strategies, Phonics and Sound/ Blend Mats.
- The following prompts may be useful to allow pupils to stop and think for themselves.

To ensure Pupils match a spoken word to each printed word:

- *Point and read it with your finger*
- *Did you have enough/too many words?*

To ensure Pupils are aware that the text needs to make sense:

- *Did that match?*
- *Check the picture*
- *Did you get it right? How do you know?*
- *Look again (point to discrepancy)*
Does it make sense?

To ensure reading sounds good (accurate, pace, intonation):

- *Does it sound right?*
- *Read the:*
- *? Make your voice go up at the end*

. Take a breath

, Take a little break

“ ” Make it sound like that character talking

Precise praise to endorse desired behaviours:

- *I liked the way you sorted that out*
- *I liked the way you noticed it didn't make sense and went back to change it*

To ensure pupils self-monitor effectively:

- *I liked the way you used the ‘, “” ! . ?’ to make your words sound like talking*
- *How did you know you were right there?*
- *Why did you go back?*
- *Why have you stopped?*
- *Point to the tricky bit – you said _____ and changed it to _____*

To ensure The Reading Doctor pupils pay attention to the visual information:

- *Try that again*
- *Say the start sound/s*
- *Slow-check it (left -> right)*
- *Do you know parts of the word?*
- *Do you know another word that looks like a little bit like that word?*

Responding to the text/Comprehension:

Use the teacher resources that accompany each text for examples of questions, discussion points and writing ideas.

Assessment:

- Record engagement level in English Book. 1-5 (1 being low, 5 High)
- Mark off statements on Coloured skills and knowledge cards and Functional Skills tracking sheets

TEACHER PROMPTS

Reading prompts are strategies that Pupils learn to use in order to help them read and make sense of words that are challenging or unfamiliar. For successful readers these prompts become second nature and an integral part of their reading skills toolkit. Less successful readers need encouragement to use reading prompts whenever they read. By reinforcing the importance of the reading prompts, we can help readers to feel more confident and ultimately more independent when accessing a text. They develop a problem-solving approach and are taught how to become resilient and cope with setbacks.

Adult talk is positive. It values, praises and promotes positive reading behaviour. Teachers use prompts, such as:

- Were there enough/too many words? (one spoken word to one printed word) • Check it. Does it make sense and sound right to you? (meaning) • You said ___ Does that look right? (graphophonic)
- Try that again and get your mouth ready to start the tricky word. (graphophonic) • You made a mistake. Can you find it? (self-correction)
- How did you know you were right? (self-monitoring)
- Do we say _____? (language structure)
- I liked the way you went back to the beginning of the sentence when you realised you had made a mistake. (self-monitoring/authentic praise for self-belief/risk taking)

READING STRATEGIES

To establish a common approach throughout the school, the pupils will learn phrases to help them remember key reading strategies. Known as Thinking Sparks and these are displayed and used as prompts.

BOOK CHOICE

There are 3 'levels' of reading.

- **Independent level**(95% + accuracy): The level at which the child can understand all of the text and all of the words. Here the child is reading for pleasure, improving fluency and pace.
- **Instructional level** (90-95% accuracy): This is the level at which the child is learning how to read without losing comprehension. This is the level that the child should be reading when sharing a book with an adult. The adult can support the child with a variety of strategies to improve and become more fluent.
- **Frustration/difficult level** (less than 90% accuracy): At this level, comprehension and fluency are lost and errors become too many to correct and support effectively.

Reading books should be selected that are 'instructional'. At this level the child should be able to read and understand about 9 out of 10 of the words without difficulty. Every pupil is assessed on arrival to ensure they start at the correct level and from there their progress is tracked.

Story time is a special time without the need for technology. Pupils in all classes listen to stories read by the teacher. our school has an attractive reading area where pupils can select and read high quality literature, across a range of genres, which captures and motivates the desire to learn to read.

INDEPENDENT FROM THE START

To get the pupils into good reading habits, they are encouraged from the outset to use positive reader behaviours:

- To take out their book ready for reading
- To select books which capture their interests
- To hold the book independently
- To turn the pages independently
- To follow the words with their own finger

Reading, writing and speaking are taught as reciprocal. Pupils at our school are taught to make connections to writing when reading. Opportunities are taken to rehearse writing, spelling, letter formation etc. during guided, shared and individual reading sessions.

In order to support and enhance pupils' reading skills, it is essential that teachers across the curriculum provide opportunities for learners to do the following:

- read and engage with a variety of different texts both in print and on screen
- learn how to sift and select information appropriate to the task
- follow up their interests and read texts of varying lengths
- question and challenge printed information and views
- Use reading to research and investigate.

READING ACTIVITIES

Pupils will have the opportunities to:

- Use reading to research the subject area
- Use the library and ICT to support subject learning
- Be as independent as possible through reading to learn
- Read for pleasure
- Read a range of non-fiction text types
- Read texts in different media
- Read narratives of events
- To locate and retrieve information
- To select and make notes from a text
- To use a range of reading skills such as skimming, scanning, reading for meaning
- To read fiction texts/web pages, which will support their learning in a subject area

Use Reading Eggs and Reading Express (an online multi-sensory program)

APPROACHES

Teachers will aim to:

- facilitate reading development through their subject
- present reading tasks at a suitable level
- draw pupils' attention to structure, layout, format, print and other signposts
- help pupils to skim, scan or read intensively according to the task
- teach pupils to select or note only what is relevant
- help pupils to question, challenge and recognise bias in a range of texts
- support pupils who are at the early stages of reading
- teach pupils to read identified subject vocabulary

MATERIALS

Pupils will be provided with:

- a range of ability matched materials to support the subject topic

- texts at appropriate readability levels which cater for the range of pupils' reading needs
- materials reflecting a balance of culture and gender
- materials which are up-to-date and attractive
- resources / reference materials which enable all pupils to be independent
- many materials used are dyslexia friendly

STRATEGIES FOR SUPPORTING READING IN THE CLASSROOM (guidance for all staff)

- **Pre-read the selected text:** This is essential in enabling you to spot any problems that your pupils may have accessing the text. Is the text suitable for all your pupils? What are the issues? (Vocabulary, layout, density of text, etc.)
- **Give regular reminders:** During any reading activities, remind your pupils about the reading prompts and strategies they can use to access the text.
- **Create a context:** When we read any new text we use our prior knowledge from the texts we have already read and the world around us to help us to make sense of the information. By creating a context using group discussion, diagrams, charts and summaries you help to support learners with limited prior knowledge and experience of reading a wide range of texts.
- **Model reading skills:** This is a crucial strategy and helps to make the skills of effective readers explicit. Modeling reading demystifies the reading process. When modeling reading, share with your pupils what you are doing and thinking as you read. Explore the key features of the text. What do you notice about the text? Is it written in a particular style? What kind of text is it? (Instructional, descriptive, evaluative, etc.) Share the reading strategies you are using. What do you do when something does not make sense or you meet a new word or phrase?
- **Check pupils' understanding through questioning:** It is essential to check that all your pupils understand what they are reading. Try to use a range of questions to check the level of comprehension. What is the text about? What do we learn from reading the text? How can we relate the information in this text to others we have previously read?
- **Never underestimate the power of talk:** Effective collaboration/talk and questioning are essential strategies to help pupils engage with texts. Give pupils opportunities to talk to each other about what they have read.
- **Provide a range of reading opportunities:** In order to widen the reading repertoire, it is essential that we provide opportunities for pupils to read a variety of different texts both in print and on screen.
- **Check the presentation of your own resources:** This is particularly important for struggling readers and pupils with dyslexia.

Consider the following when presenting text:

- Use short sentences where possible.
- Use clear, dyslexia friendly fonts.

- Select font size 12 or 14.
- Leave spaces between lines.
- Bulleted or numbered points are easier to interpret
- Use headings and subheadings.
- Use bold font to highlight words (italics and underlining can make words run together).
- Print on pastel-coloured paper, e.g. cream.
- Avoid light text on dark backgrounds.

(Additional information on supporting pupils with dyslexia can be found on the British Dyslexia Association website: www.bdadyslexia.org.uk)

Provide glossaries/displays: Glossaries and displays provide useful support for unfamiliar vocabulary and key words. Try to include a visual representation alongside the selected word definition and provide a context for using the word, e.g. within a sentence.

LINKS WITH PARENTS/CARERS/COMMUNITY

Home school links play an important role in reading success. At our school We provide:

- Letters to parents on guidance for reading at home.
- Book folders, so pupils can take pride in and care for their books.
- Reading record sheets to note down reading at home and for teachers to write in.
- Access to the online reading program 'readingeggs.com'.

At our school, we welcome, train and support reading volunteers from the community, to work with our pupils. We aim to match pupils and volunteers who share certain skills/interests. The consistency in the assessment, teaching and tracking across the school ensure that pupils feel that they belong to a community.

DRAMA AND READING

Drama techniques are used to enhance the teaching of reading. These include role-play, hot seating, improvisation and group performance to:

- Explore familiar themes and characters.
- Consider character, motive and story development.
- Respond to issues and dilemmas.
- Consider alternative courses of action.
- Empathise with characters and situations.
- Analyse, discuss and review a variety of texts.

DIFFERENTIATION-Differentiation is planned by:

- guided reading ability groups
- organisation of pupils e.g. for paired reading
- selection of texts
- use of additional adults
- planning for differentiated outcomes
- intervention groups/individuals
- time allowed for tasks

ADDITIONAL SUPPORT

- Performance of specific groups is monitored

- Whole class planning addresses specific needs e.g.:choice of texts to motivate both boys and girls. differentiated questioning to challenge gifted and talented and draws upon different cultural experiences
- Targeted support is provided for specific underachieving groups Texts are chosen to:
- engage reluctant readers
- reflect multi-cultural society
- provide positive role models
- provide high interest but low skills

Dyslexia

- dyslexia friendly books
 - Alphabet arc and magnetic letters for word building and to help crack the phonic code
- Coloured overlays
- Time to process
- Dyslexia friendly phonics resources
 - Sound box stamper for word building and to help crack the phonic code
 - Opportunities for overlearning

Equal Opportunities

All pupils at our school have equal access to the curriculum regardless of their ethnicity, gender, disability or ability. No child gets left behind in terms of reading... We aim for all our pupils to leave us with at least a 'functional reading age' (age 8.0 years) thus preparing them for life as citizens in modern Britain.

“ We teach the way you learn” - Deborah Salsbury- Founder/Director of The Reading Doctor

APPENDIX

Using The Reading Doctor Resources, Methods and Ethos in Your Classroom

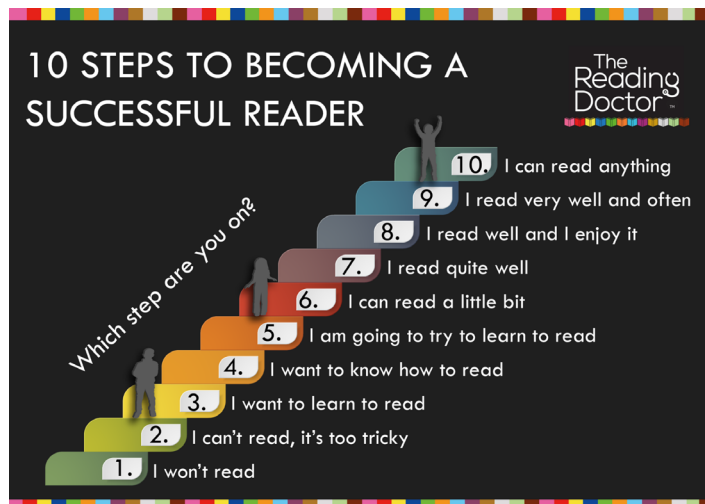


Ethos:

- Give genuine, precise, praise to confirm and encourage desired behaviours/strategies
- Model new learning
- Use positive language to promote self-belief

- Use clear child-friendly language
- Facilitate independence
- Promote over-learning
- Nurture independent thinking
- Prompt to encourage an active brain
- Allow pupils time to think/process
- Nurture resilience, by creating an environment of risk-taking and self-correction
- Link existing knowledge and skills to new learning
- Celebrate mistakes and encourage self-correction

10 Steps Tracker- to track 'perception of self as a reader' and enjoyment levels



Resources:

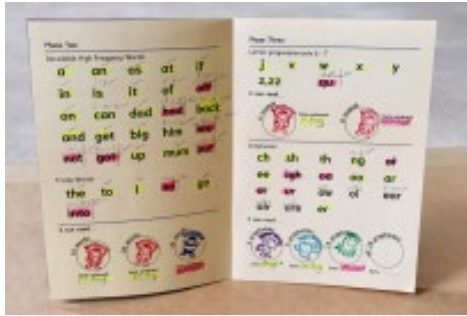
Phonics:

Can you read it? Book

The Reading Doctor is an intervention that identifies the existing knowledge and skills of our pupils as well as their gaps in learning. Many of our pupils have historically received years of whole school phonics schemes aimed at Key Stage 1 and still have gaps and a significant delay in reading. Many have been 'put off' reading. We need to use a different approach...a multi-sensory, visual and relevant approach, using age-related resources. However we DO teach phonics! Reading for meaning and the use of other strategies are also essential.

The Reading Doctor method teaches phonics by creating a bespoke learning pathway for each of our pupils. Their progress in phonics is tracked precisely. Every pupil has their own unique starting point so a whole school scheme is not appropriate. Every Reading Doctor intervention pupil has a 'Can you read it?' book in their bookbag. This should be referred to by Class Teachers and TAs so that unknown sounds can be practised. Usually pupils can read words before they can spell them so please help them to spell the

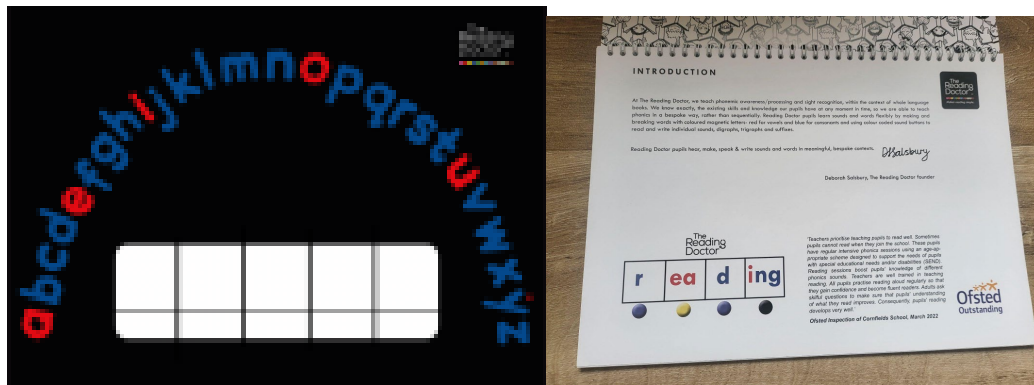
words they can read (these will be highlighted in their **'Can you read it?'** book).



'Can you spell it?' books are in Reading Doctor bookbags and can also be referred back to. Many pupils who have experienced difficulty with learning to read and therefore need a lot of overlearning, so it would benefit them if they could practise reading and spelling the words they have written in their **'Can you spell it?'** books. Pupils practice: trace it, copy it, hide it, no peeking – high-frequency decodable/tricky words. This is a multi-sensory approach.

Magnetic Alphabet Arc

This dyslexia friendly resource is for multi-sensory word building. The vowels are in red so that they can be identified and where necessary flipped from their short sound to their long sound and vice versa. The Reading Doctor pupils can make words prior to writing them in their **'Can you spell it?'** book. The sound buttons are for pupils to push into each box to identify 'chunks' of sounds within words. Magnetic letters are used to sequence the alphabet and build words. Phonics **Sound buttons** match the colour coding on our Sound mats. Pupils should be encouraged to use this in the classroom to attempt to spell new words.



Magnetic Alphabet Arc/Sound box stamper

Phonics Sound Mats

These have been created to help our pupils learn the sounds that single letters make, 2 letters together (digraphs) make and 3 letters together (trigraphs) make. These should be used as a prompt for reading and writing. They should be displayed in classrooms and made available to pupils when any reading/writing tasks are taking place. We have '**younger**' and '**teenage**' **Phonics Sound mats**. When a pupil asks for help with spelling a word, that is spelt phonetically, they should be encouraged to say the word slowly and then record the sounds that they hear/know. If there are sounds that the pupil doesn't hear/know, the adult should scaffold their learning by modeling the slow articulation of the sounds within the words, emphasising the hard to hear sounds, then prompting them to find those sounds on the sound mat. Silent letters should be taught explicitly. These mats have been carefully designed to fit in with the **Magnetic Alphabet Arc**.



Reading Books/Texts

As many of our struggling readers also have speech and language challenges, it is essential that we teach them using **whole language books** as these model good language structure. We use relevant, engaging, age-appropriate texts and resources. Adults in the school should aim to hear Reading Doctor pupils read the familiar books, in their Reading Doctor bookbags, at least once a week. Each pupil has a unique learning pathway so we know exactly what phonics knowledge they have and also their gaps in knowledge. We are highly skilled in extracting unknown digraphs/trigraphs from whole language books and therefore teaching each pupil with precision, using whole language books.

Our guided reading books/texts have been carefully selected to ensure topics are relevant and age-related. They cover a variety of genres and are effective in meeting the demands of the functional skills exams and also in preparing our pupils for adult life.

Many of the texts we use are also **dyslexia friendly** as the font is simple, lines of text have bigger spaces between them, the letter 'd' has a subtle flick to differentiate it from the letter 'b' and the background page colour is coloured to reduce glare.



Skills and Knowledge Cards

The statements on these cards are there as a reference/assessment criteria to track progress within each colour band. All Reading Doctor pupils have these in their bookbags and comments are made in their Reading Records that make reference to these, providing ongoing assessment. These cards are also used in our guided reading sessions to enable all staff to focus on the skills and knowledge they are nurturing in their pupils. We don't just 'get through' books/texts, we enable our pupils to secure skills and knowledge that they will take with them to the next book they read.

Assessment - Every pupil is assessed using the PM Benchmark Assessment Kit, this gives us an insight into reading behaviours and allows us to take stock of existing skills and knowledge as well as learning style and attitudes to learning. These assessments are known as **running records** and can be made available to class teachers.

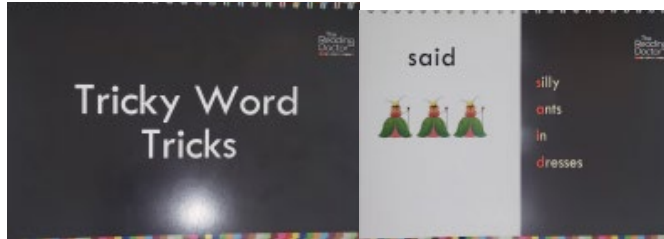


Tracking Sheets

Pupil Profile sheets are used to track pupil progress against the book bands, National Curriculum Standards/ Literacy age/Functional Skills Levels. For Reading Doctor intervention pupils, these can be found in their bookbags. For those above the Reading Doctor intervention threshold, sheets should be kept by class teachers and updated when skills and knowledge are secure and evidence seen.

Tricky Word Tricks Flip Book

Many words in the English language are not decodable and therefore it is useful for our pupils to have memory tricks (mnemonics) to aid their memory. Attaching visuals to these is highly effective for visual learners. Each classroom has a copy of this book and pupils should be able to access it freely as well as be taught words from it explicitly.



Handwriting Boards

The handwriting whiteboards are designed to be progressive. It is essential that The Reading Doctor pupils can accurately trace over the non-cursive letters before they progress on to the cursive letters (with the 'whooshy up' bits). Once they have mastered this, they can start to join letters. Make explicit the letters that join other letters at the top; O, R, V, W.

5



ReadingEggs/ReadingEggspress

All Reading Doctor intervention pupils have a subscription to this online programme and it should be used regularly in the classroom. It should always be used when guided reading is taking place in your Classroom for the rest of the class. This is a fun, interactive online programme that is fully endorsed by TheReading Doctor. It echoes the ethos and teaching methods we use. It consolidates all that we teach and promote. TheReading Doctor pupils are able to work within their confidence level as the placement gives them an accurate starting point and path to progression.