

Approaches to Reading



The Shared Learning Trust

VALE
ACADEMY

Whole School Consistent Approaches

The Vale Academy (TVA) to promote reading at home we ensure we praise children for reading regularly at home and recognise notable achievements such as moving up a phonics band, becoming a millionaire word reader, progression within star reader tests in relation to their ZPD and successful comprehension quizzes.

Opportunities to listen to adults model reading aloud is paramount at TVA which is why every class across the school has a daily 10 minute slot for whole class reading books to be shared. Well modelled reading allows the children to listen for fluency, accuracy and expression. Observing an adult read aloud daily for pleasure develops our children's understanding of how to read aloud well. Through these opportunities, children can explore how, for example, punctuation and character can change the way in which a text is read.

From Year 3 upwards, children are able to access the school library. During their visit, children explore the variety of books that are related to their ZPD (age-related result based on Accelerated Reader star reading test) and choose one to take home as their reading book.

Once they have finished the text, children will complete a quiz. Children who get 100% on their quiz will have their name added to a display in the library area.

All pupils have access to their classroom library, where they are able to choose a book to take home to read for pleasure – this book does not need to directly correlate to their ZPD, as we want to encourage a love of reading.

Throughout Year R-2, Read Write Inc is used to track phonics progress and inform planning. This enables staff to identify gaps in knowledge and support individual pupils as necessary in order for them to become fluent and accurate readers.

Assessments for phonics are held every half-term to inform planning and ensure children are fluid in their movement between groups/receiving appropriate support necessary. During each lesson, children will learn a new sound, read words with that sound in it, read words with previously taught sounds in them and practise alien words. A spelling check happens in each lesson, this involves children spelling words with the sound that they are learning and previously taught sounds too.

Nursery – Our approach to reading in Nursery is the development of enjoyment of books and an understanding of how books work. Every day popular children stories (traditional tales, rhyming texts, stories with repetitive refrains) are shared with the children to develop a bank of story related vocabulary. Sharing stories encourages the idea of reading for pleasure as children sit together with their peers and listen to well modelled reading. Nursery the children follow the early stages of the RWI programme from the summer term, developing their listening skills and beginning to identify sounds in their environment and initial sounds within words. The development of listening skills is a key priority and children are exposed to a range of rhyming activities and nursery rhymes to support recognition of letter sounds. Our Nursery provision facilitates role play opportunities with areas of the room dedicated to specific real-life scenarios e.g. a post office. Props and stimuli are provided for children to explore and re-enact stories that have been told.

Reception – In Reception, children participate in Read Write Inc phonics sessions four times weekly. During these lessons, children learn to confidently segment and blend using phonemes from Set 1 to Set 3 sounds. Our expectation is that by the end of Reception our children will confidently know all Set 2 sounds. From Autumn 2, phonics sessions are streamed in order to meet the needs of our pupils more efficiently. Children also begin to take reading books home that are banded and linked to their developmental stage in phonics. Twice per academic year, phonics workshops are held for parents/carers – these sessions introduce the early stages of phonic development and empower our parents/carers to reciprocate school practice in the home environment. Daily class readers - read by adults - are typically well-known children's books from a range of authors such as Julia Donaldson and Jill Murphy.

The development of listening skills is continued to be a key priority and children are exposed to a range of rhyming activities, nursery rhymes and songs to support recognition of letter sounds and enhance the children's phonics learning. Our Reception curriculum also facilitates role play opportunities with areas of the room dedicated to specific real-life scenarios e.g. a post office. Props

and stimuli are provided for children to explore and re-enact stories that have been told. The Reception curriculum is also underpinned by the use of high-quality texts, exposing the children regularly to shared reading opportunities.

Year 1 – As our children transition into Year 1, we continue to use Read Write Inc to teach phonics and early reading. In Year 1 we learn and revise set 1, 2 and 3 sounds and to practice comprehension skills. Alongside developing knowledge of sounds, blending and segmenting, children are taught to read and write common exception words. Children are regularly assessed using the standardised RWI assessments to ensure they are banded correctly and adequately challenged.

At the end of Year 1, children who have not passed the phonic screening check are identified and targeted for phonics interventions as they enter Year 2. Leaders analyse the phonics data and create tailored interventions to address specific needs. These targeted pupils will have the opportunity to re-sit the phonics screening in Year 2.

Year 2 – Year 2 is an important year for our pupils as they get ready to transition into Key Stage 2. Pupils take part in daily phonics sessions four times a week with some children engaging in Shared Reading activity when assessments show they are developmentally ready. Pupils who are identified as working significantly below are placed in bespoke intervention groups or receive 1:1 support. These sessions are created to target specific sound groups that have been identified using the Read Write Inc assessment.

New arrivals in KS1 (including those with English as an Additional Language) participate in a phonics assessment to establish baseline data and enable staff to deliver appropriate, adapted teaching as well as timetable in the necessary support to make rapid progress.

Year 3 – As children transition into KS2, TVA is acutely aware of ensuring all children's ability in terms of word reading skills, fluency and decoding is catered for. As a result, identified children from Year 3 continue to attend phonics sessions alongside Year 2. Due to the seamless fluidity between KS1 and KS2 and the supportive atmosphere that has been established at TVA all children feel confident and comfortable attending KS1 phonics. Pupils who do not attend KS1 sessions will remain in classes completing a Shared Reading activity. Those who need support with word reading and rapid recall of sounds and multi-syllabic words will receive support daily. Pupils continue to refine skills such as searching for text-based evidence, along with developing their ability to deduce and infer hidden meanings. As pupils are always expanding their vocabulary bank, skills such as reading around an unfamiliar word for context are also developed.

Year 4 – Within lower key stage 2, our approach to reading remains similar throughout both year groups as our focus is developing the children's ability to read well. Children in Year 4 who have not yet met the phonics expectation and children with English as Additional Language continue to participate in bespoke phonics sessions. Daily Shared Reading sessions continue to enhance children's comprehension skills. The opportunity to be exposed to high-quality texts alongside peers working at different ability levels provides a wealth of learning experiences that target developing oral responses, answering comprehension questions and the ability to compare and contrast responses.

Year 5 – In Year 5, our children continue to develop their reading skills through Shared Reading. The range of question stems that are used broaden children's understanding of questioning and ensure they are able to decipher which skill is necessary to find the appropriate information in a timely manner. During Shared Reading, children are able to work in table groups or partners to delve into context and vocabulary meaning. In line with the rest of the school, class reading books are typically chosen by the class teacher with input from the children so that the chosen text is one which they are interested in.

Year 6 – As our children journey to the end of their primary academic career, our approach to reading stays the same but the level of challenge increases. As all pupils are exposed to the same text it provides opportunity for all children to hear and learn the same vocabulary. In this time, they are also able to draw on the expertise or advice from their peers who may have a better understanding of the text or a different perspective. Shared Reading promotes collaboration between peers and discussion in the classroom as there is freedom to explore the text at a deeper level. Class reading books are also shared with the children every day for 10 minutes, which promotes reading for pleasure. During this time, children can observe a member of staff modelling reading aloud; promoting diction and expression. All children take reading books home to share with adults as at The Vale Academy we promote pupils reading to others.