

## Reading Strategy

### Rationale

Reading is a key aspect of the curriculum and along with writing, speaking and listening, including oracy, it makes a significant contribution to the development of pupils as thinkers and learners. At The Parks Academy, we aim to do two things; encourage and develop a lifelong love of reading, and to teach pupils to be fluent, confident and expert readers, across a variety of genres and for a variety of purposes. This aims to ensure there is a rigorous and sequential approach to the teaching of reading, blending the two intentions, resulting in an embedded ethos of achievement.

### Strategies for the teaching of reading:

- The academy uses a range of phonetically decodable books to support the teaching of early reading
- Phonics will form the basis of all early reading
- The academy follows the structure of Letters and Sounds
- The academy will use the set texts agreed across Delta
- Slides will be used as a starting point for a lesson/series of lessons
- Texts will last for the term but the teaching sequence will also include poetry and non-fiction
- At least one reading session is delivered daily
- KS1 will have an additional fluency reading session for 15 minutes. This is a non-negotiable (appendix 2)
- All reading sessions will have a clear objective-link to NC and/or content domain
- A working wall should be apparent in all classrooms with the non-negotiables displayed (appendix 3)
- Teachers will plan for opportunities within the book to introduce poetry and non-fiction to ensure that pupils are receiving a broad, balanced reading diet. This should be fed in where appropriate whilst reading the book. (Appendix 8)

- Teachers need to identify pupils who are working below or well below ARE who will need support IN ADDITION to this session for fluency and decoding. (appendix 2)
- Staff should read each afternoon to pupils
- Opportunities for developing reading in the wider curriculum should be exploited wherever possible

#### Session structure:

- Teachers will differentiate as appropriate (appendix 7)
- Sessions should follow the structure of Pre-clarify, 'Read to the Teacher', Post-clarify. (See below) Session should also include modelling of answers.
- Pre clarifying of words happens so that the pupils can understand words, which are going to appear in the text, they are reading in context.
- Post clarify happens when the pupils state words that they have not understood during reading that have not already been clarified
- Reading to your teacher can include teacher led, independent reading, sentence tennis, echo reading
- A focus on 'Tier 2' and 'Tier 3' words should be apparent on the working wall as this is part of the non-negotiables
- Objectives and/or key questions will be posed prior to reading so that pupils have a 'purpose' to read and are active during reading sessions. Teachers will encourage text marking where possible or use of note taking on whiteboards/post-its
- Audio books (if they are available) may be used
- Teachers will facilitate opportunities for high quality discussion in pairs/groups
- One session per week (more in Y2 and Y6 if needed) should focus on the 'We do, You do' style of teaching, which follows the process of a modelled answer followed by an independent answer

#### Consistency in format and presentation

- All year groups will have reading response books. There should be 4 pieces of written response per week. (Independent/guided/ formal test style responses/ informal jottings and text marking depending on year group.
- Teachers will ensure questions are linked to domain type and layer to promote 'depth' in response where possible ensuring an increase in cognitive difficulty (see supporting Delta document)
- Questions should be listed in lower cased lettered form e.g. a, b, c
- Each individual question should have its content domain stated in brackets e.g. In which year was the Eiffel Tower built? (2b)
- Pictures of the class novel should be in the top right corner of the work frame
- Questions will address content domain coverage and cognitive demand

Marking and feedback:

- Marking should be on the pupils' written work and not on the worksheet unless they are answering a multiple choice question for example on the sheet.
- Correct answers should have a clear green swipe through the letter, incorrect answers a clear green dot to the left of the letter
- Learning objectives that have not been achieved should have a green dot to the left of it. Correct learning objectives should have a clear swipe through the letters LO
- Marking and feedback should further develop the skill/s covered within the session and will be in line with academy policy
- Correct parts of answers should be swiped green to show where the answer was correct for clarity for the child
- In line with the Writing Policy, spelling, grammar and punctuation mistakes should be addressed where necessary. (see writing marking policy)

**Additional reading sessions (non-negotiable in KS1), may include opportunities for:**

- Speed reading
- Test practice
- Decoding and phonics
- Cold comprehension tasks to inform future planning
- Direct vocabulary instruction
- Pre- reading
- Reading for pleasure (including comfy reading)

## Appendix 1

### Reading list 2019 – 2020

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Year 1</i>	<i>Dagger</i>	<i>Traction Man</i>	<i>The Tin Forest</i>
<i>Year 2</i>	<i>The Tunnel</i>	<i>The Great Kapak Tree</i>	<i>George's Marvellous Medicine</i>
<i>Year 3</i>	<i>The Morning I met a whale</i>	<i>Charlotte's Web</i>	<i>The Firemaker's Daughter</i>
<i>Year 4</i>	<i>Stig of the Dump</i>	<i>The Miraculous Journey of Edward Tullane</i>	<i>Harry Potter and the Philosopher's Stone</i>
<i>Year 5</i>	<i>Kensuke's Kingdom</i>	<i>Floodland</i>	<i>Who Let the Gods Out</i>
<i>Year 6</i>	<i>Black Powder</i>	<i>The Boy in the Striped Pyjamas</i>	<i>Cogheart</i>

## Appendix 2

### Fluency Reading

As part of the Delta Reading Strategy, each child will have opportunities built into their whole class reading sessions for fluency. **This part of the lesson should be called 'Read to the teacher'**

#### Y1

- Once a week, the teacher/TA/adult are to listen to each child read a home reading book that is at their benchmarked level
- X1/2 groups a day fluency reading at a level that is one level above their benchmarked level so that they have a challenge with an adult

#### Y2

**Fluency Reading (4 groups in each year 2 class) for a 15 minute session each day between 9:05 and 9:20**

- Fluency reading – clarify, read, discuss, answer verbal questions, highlight answers in the text etc.
- There may be a group who need more of a phonics and decoding approach to this session where the reading is built up slower

**If any adults are absent see FG/RH to discuss a plan for that day**

**Each adult to keep their group for a week and then rotate.**

**It is an expectation that staff are there ready for the session to start. Reading is an academy priority and this must happen daily.**

**Evidence** – each child has their own sheet that evidence is recorded on and this is then stuck into back of books/into an envelope at the end of each week. Notes on this sheet made by the adults with misconceptions, mistakes, achievements etc.

**Speed read** – once every 4 weeks with the teacher and keep record of the scores in the backs of books.

#### Y3

- If there is a child who is working below a gold level book after benchmarking then they are required to have extra fluency intervention in a PM

#### Y4

- If there is a child who is working below a brown level book after benchmarking then they are required to have extra fluency intervention in a PM

#### Y5

- Teacher/TA in a PM to fluency read with selected pupils

#### Y6

- Teacher/TA in a PM to fluency read with selected pupils
- Support staff to fluency read with selected pupils during assembly
- Selected pupils to have a read theory intervention each day

## Appendix 3

### Displays

**There needs to be two displays for reading.**

**Display 1** – WOW board outside your classroom. This needs to be exciting, 3D and very visible. This needs to be shared between each class. Y5/6 are to decorate their landings for this. Spooner buildings to display where possible.

**Display 2** – a working wall inside each classroom. There are non-negotiables which need to be displayed on the reading boards.

**Characters** – characters names need to be displayed on the board

*Characters*

**Clarify** – there must be a pre-clarify and a post-clarify section

*Clarify*

**Tier 2 words** – one word from each session that is a tier 2 word must be kept in a bank on the display. This must be something that they can apply into their work and use again.

*Tier 2 words*

**Author** – The name of the author should be displayed on the board

*Author*

**Celebration area** – this is an area of the board where pupils' work that is exemplary should be displayed. This is something to be proud of.

**Reading journey** – this section of the board is to keep a track of a main event that has happened whilst reading so that the pupils can refer back to. This should be added to as you are reading the book

**The book** – there should be a picture of the front cover and the blurb displayed on the board

**Reading domains** – reading display posters either above, under or around the display somewhere

Appendix 4  
Example board

# Black Powder

Clarify

Reading journey -  
main points of the  
book as you are  
reading. Re-cap  
every so often.

Author: **Ally Sherrick**

Characters: **Tom, Falcon, Ingo, King etc. etc.**

Pre-clarify

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Post-clarify

Tier 2 words

Language choice 2g

- What language does the author use? Describe the main character? What does this tell you about their appearance?
- Which words do you like best? Rank the list in order you most like!
- Find an example of figurative language in the text ( simile, metaphor, personification) - what effect does this create?

Making comparisons 2h

- Compare the first setting with a later setting in the book. How, and why, are they different?
- Do you prefer this book or the one you last read? Explain your answer!
- Does this book remind you of another book? Why?

Wording in context 2a

- What does words mean about the author and setting?
- What does the author's choice of words tell you you find about a character? Why?

Retrieve information 2b

- What does the story take place?
- What are the characters in the book?
- Describe what happens in the story. What are you glad or proud of?

Summarise main ideas 2c

- What is the main story in the passage?
- Summarise the main events in the story in 50 words.
- What is the most important message in the text? How does the author tell you this?
- Explain what happened in the text using your own words. What is the main message?

Interpretive questions 2d

- How does the main character feel in the book? How do you know?
- How does the character react in the story? Why? What does this tell you?
- What happens to the character? How?

Predict using details 2e

- Using the first part of the text, what do you think the characters are like? What information supports this?
- What challenges do you think the characters might face? What information supports this?
- How do you think the story might end? What clues support this?

Contrast and meaning 2f

- Why is the main character different to the main?
- Why does the author need this character?
- What does the text tell you that the main character is different to the main?
- How does the text in the story?

## Appendix 5

### Bookshelves

A bookshelf in the classroom should be used as a bookshelf only. The books need to be displayed in a way so that pupils are able to select a book in which they wish to read. They need to be inviting for the children.

## Appendix 6

### Home reading

- Pupils are expected to read 4 times a week at home
- They should be taking home a book which is at their benchmarked level
- Parents/pupils should be writing in their reading records and this should be checked by the class teacher/TA daily
- A record should be kept of how many reads a child is doing each week. If a child reads 4 times a week for the whole half term they will receive a raffle ticket and they will be entered into a prize draw for a Waterstones voucher (one for each year group). Any pupils that don't receive a voucher will be given a certificate.
- Each read is to be classed as 2.5 minutes of the extra playtime. They should gain this time from 0 minutes so they see it as a reward for reading
- Reading records – if they are lost the pupils need to buy a replacement
- When a child is moved up a level, this should be noted in their reading record so that parents are aware of why they are receiving different coloured books

# Appendix 7

## Examples of differentiation

### KS1

*LO answer questions and make some inferences.*

How does Rose describe the tunnel? (1h)

Why does the author use alliteration? (1d)



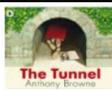

*LO answer questions and make some inferences.*

How does Rose describe the tunnel? (1h)

Why does the author use alliteration? (1d)

Rose describes the tunnel as...

The author uses alliteration...

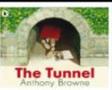
*LO answer questions and make some inferences.*

How does Rose describe the tunnel? (1h)

Why does the author use alliteration? (1d)

The author uses alliteration because...

Rhythm      create a mood      emphasise

*LO make a plausible prediction about what might happen on the basis of what has been read so far*

Predict where the tunnel will take Jack and Rose. Use evidence in the text and pictures to support your answer. (1e/1d)




*LO make a plausible prediction about what might happen on the basis of what has been read so far*

Predict where the tunnel will take Jack and Rose. Use evidence in the text and pictures to support your answer. (1e/1d)

I predict the tunnel will take them...

I think this because...

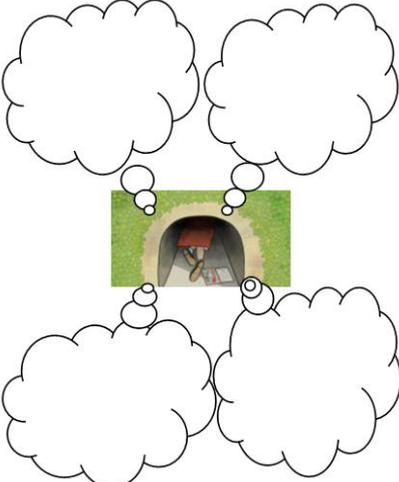



*LO make a plausible prediction about what might happen on the basis of what has been read so far*

Predict where the tunnel will take Jack and Rose. (1e/1d)

Red coat    Tunnel is dark    Reading a fairy-tale book





**LO: To present and explain the author's viewpoint (2f)**  
 Read pages 21 - 23

a) Gretel has two nicknames that we have seen so far. The Hopeless Case' and 'Trouble from Day One'  
 Why do you think John Boyne calls her this? (2f)



**LO: To present and explain the author's viewpoint (2f)**  
 Read pages 21 - 23

a) Gretel has two nicknames that we have seen so far. The Hopeless Case' and 'Trouble from Day One'  
 Why do you think John Boyne calls her this? (2f)

I believe John did this because ... .. also ... ..



**LO: To present and explain the author's viewpoint (2f)**  
 Read pages 21 - 23

a) Gretel has two nicknames that we have seen so far. The Hopeless Case' and 'Trouble from Day One'  
 Why do you think John Boyne calls her this? (2f)

I believe John did this because ... .. also ... ..

**Think about:**

- Perspective
- Making it interesting
- Her personality



**LO: To infer from details stated and implied (2d)**  
 One pages 6-7, can you find the most appropriate pieces of evidence to support Bruno's emotions/actions? (2d)

**shocked**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**curious**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Bruno

**disrespectful**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**frustrated**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Quote 1 - "And what about Cook? asked Bruno. "And Lars? And Maria? Are they not going to live in it?"

Quote 2 - "...said Bruno interrupting her, a thing he knew he was not supposed to do."

Quote 3 - "Bruno's eyes opened wide and his mouth made the shape of an O."

Quote 4 - "You don't mean we're leaving Berlin? he asked, gasping for air as he got the words out"



**LO: To infer from details stated and implied (2d)**  
 One pages 6-7, can you find the most appropriate pieces of evidence to support Bruno's emotions/actions? (2d)

**shocked**

\_\_\_\_\_

\_\_\_\_\_

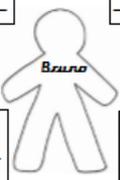
\_\_\_\_\_

**curious**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Bruno

**disrespectful**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**frustrated**

\_\_\_\_\_

\_\_\_\_\_

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## Appendix 8

### Supplementary reading texts

- Poetry
- Song lyrics
- Leaflets
- Magazine articles
- Newspaper reports

### Content Domains

See Delta Reading Content Domains document