

Reading Strategy

2023-2024

This policy should be read in conjunction with the Early Reading and Phonics policy.

Updated June 2023

Next update due January 2024

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 ELS
- The academy will use the set texts agreed across all Delta academies
- 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 and one reading plus session in KS2
- KS1 will have an additional fluency reading session for 15 minutes. This is a non-negotiable (see and Appendix 2 and Early Reading/Phonics Policy)
- KS2 – additional fluency session if the children are working more than one level below ARE
- All reading sessions will have a clear objective linked 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, stamina 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:

All reading sessions should show progression over a series of sessions.

- Teachers will differentiate as appropriate (appendix 7)
- Sessions should follow the structure of Quick Fire, Pre-clarify, 'Read to the Teacher', Post-clarify. (See below) Session should also include modelling of answers.
- Quick Fire – re-cap yesterday and answer a few retrieval questions on whiteboards/verbally
- 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
- 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
- Where appropriate, there should be **supplementary reading texts** available to support with the whole class texts. For example, if year 6 are reading The Boy in the Striped Pyjamas, there are opportunities for non-fiction, poetry texts that will support with the understanding of the Holocaust. These supplementary texts should be available for the children at least **once every two weeks**. (See appendix 8)

Consistency in format and presentation

- All year groups will have reading response books. There should be at least 3 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 2023 – 2024

| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
|---|----------------------------|--------------------------------|------------------------------|
| 1 | Dogger | Tin Forest | Traction Man |
| 2 | Tunnel | Owl Who Was Afraid Of The Dark | George's Marvellous Medicine |
| 3 | This Morning I Met A Whale | Firework Maker's Daughter | Charlotte's Web |
| 4 | Varjak Paw | Krindlekrax | TBC |
| 5 | Kensuke's Kingdom | Street Child | WLTGO |
| 6 | Black Powder | Holes | Wolf Wilder |

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 and stamina. **This part of the lesson should be called 'Read to the teacher'**

Y1

- A daily fluency reading session at a level that is one level above their benchmarked level so that they are challenged with an adult
- Books are linked to their phonics knowledge

Y2

- Fluency reading (daily) – 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

See Early Reading and Phonics Policy.

Y3

- If there is a child who is working below a gold level book, they are required to have extra fluency intervention.

Y4

- If there is a child who is working below a brown level book, they are required to have extra fluency intervention.

Y5

- If there is a child who is working below a grey level book, they are required to have an extra reading intervention.

Y6

- If there is a child who is working below a dark blue level book, they are required to have an extra reading intervention.

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.

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

Clarify – this should be a selection of words that have been pre and post clarified throughout.

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

Characters

Clarify

Author

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. Key words/story mapping of the events.

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

Vocabulary

furrow

alibis

word

word

word


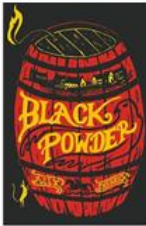
word

word

word

word

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



Author

Characters

Ally Sherrick

Tom Falcon

Jago King

| Yesterday | Today |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Find and copy one word | Find and copy a phrase |
| <ul style="list-style-type: none">Read the questionFind the section of the textHighlight one wordCopy the word | <ul style="list-style-type: none">Read the questionFind the section of the textHighlight one wordCopy the phrase |

WE LOVE READING!

Meaning of words in context

What type of word is it: noun, adjective, verb, pronoun, preposition, adverb?

Are there any synonyms/antonyms that would fit?

Read around the word

Where have I heard the word before?

Replace the word

What is the root word?

Capital Letter?

Prefix? Suffix? What do these tell us?

Draw the word/sentence

Is it a compound word?

Imagine/picture what is happening from the text around the word

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.

Reading trolleys – 3 tier trolleys in each classroom. Top – Top 30 Reads, Middle – Strategy Read and Bottom – Storytime books.

Appendix 6

Home reading

- Pupils are expected to read 4 times a week at home
- Books are all available for children to read at home on Reading Plus too (KS2)
- They should be taking home a book which is the fluency 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.
- Reading records – if they are lost the pupils will be provided with 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
- X4 reads per week – entered into a draw for a book from the vending machine
- X4 reads every week in a half term – receive a book from the vending machine

Other reading challenges will be available throughout the year

Appendix 7

Examples of differentiation

LO: To make inferences from the text/explain and justify inferences with evidence from the text (2d)



Chapter Five

A startled groan jolted Tom to his senses. "Mother!" He set Edward down on the floor and rushed over to her. Pulling the cloth from her mouth, he fumbled at the rope round her middle. "Don't worry about that." She gave a hoarse cough. "Edward, is he all right?" He picked him up again and checked him over. "Yes, just hungry, I think." He held him out to her. "Thank God! She pressed her dry lips to the baby's rosy pink cheek and closed her eyes. Tom swallowed against the knot in his throat. How long would Father stay safe now he'd betrayed him? He lay his brother down again and sank to his knees in front of her. "I - I - I didn't want to tell them, but that man. He was going to hit you and... The words died into shuddering sobs. He hung his head.

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

disrespectful

frustrated

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Quote 1 - "And what about Cook? asked Bruno. "And Lara? 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."

He took one last look behind him, then darted across the courtyard, slid through the gates and set out on the London road.

As he passed the church, his mother's last words to him echoed in his head. 'Put courage in your heart.' A knot formed in his throat. Courage! He hadn't shown much of that when Constable Skinner had come calling. And, now, because of him, Father was running for his life.

But he couldn't think about that now. Not if he was going to stand any chance of helping him. He took a deep breath and marched on.

The road was harder going than he'd thought, full of puddle-filled ruts and holes. And he soon found out he wasn't welcome in the villages he passed through either. There were cries of 'Beggars!' and 'Thief!' and in one tumbledown place, the local children chased after him flinging handfuls of mud and dung.

A ragged man stinking of ale stopped him outside a trunk.

Rummaging inside his bundle, he pulled out Jago's box and slid the lid a quarter open. A whiffery nose nudged at his fingers. 'You must be hungry too, boy.' He reached inside the sack for the bread and cheese. 'Here we go.' He broke a small piece of cheese off and dropped it into the box then sank his teeth into what was left.

Jago gave an excited squeak.

'You can have a run around when we get there. I promise.' Tom pushed the mouse back inside, closed the lid, and stuffed the box into the bundle. At least he could let Jago out. But what about Mother: all alone in some dark, stinking gaol cell with only the rats and Weasel Face for company?

He shuddered, then remembered the prayer book. He pulled it from his jerkin and pressed the soft cover to his cheek. It smelt of old leather and lavender. Please Lord protect her and keep her safe, please.

Appendix 8

Supplementary reading texts

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

See Delta Reading Overview with Poetry and Non-Fiction document.

Content Domains

See Delta Reading Content Domains document.