

TEACHING & LEARNING SPOTLIGHT



VOLUME 2
FEBRUARY 2024

Good assessment is an essential part of ensuring that the curriculum is learnt. But it is not the curriculum.

THE POWER OF READING

2ND EDITION

- Welcome to our second edition of Spotlight
- Celebrating all things Teaching & Learning
- Reflecting on the most up to date research and it's impact on our practice
- Hints, tips and strategies from across our school

What is our vision?

Our vision for reading is simple: we want pupils at Brownedge to be exposed to a range of interesting, age-appropriate texts across the curriculum, and the develop into functional, fluent, engaged readers. We do this systematically, consciously and cumulatively as a team.

Reading is the foundation of teaching and learning in every subject. As part of our pedagogical content knowledge (PCK) teaching of reading must be explicit and conscious classroom choices in every classroom. Therefore, we are establishing shared strategies that best suit our children, in our context.



Reading Enrichment @Brownedge

- Reading Enrichment consists of two, 20 minute sessions that occur twice a week on Wednesday and Friday mornings. These are timetabled sessions as we believe and affirm that reading is at the centre of our drive for pupil access and development.
- **We also have Year 10 and 11 Reading Leaders, supporting 25 of our weakest readers each week during form time. Reading with others and reading out loud can be extremely beneficial for young people who have fallen behind in their reading ability.**

1. Pre-reading

Activate interest with **images**

What could we be learning today?

2. During reading

Engage with the text (read it twice, **paired reading**)

3. Post-reading

Reflect on deeper meaning (**summarise it**)

*Main ideas
Bullet points
Key words
Dual code - images*

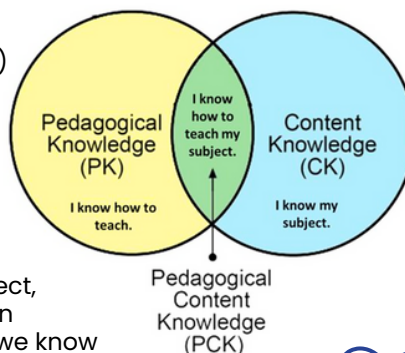
Teaching of Reading

The foundations of effective PCK link to our whole-school, adaptable strategy for teaching of reading. Our minimum expectation as a school, when reading a poignant text/ source/ material, is to **read it twice**. This practice positively shone across our faculty teams during our whole-school SHINE Week!

We also have the 3 stepped approach to structuring a reading-based session. This can be adapted to suit any subject. The three steps aim to encourage pupils to:

- Activate their schema (pre -reading)
- Reflect on prior learning or existing knowledge (pre-reading)
- Allow pupils chance to properly engage with the text/ material.
- Check comprehension or evaluate deeper meanings (post-reading).

Our teaching of reading, within our subject, must be **CONSCIOUS** and **SYSTEMATIC** in instruction and practice. We do this as we know that we are all teachers of reading and all responsible for improving access and ability in reading.



Children learn **4,000 to 12,000 words** per year through reading.

Wider Reading



Wider reading research is available via the [National Literacy Trust](#) website.

THINK....
When was the last time you read for pleasure? When do you role model reading for pleasure in school?

