

Reading at Grove Academy



Intent

By the time children leave Grove Academy, they will have read, listened to and been inspired by a selection of the greatest children's stories ever written. Regardless of ability, gender or background, all children will know, understand and have the confidence to discuss a broad range of high-quality texts and vocabulary to cultivate a love of literature. We have high expectations for all children and expect our children to leave primary school as avid readers. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We aspire for our children to read fluently and widely and able to express preferences and opinions about the texts that they read. We aim to expose our children to a wide range of vocabulary so that they able to decipher new words and then use them when speaking both informally and formally.

Implementation

Guided reading

During guided reading we use a 3 pronged approach to the teaching of reading.

We focus on:

- **fluency and accuracy**
- **reading skills**
- **comprehension.**

Fluency and accuracy

- The teacher regularly models reading texts to the children, using intonation, pausing at punctuation and modelling 'In the moment of reading' strategies. Children are encouraged to read the same text and focus on the skills the teacher has modelled, until they can read with accuracy and fluency. We use a range of strategies, such as timed reads and paired reads to support this. We teach this to ensure children:
 - Have good accuracy (95%+)
 - Have automatic decoding
 - Can spot their own errors and can self-correct
 - Can read in phrases
 - Have automatic fluency







We focus the teaching and practice around the following areas to develop fluency.

- **Phrasing** – How well are words grouped together into meaningful units of language?
- **Intonation** (expression) – How well does the reader vary their tone, pitch and volume?
- **Pausing** – How well does the reader use the punctuation of the text and the layout of the print (e.g. line layouts)?
- **Rate** – What is the pace of the reading like? Does the reader speed up and slow down to reflect the meaning of the text?
- **Stress** – How well does the reader vary the emphasis they put on words to reflect meaning?
- **Integration** – How well are all these aspects being used together?

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We use 'In the moment of reading' to ensure all children have the necessary reading skills to understand the text they have read.

Background knowledge 	A text to self -connection I made was... The text made me think about what I know about....(world knowledge) It reminded me of a text/film.....(text to text)			
Prediction 	I predicted..... I wondered..... A question that came into my mind was... At first I predicted.....but then I changed my mind...			
Inference/Questions 	How do we know that.....? Where is the evidence that suggests.....? Why....? For what reason did.....? What does the word/phrase.....tell us?			
Visualizing 	Quick drawings Picto-words Thoughts			
Repair strategy 	I was confused here... I spotted that I didn't understand this part... One breakdown strategy I tried was...			
Retell/VIP words/phrase 	Re-tell using 5 fingers. <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Beginning</td> <td style="width: 33%;">Middle</td> <td style="width: 33%;">End</td> </tr> </table>	Beginning	Middle	End
Beginning	Middle	End		

Comprehension

Children are taught different question types, how to identify the type of question and how to answer them. The question types are:

- Retrieval
- Inference
- Vocabulary
- Summarise
- Explain

Reading for pleasure

We encourage children to read independently across the curriculum. Reading opportunities are included across curriculum lessons to help promote a love of reading. This is timetables for 20 minutes every Friday before the children go home.

Phonics

We teach phonics through the 'Read, Write, Inc' Ruth Miskin phonics programme. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level.

Assessment

We use 'NFER' to assess reading and to ensure we have a reading age for every child. Any child still accessing phonics is assessed half termly.

Impact

Children's progress in reading is tracked through termly, summative assessments. Data from these is analysed to ascertain areas for whole-class improvement and feeds into planning, as well as identifying groups of learners who may require targeted support.

Children should develop skills in listening, oracy and higher-order thinking which allow them to express themselves fluently in class discussions about a range of texts.

We promote a love of literature and expect that children will understand and appreciate the value of reading.