

READING STRATEGIES HLA

YELLOW AND GREEN PATHWAY

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Phonics

At Highfield Littleport Academy we use Read Write Inc for our learners on the Yellow and Green Pathway.

Read Write Inc is a systematic approach to teach literacy through synthetic phonics. With integrated speaking and listening activities and a rich and varied learning environment this is the scaffold for learning all of the letter sounds.

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Mollie then over the two mountains. Mollie, mountains, mountains.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spill the boy
s	Slide around the snake.	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice on ice
t	Down the tower, across the tower.	oo	Fee at the zoo	o-e	Please home
i	Down the insect's body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	or	Start the car	aw	Yawn or down
p	Down the pilot, up and over the pointed nose.	or	Shout the war	are	Care and share
g	Round the girl's face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a gun
o	All around the orange.	ir	Whirl and swirl	er	A better letter
c	Curly around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	oi	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Foot in a boot
b	Down the back, over the toe and touch the heel.			ew	Chain and stew
f	Down the stem and draw the leaves.			ire	Fine fire
e	Slide into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the rabbit's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wig, up a wig.				
y	Down a horn, up a horn and under the yolk's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back.				
z	Zig-zag-zig, down the zig.				
ch	Curly around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her nose, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing as a string.				
nk	I think I think.				

Some students require a more bespoke approach to the teaching of phonics this is where other resources such as Reading Eggs, Phonics Hero and sight reading are utilised.

Reading for Pleasure

At Highfield Littleport Academy we believe that reading for pleasure forms an integral part of our Reading Strategy.

There is a growing body of evidence that illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).

Reading for pleasure includes:

- Understanding different types of fiction: genres, imagery in poetry, reading with children
- Features of non-fiction: reading for hobbies, reading newspapers and magazines, online research

Students are actively encouraged to bring books from home or borrow books from our school library to read in class.

Whole Word Recognition

Research involving reading and Down Syndrome has shown (Buckley, SJ, Bird G, 1993) that approximately 70% of children with Down Syndrome will end up with significant hearing difficulties at some point in their lives.

As such, these children have stronger visual processing skills and better visual memory than auditory processing and memory skills. If a child cannot depend on hearing the correct phonetic sounds that correspond with phonemes, it is therefore much more difficult for them to process and remember that information for later recall and use. This is where the importance of introducing whole words comes in.

By establishing a group of “sight” words that are familiar with a child’s world, such as names, foods, actions, colours, animals and belongings, you will be training their brain to understand that a word represents “something”. This strategy is also used with students who have struggled to understand phonic approaches to reading in the past and need an alternative strategy.

ReadingEggs

At Highfield Littleport Academy ReadingEggs is used as a reading intervention targeted at carefully assessed students.

ReadingEggs was created by a highly experienced team of primary school teachers, writers and developers to help students become fluent and proficient readers. This resource supports our students' learning to read journey with carefully designed online reading games and activities that are easy to follow, self-paced, and highly engaging for our learners.

Reading Techniques

Students are taught different types of reading techniques that provide a structured method of approaching a text that allows readers to focus and better comprehend the material. Two examples are:

- *Skim reading* – is a useful skill for students to get the general idea of a text, but don't need lots of detailed information
- *Scanning* – is a useful skill to find specific information

Book Bands / Reading Schemes

At Highfield Littleport Academy we use a range of reading schemes. All reading books in the school reading schemes are banded and the colours in both primary and seniors are comparative. Book bands are aligned to the Read Write Inc scheme to ensure reading material is closely matched to students reading ability.

Assessment

At Highfield Littleport Academy we use Evidence for Learning to track pupils' progress on the Yellow and Green Pathway. This informs students' next steps in reading development and understanding and can inform staff of students' progress in reading.

In addition, we carry out a reading assessment twice per academic year to monitor pupils' progress. This ensures that every teacher knows where students are in their learning and can plan next steps appropriately.

Whole School Events

At Highfield Littleport Academy we have been part of a nationwide Literacy Event and had many visits from authors, illustrators and sensory story tellers to the school.

World Book Day is recognised as an important event at our school and we celebrate stories and the love of reading with various activities.

Our school council organise regular events to support the purchase of new books for the school library.

Teaching staff at Highfield Littleport Academy are Dyslexia trained to provide appropriate support for our dyslexic students.

Library Visits

At Highfield Littleport Academy we ensure that our school library has a positive impact on all areas of pupils' learning, including the development of reading and writing skills, their wellbeing and overall academic attainment.

Our school library also contributes to the development of a reading for pleasure culture.

Students volunteer as library monitors and promote the use of our school library in a very positive and dedicated manner.

Pictures, Symbols and Braille

Pictures and Symbols can help make text more accessible by associating each word with a small picture or symbol.

At Highfield Littleport Academy we use Widgeit Symbol Software to support our students' comprehension and accessibility of text.

Students have access to resources written in Braille. Staff at Highfield Littleport are supported to develop their Braille skills.

Individual Reading

Students are encouraged to read to an adult at least twice per week to promote reading fluency and text comprehension.

Guided Reading

Teachers at Highfield Littleport Academy designate slots in their timetable several days a week to a guided reading session with students. Adults work with a small number of students to analyse a text in detail, making sure each student can read each word and discussing meaning of the text with them.

Oracy

At Highfield Littleport Academy we understand that oracy is important to develop students' language and communication skills. We ensure that learners have opportunities to practise oracy in the classroom to realise that the spoken and written word carry the same meaning.

Echo Reading

At Highfield Littleport Academy we use Echo Reading for our students to develop their fluency and expression. This strategy helps students to understand the connection between spoken and written words. Research has shown that Echo reading helps readers grow in their reading abilities.

Paired Reading

Paired Reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or students who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.