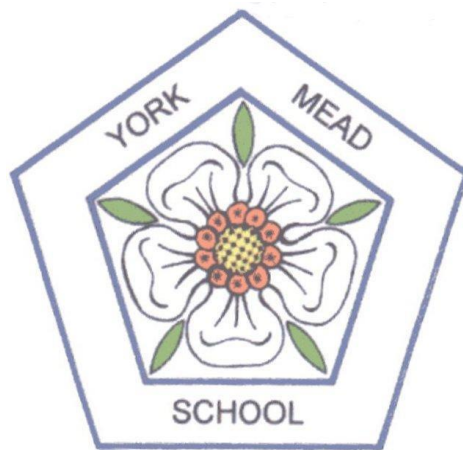


# Yorkmead School



## Reading at Yorkmead

July 2020

Review Date September 2021

## The Yorkmead Approach to Reading.

At Yorkmead, we believe that the ability to read with fluency and understanding is an essential life skill. The ability to read empowers the individual and enables them to access a wide range of life experiences. It is our belief that reading is at the heart of all that we do. The skill of being a good reader opens doors and opportunities not only across the curriculum, but also in the wider community and throughout life. Our reading provision at Yorkmead will ensure that children are well prepared as both students and citizens of the future.

### Aims:

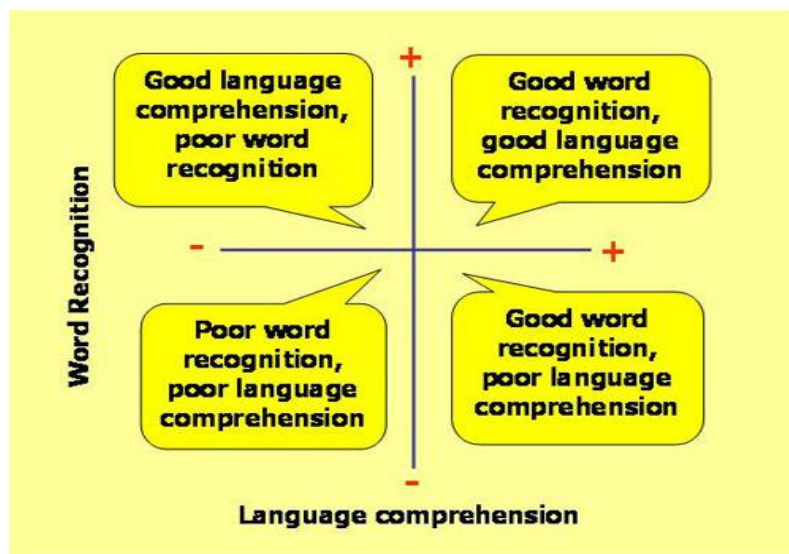
All children should be able to:

- Read with confidence, fluency and understanding;
- Understand and apply their knowledge of phonics;
- Read for pleasure and for information;
- Develop their vocabulary through the texts that they read;
- Develop their imagination, creativity, language and ability to evaluate, through their reading.

### The Simple View of Reading:

- Children should be grouped according to where they are on the simple view of reading.
- Children in the left quarters should be read to and follow along in order to focus on just comprehension. Interventions/ AFL should be done with these children based on phonics skills and hearing them read.

Whole class reading is beneficial to these children; however, they should have the text read to them so they purely focus on comprehension. Phonics interventions must be happening for these children from Y3 upwards.

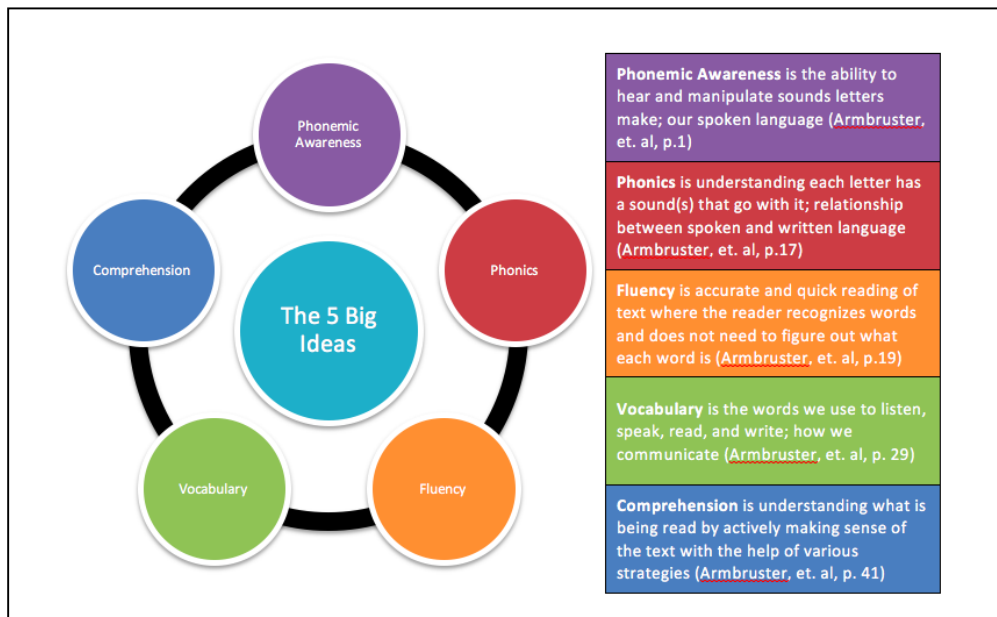


Children with poor language comprehension, benefit from shared reading comprehension.

## The Big 5 Reading Skills

At Yorkmead, our mission is that all our pupils leave our school with a clear metacognition of themselves as readers having developed a secure understanding of 'The Big 5'.

- Phonemic Awareness: Alliteration, Rhyme, Alphabetical Order, Patterns in words.
- Phonic Decoding
- Fluency
- Vocabulary Development
- Reading Comprehension



## Implementation:

In the EYFS, reading is taught through a 'Phonics First' approach in which children are systematically taught synthetic phonics, through Read Write Inc, to enable them to decode new words. They are also taught common exception words for both reading and spelling.

Early comprehension is developed through twice daily story-time, a book-based approach to planning for Literacy, role-play, story sacks and small world. Our approach to comprehension is by 'Read Aloud Think Aloud' to develop children's listening comprehension.

In EYFS, we develop children's Direct Retrieval, Prediction, Visualization and Inference (Detective) skills. We also develop their ability to make links, using Background Knowledge (Text to Self, Text to the World and Text to Text).

Children also receive 1:1 reading support to develop their decoding skills and fluency.

In key stage 1, English is taught during daily lessons of an hour. These also follow the Read Write Inc. scheme of work and resources.

In addition, story time is timetabled and we continue to read aloud to develop children's listening comprehension. In key stage 1, two additional reading lessons are planned to coincide with English Medium Term Plans, developing comprehension and providing opportunities for personal response.

**Yorkmead School is committed to the safeguarding and promoting of well-being for all children**

## The Skills of Reading Comprehension

During all reading sessions, including story-time, teachers develop the children's reading comprehension through 'Read Aloud Think Aloud' and the following skills:



Use background knowledge



Predict or ask questions



Visualise



Notice meaning breakdown...



...and repair it



Spot VIP words



...and put together to build meaning

- Direct Retrieval / Literal Comprehension (Go Fetch!)
- Use Inference (Be a Detective!)
- Use of Background Knowledge (Use Your Brain!) Text to Self (Own experience), Text to The World and Text to Text (Wider Reading)
- Prediction and Questioning Skills
- Ability to Visualize
- Spot VIP words and phrases, and put them together to build meaning
- Notice meaning breakdown ... and repair it

Reading sessions also include opportunities for children to text mark, summarise and analyse author's use of language.

## RIC Activities

RIC activities (Retrieve, Infer, Creator's Choice) are used as introductory activities for reading lessons, these enable children to regularly practice these skills, through reading, images and short films.

## Reading Lessons

In key stage two classes, a daily reading lesson is planned for. The purpose of these lessons is to teach the skills of reading, including in reading and post reading comprehension and covers a range of reading objectives from the 2014 National Curriculum for reading.

In addition, Literacy planning across the school follows a **text based approach** to develop children's access to and love of literature. The reading lessons support the English lessons by using the same texts, ensuring that children are able to complete a whole text.

## Reading Planning for Key Stage 2

Week Commencing:			
Text:		Secondary text to:	
Monday - Vocabulary		Tuesday - Close Reading In Reading Comprehension	
1. Define the word - Child Friendly definition.		Focus	
		Predict/Ask Questions	1. Class teacher - read aloud/think aloud (Whole text ) 2. Model answer(s) focus:
		Visualise	
		Infer - Think like a detective	
		Background Knowledge	
		Meaning Breakdown	
		VIP Words	
2. Say the word 3. Broaden context - explain and explore through examples and non-examples inc. as different parts of speech. 4. Chn interaction with the word 5. Reinforce definition, pronunciation		1. Model - Read Aloud/Think Aloud From: <input type="text"/> To: <input type="text"/> 2. Independent Activity - 'text Mark Up' remaining text. 3. Review <b>Pre-read intervention as necessary</b>	
		3. Independent comprehension differentiated as appropriate 4. Review <b>AFL intervention as necessary</b>	
Thursday		Friday	
RIC stimulus:		RIC stimulus:	
Indicate one activity from the following:		Indicate one activity from the following:	
<input type="checkbox"/>	a) Independent/Paired read follow up text and prepare for group discussion*	<input type="checkbox"/>	a) Group Discussion
<input type="checkbox"/>	From: <input type="text"/> To: <input type="text"/>	<input type="checkbox"/>	b) Vocabulary retrieval practice - This week, last week, last month & last year*
<input type="checkbox"/>	b) Reread for fluency	<input type="checkbox"/>	c) Extended literary analysis and response, for example: Character analysis, viewpoint
<input type="checkbox"/>	c) Summary through graphic organiser	<input type="checkbox"/>	d) Review/Personal response
<input type="checkbox"/>	d) Writer's Toolkit	<input type="checkbox"/>	e) Reader's Dashboard - half termly

## What should a whole class reading lesson should look like?

- Pre-tutor key vocabulary.
- Activate prior learning related to the text.
- Whole class shared reading of the text with the teacher as the leader.
- Children read along or take turns.
- In reading comprehension: 'Read Aloud Think Aloud' Teacher models the reading process, using the visual prompts for each Reading Strategy, e.g. I am going to make a prediction ...
- Children to have a photocopy of the text to annotate, highlight, text mark or add thought bubbles and visualisations.
- Post reading comprehension: Teach the reading skill / objective, modelled work. Children to then practise the skill before independently applying.
- Children to answer questions and mark them, by answering all questions and then going through answers after or answering one question independently and going over the answer straight away. (When going through the answers, CT must explain the thought process and model how they should answer it. Not just give the answers.)

## Strategies for answering questions based on the text:

- Encourage children to underline question words and key information in the question, which could be helpful to look for in the text
- Talk about what different question words mean e.g. what, where, when, why, how
- Talk about the process of skimming and scanning, etc.
- Talk about what the question is asking them to do, e.g. 'Compare/ what's the difference between' therefore the children need to talk about both things not just one.
- Ask the children to apply the question to them and see what they think about
- Encourage children to always go back to the text even if they think they know the answer.

## Reading and Phonics Schemes

At Yorkmead, we follow Read Write Inc. for the teaching of Phonics. Children are set by ability and taught in groups. The monitoring of the teaching of phonics is the responsibility of the school's Reading Leader. The Reading Leader also coaches staff and keeps them up to date with training needs. The Reading Leader is also responsible for assessing all children who are following the RWI programme. Assessment data is entered onto the RWI assessment portal. When a child is identified as falling behind, immediate intervention is put into place.

## On-going Formative Assessment and Record Keeping

Teacher's use pupil outcomes, completed work, results of reading comprehension lessons and formal assessments to make informed judgements on each pupil's progress and attainment, within their stage. This is further supported by the use of the school's own reading targets that are linked to National Curriculum Objectives and the KPIs (Key Performance Indicators). Expectations for teachers is that one assessment grid should be kept for each child and completed as evidence of an objective being met is seen on 3 separate occasions. Assessment grids should be kept inside the child's Reading book.

## Formal Summative Assessment

Children at Yorkmead complete a formal reading assessment each term which is used to support teacher's on-going assessments.

Year 1 Assessment Read Write Inc individual assessments completed by the Reading Leader every half term. Assertive Mentoring 1:1 Verbal Assessments Year 2 Assessment Read Write Inc individual assessments completed by the Reading Leader every half term.	Autumn 1 / 2, Spring 1 / 2 Summer 1 / 2
Year 1 NFER assessment	Summer term
Year 3 - 5 Assessment Autumn, Spring and Summer	NFER assessments
Year 2 and 6 Assessment Autumn 2	SATS Practice Paper
Year 2 and 6 Assessment Spring 2	SATS Practice Paper
Year 2 and 6 Assessment Summer	SATS Paper

Written by A. Neale-Crane (Reading and Early Years Leader) July 2020

Review date: September 2021.