

Nigel Bowes Academy Reading Strategy 2021-22

It is our belief that the ability to read and interpret written language is a fundamental skill that enables access to the curriculum. Reading is essential for life-long learning. Fluency of reading is a key indicator for future success in further education, higher education and employment. Therefore, our reading strategy is a key component in preparing our pupils as they move through the key stages and continue their journey towards adulthood. We recognise that extended school restrictions (due to Covid-19) have had a substantial impact on children's learning and we are committed to helping pupils make up learning they have lost because of the pandemic. As reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential. With this in mind the intended aim of our reading strategy is;

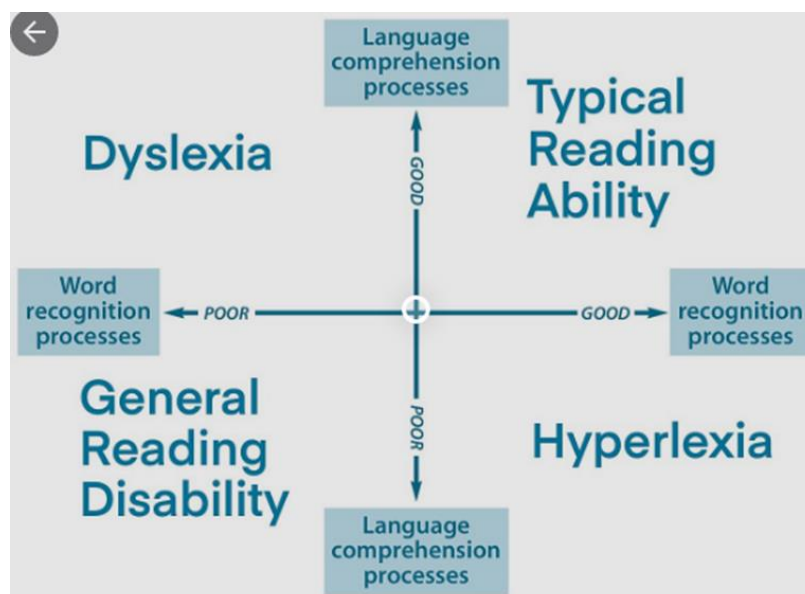
To prioritise reading using a wide range of engaging learning opportunities enabling pupils to make progress towards achieving their personalised reading goals, foster a love of reading and equip them with the knowledge, skills and attributes needed to become successful lifelong readers.

Our strategy takes account of and is guided by:

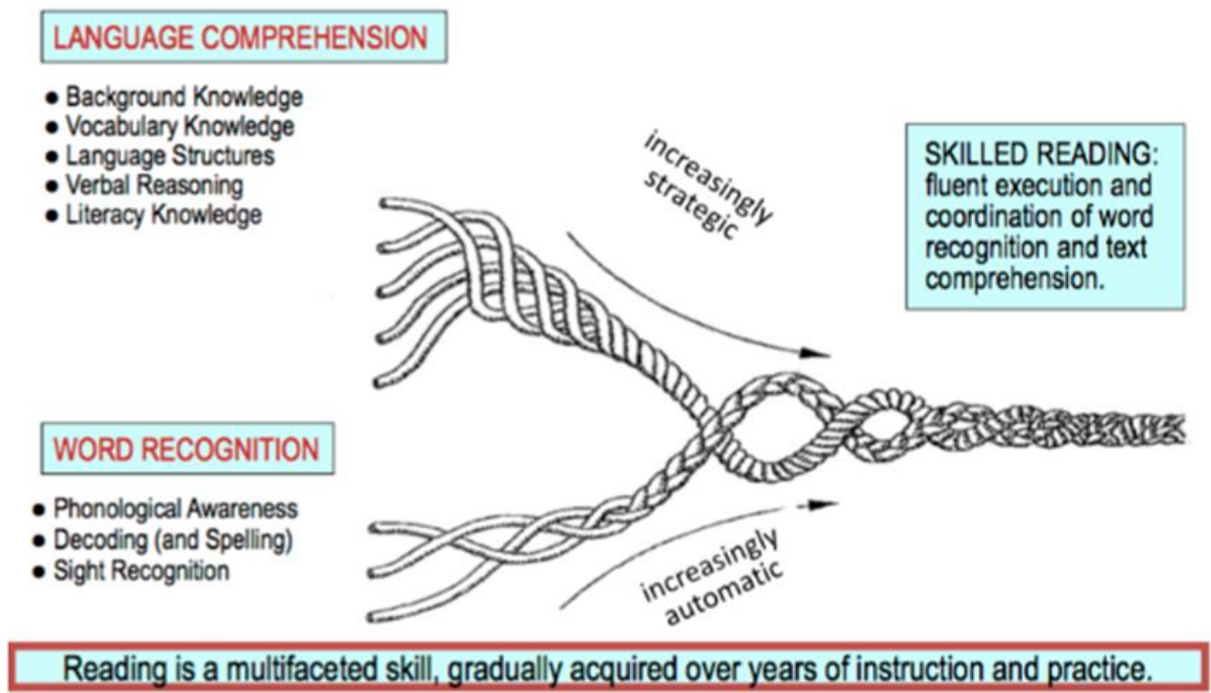
- DFE National Curriculum (2014)
- EEF Improving Literacy at Key Stage 1 V2 (2020)
- EEF Improving Literacy at Key Stage 2 (2017)
- EEF Preparing for Literacy (2021)
- DFE Reading framework (2021)
- SEND Code of Practice (2014)

Our approach to teaching reading is underpinned by The Simple View of Reading (Gough and Tunmer, 1986) and The Scarborough Rope model (Scarborough, 2001).

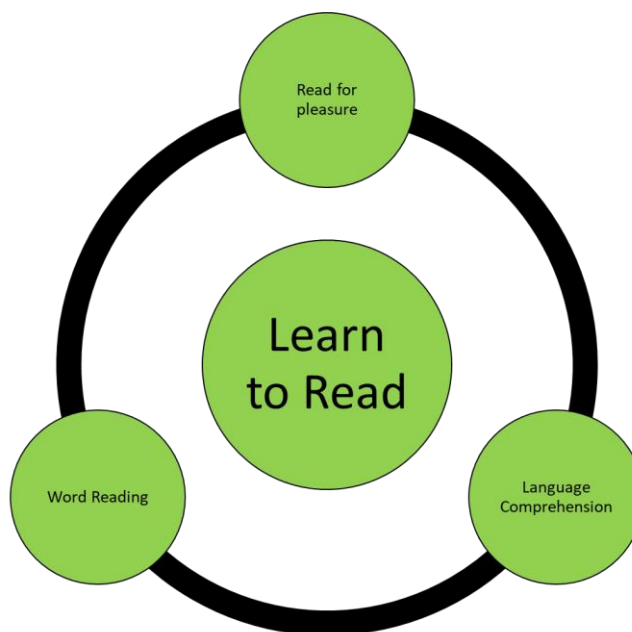
The Simple View of Reading:



The Scarborough Rope model:



At Nigel Bowes Academy we have developed a concept model showing how we teach reading and how our children learn to read:



Reading for Pleasure - We love to read and we promote a love of reading. We recognise that reading for pleasure has a significant impact on a child's wider personal development e.g. reading can reduce stress, promote empathy, fire imagination and stimulate memory.

Language Comprehension - the way in which we make sense of words, sentences and the wider language we hear or read.

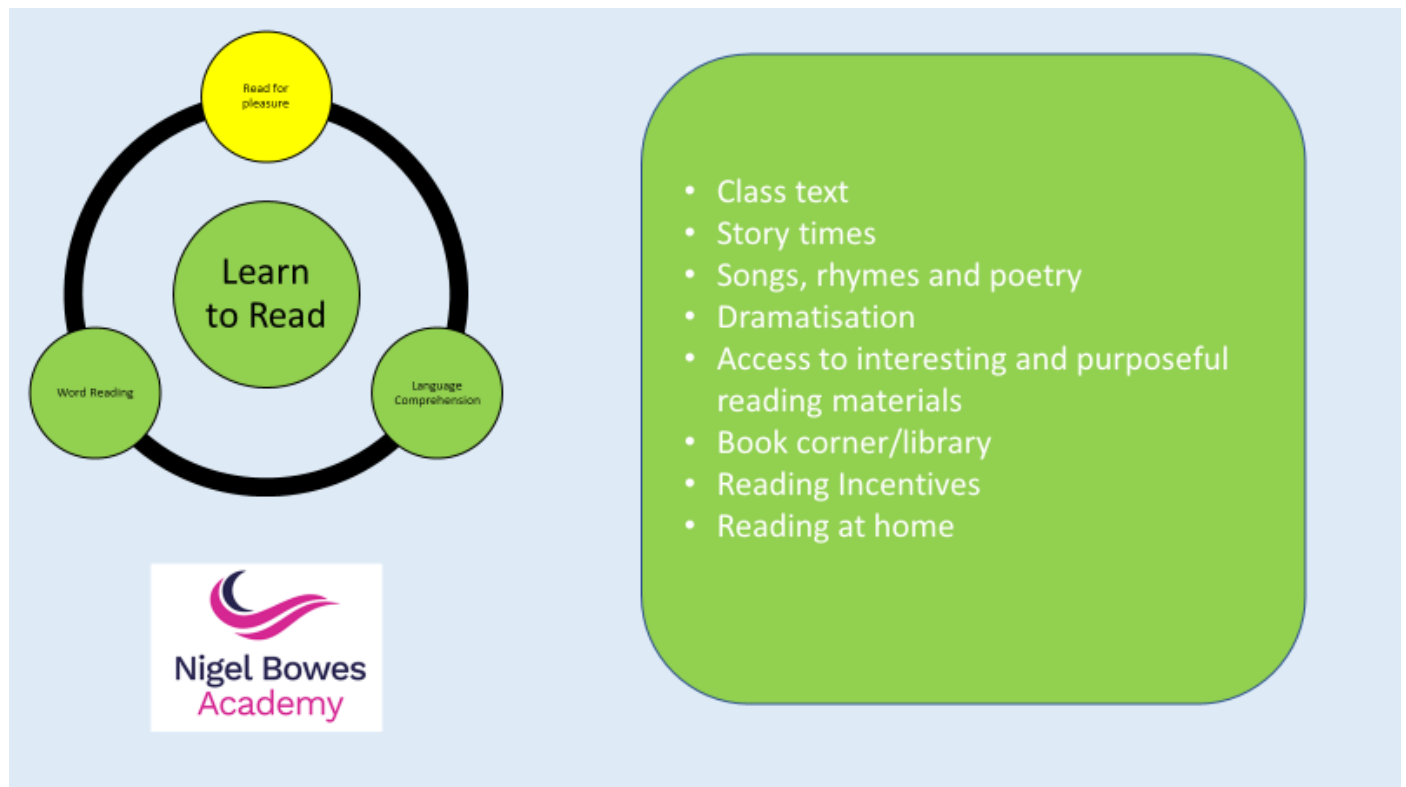
Word Reading - reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together.

The reading strategy is implemented with due consideration of the following points;

- The teaching of reading is given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general. Reading and books are at the centre of the curriculum.
- The development of reading cannot be seen in isolation from writing or speaking and listening. The best readers are the best writers - we read as writers and write as readers!
- Our reading strategy is based on the latest research and best practice observed with an emphasis placed on constant review (effectively using the assess, plan, do, review cyclical model). Staff engage in continuing professional development to ensure practice is up to date.
- We strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way (introducing good quality books, from a variety of cultures and in a range of different styles and formats)
- All children can learn to read and every teacher is an advocate for reading.
- Reading is pleasurable. We promote the love of reading.
- Parents/carers are a key stakeholder in the teaching of reading.

How reading is taught and skills applied:

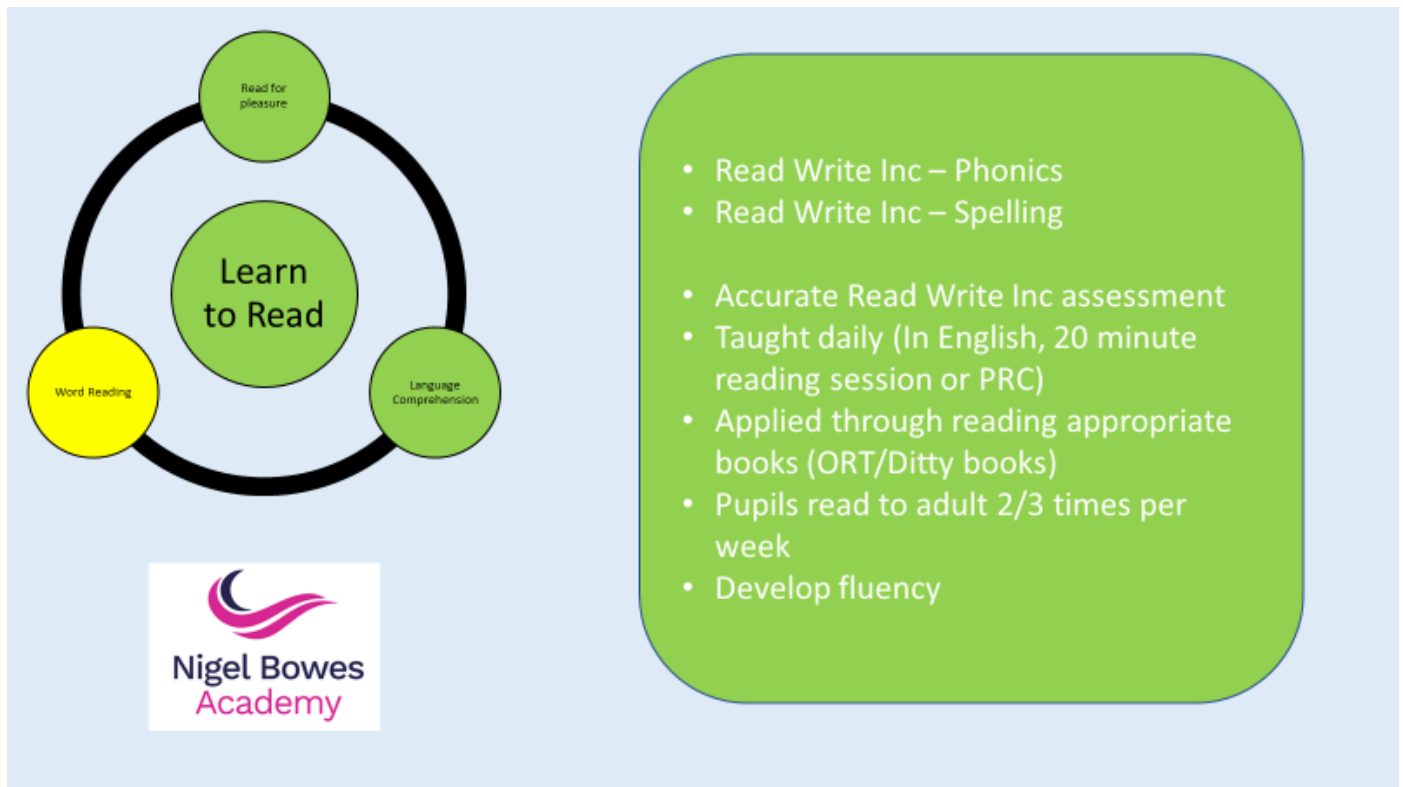
Reading for pleasure



- **Class text** – Each class has a class reader linked to the half term humanities topic and is chosen to engage pupil interests/motivation.
- **Storytime** – Classes have the opportunity to hear adults and peers read a range of fun and exciting stories.
- **Songs, rhymes and poetry** is a regular feature of lessons across the curriculum.
- Stories and books are **dramatized**. Role play and drama is used to enhance reading pleasure.
- **Access to interesting and purposeful reading materials** – Text used to apply reading skills are carefully chosen for motivation and are effectively pitched at pupil ability.
- Class rooms have engaging **book corners** and displays are carefully designed to support the learning and application of reading skills.

- **Reading Incentives** – reward schemes, events and activities are planned at a whole school level to support reading enjoyment.
- **Reading at home** – Parents are supported to aid their children with reading at home.

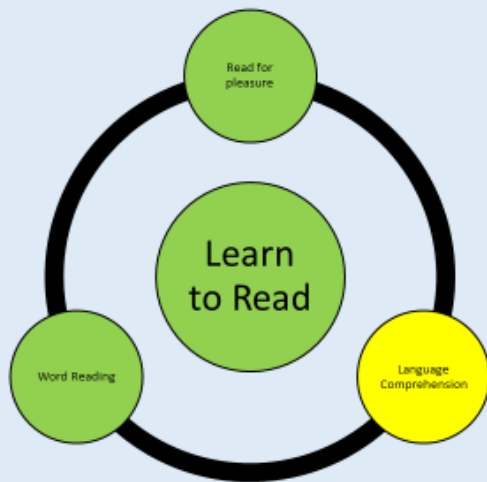
Word Reading



- Read Write Inc – Phonics
- Read Write Inc – Spelling
- Accurate Read Write Inc assessment
- Taught daily (In English, 20 minute reading session or PRC)
- Applied through reading appropriate books (ORT/Ditty books)
- Pupils read to adult 2/3 times per week
- Develop fluency

- Sight recognition, decoding, encoding (spelling) and phonological awareness are taught as part of word reading skills.
- Phonics is taught using **Read Write Inc** (Phonics, Spelling and Fresh Start).
- Children’s sight, recognition, decoding skills and phonological awareness is assessed accurately using the **Read Write Inc assessment**. This enables staff to accurately pitch the learning according to pupil ability.
- Phonics is **taught daily** (as appropriate by stage and ability).
- Phonics skills are **applied and enhanced** through the reading of Oxford Reading Tree and Ditty books matched to ability.
- Pupils **read to an adult 1-1 2/3 times a week**. They read daily during whole class/small group shared text sessions.
- **Develop fluency** - Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain’s resources are available to focus on lifting the meaning from the page: connecting the words, sentences and text.

Language Comprehension



- Vipers/Totally Pawsome Gang – Comprehension strategies
- Word Aware approach – Vocabulary
- Word rich environment
- Developing talk and talking about books
- Listening
- Stories, rhymes and songs

- **Comprehension strategies** – We teach the VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Sequence/Summarise) as comprehension strategies. For the younger pupils we teach VIPERS through The Totally Pawsome Gang.
- **Word Aware Approach** – We use a word aware approach to ensure the effective teaching of vocabulary throughout the curriculum.
- **Word Rich Environment** – Children will read anything that they can access. The environment at Nigel Bowes is carefully considered to aid reading comprehension.
- **Talk about books** - The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write. Talk about books and stories has particular advantages in developing vocabulary and understanding of what is read.
- **Listening** – Opportunity to listen to stories with reading effectively modelled is critical to the development of reading.
- **Poetry and Rhymes** - Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, teachers can build children’s strong emotional connection to language.

When we teach reading:



Our love of reading is evident everywhere within the environment of Nigel Bowes. We teach reading:

- **During 5 x 45-minute English lessons** – English lesson core focus is Writing, Spelling, Punctuation and Grammar. We write as readers and read as writers meaning that reading skills are taught and applied during English sessions alongside writing skills. Where appropriate daily phonics sessions may be taught during English lessons.
- **During 5 x 20-minute reading sessions** – Every day after morning break classes have a 20-minute reading session. This may include (class need dependent) 1-1 reading, group reading, phonics sessions, VIPERS activities or story time.
- **During 2 x RPC (Reading, Phonics, Comprehension) lessons** – Two forty-minute lessons are timetabled to teach a combination of word reading and language comprehension skills.
- **By supporting Parents/Carers to read with pupils at home** – Advice and guidance is offered to support parents to help their children enjoy reading at home.
- **Around the Curriculum** – Reading skills are applied across all curriculum subjects and vocabulary is taught using the Word Aware approach.
- **Speaking and Listening** – Reading is developed through spoken language. Our Personal Development curriculum promotes social development and the development of speaking and listening skills.

Reading Intervention

Progress and attainment in reading is carefully monitored at Nigel Bowes against age-related expectations and national curriculum progression of skills.

Where children are behind or making limited progress, we have a range of intervention strategies. These include but are not limited to:

- Fresh Start phonics (Read Write Inc program for year 4/5 who are behind ARE).
- HLTA additional support/1-1 intervention.

Impact of our Reading Strategy:

By the end of KS2 we aim for our children to:

- Have decoding skills that are secure and hence vocabulary is developing;
- Become independent, fluent and enthusiastic readers who read widely and frequently;
- Develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently;
- Develop their knowledge and skills in reading non-fiction about a wide range of subjects;
- Justify their views about what they have read.
- Have a love of reading that feeds the imagination;
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live;
- Have a developed vocabulary beyond that used in everyday speech;
- Understand nuances in vocabulary choice;
- Understand age-appropriate, academic vocabulary.