

Strelley Academy Reading Protocol.

'The more you read the more you'll know, the more you learn the more places you'll go.'

Reading is at the heart of all we do in the classroom and around school. At Strelley we will:

1. Implement an approach in the Early Years and beginning of Key Stage One that:
 - Focuses on the early building blocks for reading.
 - Supports language and vocabulary development
 - Recognises the importance of decoding
 - Is led by a Phonics leader who supports, advises, and assesses the impact of the phonics teaching.
2. Use a systematic approach to early reading across the whole school.
3. Create an atmosphere across the whole school that:
 - Develops a love of reading
 - Promotes a talk-rich, book-based environment to support the ability to understand words and grammar, to use imagination and to develop speech.
 - Develops reading for understanding.

Teaching of Reading:

- 1) Structured phonics delivery, using **Little Wandle: Letters and Sounds** for every child in foundation and year one.
- 2) Those pupils who require further support with their phonics in years 2 to 6 will receive Little Wandle: Letters and Sounds Rapid Catch-up teaching.
- 3) Each child has a book or books to read individually:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonically matched books		All pupils	All pupils	Pupils requiring catch-up phonics or extra fluency practice	Pupils requiring catch-up phonics	Pupils requiring catch-up phonics	Pupils requiring catch-up phonics	Pupils requiring catch-up phonics
Other targeted reading books					Pupils above phase 5 phonics BUT working Below Age Related Expectations in reading			
Reading for Pleasure – pupil choice	All pupils	All pupils	All pupils	All pupils	All pupils	All pupils	All pupils	All pupils

*For those children who are not yet reading fluently the Reading for Pleasure book to be shared with adults in school and at home.

4) Whole class reading lessons:

Book of the week in EYFS – oral comprehension skills using a Reading for Pleasure book.

KS1 – Year 1 and 2 – Three reading sessions a week as part of Little Wandle: Letters and Sounds

KS2 – themed reading which includes fluency practice (*accuracy, automaticity, prosody*), vocabulary building (including specific tier two and three teaching) and comprehension (*question, predict, clarify, summarise and activate prior knowledge*).

- 5) Linked reading within topic and writing projects, where appropriate.
- 6) Assessing reading development: phonics screening, NFER assessments, Herts4Learning YARC, fluency rubrics, Reading Plus individualised assessments.
- 7) Interventions: **Little Wandle: Letters and Sounds** rapid catch up plus additional bespoke interventions as required through Learning Plans, Herts4Learning Reading Fluency project
- 8) Teachers modelling fluency through **daily** whole class novel.
- 9) Those children who are **within the lowest twenty percent of readers in each year** will be heard read in school at least three times a week, which may be part of class reading sessions.

Motivation to read for pleasure

Teachers should know books.

Raising the image of reading in the school – reading assemblies, author visits, hearing the class novel **daily**.

Reading incentives – free books.

Involving parents (Boom Reader, reading breakfasts, adult library.)

A reading for pleasure session each Friday, where children from upper Key Stage 2 share their reading with those in lower Key Stage 2.

Access to high quality books from the Reading for Pleasure book spines.

Becoming immersed in books – the reading environment

Books in classrooms and library easily accessible.

Reading corners with books front facing where possible.

Display of year group's 100 books in every classroom, pupils able to advise others.

Book talk encouraged.

Class novel every day – teachers bringing texts alive.

Classroom doors sharing what the class is reading.

Themed reading in KS2:

Four sessions a week – with a linked theme over two/three weeks. This theme could be linked to topic, science, text type or school and British values. Each week has the same structure.

Children need a copy of text each – this text needs to be kept for the week.

➤ Day one:

Vocabulary. Pre-teach tier three and two vocabulary meaning in context, with actions. Children are not asked their meaning until has been explicitly taught.

Modelled read by teacher at end of session, pupils do not have the text. They raise their reading ruler and/or complete actions when they hear the vocabulary words.

Day 1: Vocabulary:
These are the words we will learn.

hurricane lamp	dissuade
elk	Tsar
Imperial Army	Insolent
whittling	underbite

Hurricane Lamp (noun)

Definition: an oil lamp with a glass chimney which protects the flame, even in high winds. .

Synonyms: lamp, Davy lamp, oil lamp



Where's it from? From the word hurricane meaning a large and violent storm.

Font is Sassoon. Colour is green for definition, blue for synonyms, red for antonyms if appropriate, purple for etymology.

➤ Day two:

Fluency lesson with vocab retrieval games as a starter, recapping vocabulary.

Teacher reads the text whilst children listen, following along on their text with their reading ruler, text mark vocabulary shared previous day and any further vocabulary to discuss.

Repeated reading for fluency. **ALL children read text a minimum of two times.** Children annotate text if needed. Children use reading ruler so that adults can easily track where the pupil is in their reading. Teachers 'tap in' during this reading – listening one to one with pupils. This is where you can explicitly teach elements of reading e.g. using punctuation etc. Vocabulary words are displayed on the whiteboard throughout the lesson.

If text length allows pupils to rehearse one section of the text for reading if appropriate.

CLOSING THE READING GAP WHOLE CLASS READING APPROACHES

DESCRIPTION OF READING APPROACH	POTENTIAL BENEFITS	POTENTIAL LIMITATIONS
Teacher-led whole class reading The teacher reads with the appropriate degree of fluency (pace, expression, stress and intonation). Typically, explanations and questions are interspersed during reading, alongside checking vocabulary and monitoring comprehension etc.	- The teacher models fluent, expert reading - The teacher can plan to concisely explain vocabulary, ask questions, or offer clarifications, during the act of reading - The teacher can more specifically correct the task	- Pupils do not gain the opportunity to develop their own reading skill or fluency explicitly - Pupils could be prone to distraction and passivity - Less skilled readers may struggle to follow the text and listen to the reading simultaneously
Whole class reading: pupils selected to read individually in 'round robin' style The teacher selects individuals to read (this can be at random, or with individuals selected – which could significantly influence the impact of the approach)	- Pupils practise their reading skill - Teachers can assess pupils' reading skill and fluency - The teacher can more specifically correct the task, naming individuals, posing questions etc.	- Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher - Some pupils may feel inhibited regarding reading in front of their peers, hampering their performance and fluency - Pupils are not exposed to an amount of practice that would likely enhance their reading skill
Choral reading With an appropriate passage from a text, the teacher and pupils read in unison. Alternatively, the 'whisper' approach – drawing even-voiced readings – calls for the class to be divided into two or more groups, with each group being responsible for different parts of the text	- Pupils practise their reading skill - Pupils can develop an awareness of reading with the appropriate pace and intonation - Less skilled pupils can develop confidence and fluency, perhaps less inhibited by reading along with a group	- Some pupils may feel inhibited to read in this manner in front of their peers, limiting their practice - Pupils could be prone to distraction and passivity during such a group activity, not really reading with the group - A focus upon the reading performance may prove a distraction from attempts at comprehension
Paired reading Pupils are arranged into pairs and read to one another. This can be in a format which alternates, paragraph by paragraph, or page by page.	- Pupils practise their reading skill - Less skilled pupils can develop confidence and fluency. Pupils are assigned clear roles and goals within their reading. There is a shared responsibility - The teacher can assess pupils' reading skill and fluency	- Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher - Pupils could be prone to distraction during such a group activity - A focus upon the reading performance may prove a distraction from attempts at comprehension
Repeated reading Repeated reading is used with very young children and with mature pupils alike as a way to consolidate comprehension. Re-reading is often guided e.g. a second read to explicitly identify evidence for a causal argument in geography	- Pupils practise their reading skill - There is some evidence that repeated reading can enhance comprehension (especially if modelled first by a teacher or exemplar audio) - Less skilled pupils can develop confidence and fluency - Teachers can assess pupils' reading skill and fluency	- Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher - Pupils could be prone to distraction and passivity, as they do not understand the value of repeated practice - This strategy requires more curriculum time, which may or may not compromise curriculum planning - Some pupils may lack the strategies to learn from re-reading e.g. scanning for specific information on a repeated read etc.
Individual, silent reading Pupils read individually and independently	- Pupils practise their reading skill - Less skilled pupils can develop confidence and fluency, without interacting with their peers - The teacher may be better able to assess pupils' reading skill and fluency on an individual basis	- Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher - For less fluent readers, independent reading is likely to be highly challenging - Some pupils may lack the strategies to monitor their comprehension e.g. re-reading or scanning for specific information - Pupils could be prone to distraction and passivity

Shalun, T. (2019) Is silent silent reading really that bad? Accessed online at: www.dorlandonline.com/blog/is-silent-silent-reading-really-that-bad

Routledge
Taylor & Francis Group

Day 2: Recap Vocabulary

Teacher Eyes:

My turn: I am going to read to you the text. Pupils raise their reading rulers etc to show the vocabulary words. Pupils listen for accuracy, intonation and prosody.

You turn: Each pupil reads their own copy of the text. This can be paired reading if needed but mainly individual reading – all out loud. Teachers 'Tap In' as they walk around the room. Reminding pupils of fluency expected, asking to take notice e.g. punctuation being missed.

Read again – children highlight vocabulary from vocabulary list and any further vocabulary they do not understand. This can also include over reading one section of the text to increase fluency etc or reading theatre.

IMPROVING LITERACY IN KEY STAGE 2

Reader's Theatre

The Reader's Theatre is a whole class reading strategy. The teacher reads a text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 1: Adult as model

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 2: Echo reading

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 3: Text allocation

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 4: Repeated choral reading

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 5: Close reading

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 6: Text marking

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 7: Practice

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 8: Partners

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

Step 9: Reflect

The teacher reads the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class. The teacher then asks pupils to read the text aloud to the class.

➤ Day three:

Reading strategies for deepening understanding- This lesson is a questioning session. *question, predict, clarify, summarise and activate prior knowledge – questions. Draw it, diagram, put in order, visualisation.* Discuss sections of the text or the whole text.

Day 3 – Question – Predict – Clarify – Summarise – Activate Previous Knowledge

Starter: Recap vocabulary – give definitions, print for back of books and children write the words in. Stuck in books.

Meaning	Word
You write definitions in here.	Children write in the word.

Day 3 – Question – Predict – Clarify – Summarise – Activate Previous Knowledge

Discussion around these themes

Activate prior knowledge

What did you already know about this topic from our previous work in class?

Choose 3 words or phrases of the text and make links to prior learning

Question

What does the author...

Clarify

Annotate 2-3 parts of the text to clarify or ask questions about.

Predict

What might happen next?

Summarise

Summarise each paragraph using only 3 words or images (group or partner work to share the text)

➤ Day Four - Reading strategies – explicit modelling of questions and answers using question stems. Each term will see a gradually withdrawal of scaffolding and modelling. *Recording in English books. READING VOCABULARY: THEME* (Class novel in allocated time at the end of the day. This may include the linking all texts together – e.g. comparing and contrast, summarising.

Thursday 6th June

Reading Comprehension – WW1 poetry

- 1) What cause have the soldiers died for?
- 2) Find and copy one word which means enemy.
- 3) Give three things that show the men were most likely healthy.
- 4) Find and copy a word which means mix with others.
- 5) In the poem it says: "as the stars are known to the night." How does this show that people will remember them?
- 6) How long does the poet say the fallen will be remembered?
- 7) Give two things the poet says that the fallen will not be able to do now they are gone.
- 8) Who do you think this poem is written for and why?
- 9) What does the poet mean by England's foam?
- 10) Do you think the poets were right to write about war and why?
- 11) Which poem do you think is more realistic about the war – For the Fallen or Dulce et decorum est? And why?
- 12) Which poem do you prefer and why?

➤ Day Five - Reading for pleasure.

Children read any books they would like to – set up the fire on the whiteboard, cushions out, children read with whoever they would like to, put large books on the floor, children from year 6 and 5 may support year 4 and 3 when appropriate. Book talk, discuss authors, share with friends book choices etc. Encourage book talk in these sessions.

Day 5 - Reading for pleasure.

Children share books.

Children give suggestions.

They may read the same book together.

They may create groups together to discuss the same book they have been reading.

This may be in the library or in the classroom. Children do not need to stay at their seats for reading for pleasure.