Yorkmead School

Reading at Yorkmead

September 2019

Review Date September 2020

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

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:

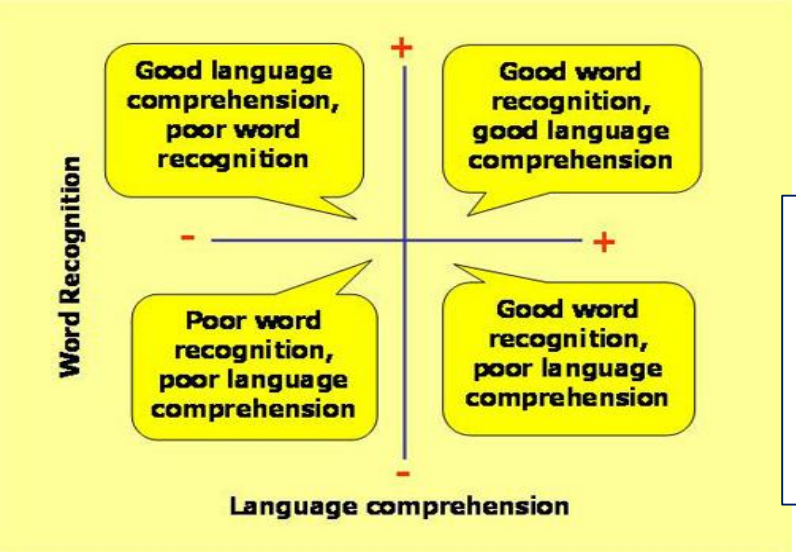
All children should be able to:

- 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.

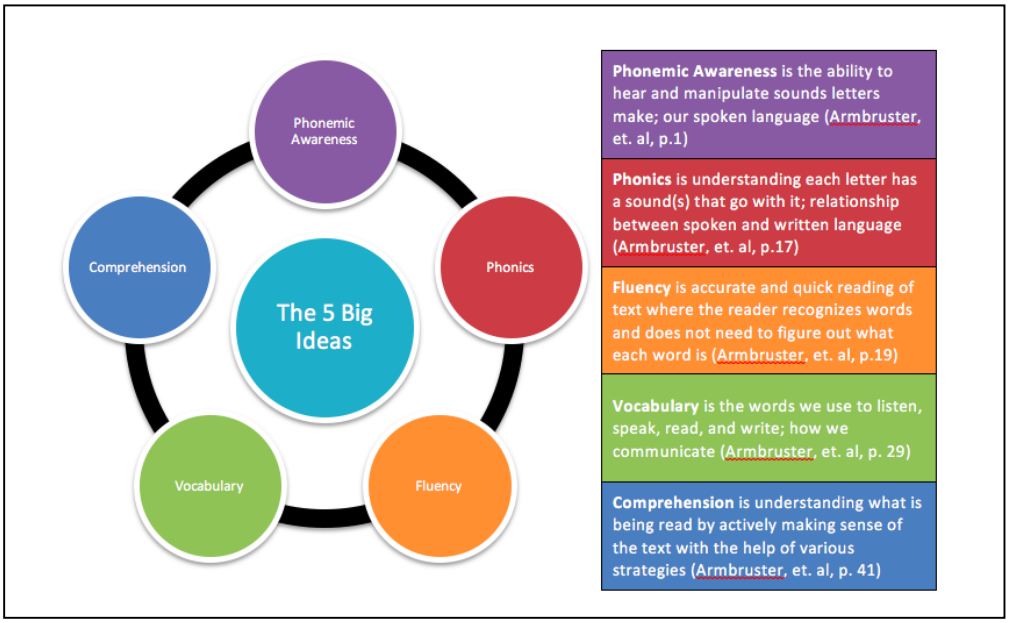


Children with poor language comprehension, benefit from shared reading comprehension.

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 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 reading 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 and 2, **Guided Reading** sessions take place in all classes for 25 minutes before or after morning break. During this time, children work on developing their reading skill and comprehension, with a whole class approach. In key stage 1, we continue to read aloud to develop children's listening comprehension. As children become more confident readers, they read the text alongside the teacher and their peers.

The Skills of Reading Comprehension

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

- 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.

Reading Lessons

In both key stage one and two classes, an additional reading lesson is planned for. The purpose of these lessons is to teach the skills of reading and 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.

What should a whole class comprehension or reading session should look like?

- Activate prior learning related to the text.
- Whole class shared reading of the text with the teacher as the leader.
- 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
- 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 Letters and Sounds for the teaching of Phonics, supported by the use of Jolly Phonics and Phonics Bug.

In EYFS and key stage 1, we use the Pearson Bug Club reading scheme to support the teaching of early reading, this also includes 'Phonics Bug' and 'Comics for Phonics'.

In key stage 2, we use Bug Club, supported by Rigby Star Navigator.

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).

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 Assertive Mentoring 1:1 Verbal Assessments TWINKL Assessments (HA children may start these in Spring term if ready) NfER assessment	Autumn 2, Spring 2 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

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