

Astrea Academy Sheffield

The Teaching of Reading



Reading

Developing a passion for reading, from day one.

At Astrea Academy Sheffield, we want to foster a lifelong love of reading by exposing our children to rich and exciting texts across the entire curriculum. We believe reading opens up a new world for children, allowing them to explore new places, meet new people and gain a clearer and more in-depth understanding of the world around them.

Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers.

Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.

Our teachers act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature and deliver all reading sessions with passion and enthusiasm, instilling a love of reading into our pupils.

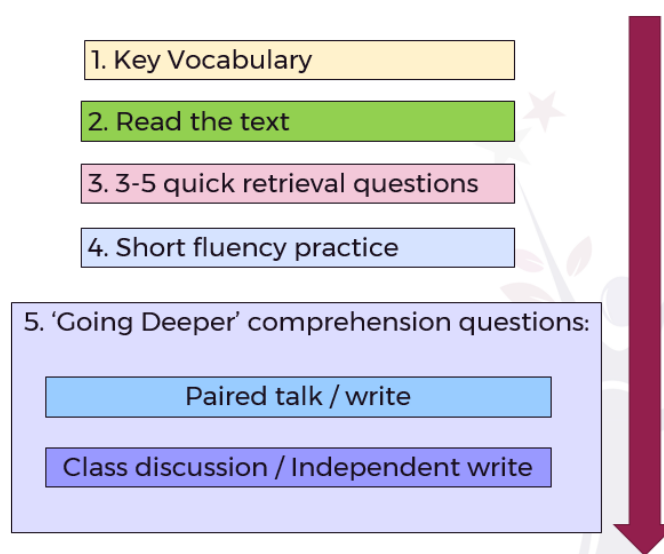
Our Reading Curriculum is made up of the following:

- Phonics and early reading (see RWI policy)
- Novel and short Extract Reading
- Reading for Pleasure
- Reading Across the curriculum
- Developing a Culture of reading

Reading Comprehension

Our reading curriculum focusses on a range of short extracts/chapters that have been specifically selected to build on prior learning and support reading across the curriculum. The long term reading plan also enables teachers to ensure the breadth and coverage of text types being taught within reading, including narrative, non-fiction and poetry. Children are encouraged to take the book home for home reading if they enjoy the extract.

The teaching sequence for lessons is below



ACTIVATE BACKGROUND KNOWLEDGE AND PREDICTION

Before beginning any chapter, page or text, it is essential to find out what our pupils know about the topic. We cannot expect our children to have the background knowledge of all books we read, but it is crucial that if we are talking about a specific topic, we have first checked what our pupils already know or don't know. Texts are chosen based on subjects covered in previous/current years, school values, PSHE, and seasonal events

READ THE TEXT

Read the text starts with the teacher reading the focus passage or text. This is a perfect opportunity to model fluent, accurate reading. These sessions should be discussion based, stopping to talk through language or happenings within the text. Children may be asked to draw what they can visualise/what words meant to them. As children become more used to these sessions and begin moving through school, children are then able to take on the role as the reader; stopping and asking other pupils about specific vocabulary or word choices. This will build fluency, and make children more aware of what is being read and what it means to them.

VOCABULARY

Possibly one of the most crucial skills of reading. Vocabulary. The thing that underpins all understanding within a text for children. Tier 1 vocabulary should be focused on in EYFS and Tier 2 in Y1-Y6. This is modelled at all times by staff.

Remember:

Children who are behind in their language development at age 5 are six times less likely to reach the expected standard in English at age 11. (DFE, 2017)

Children with poor vocabulary do well with reading up until the age of 8 and then drop rapidly simply because they do not have the vocabulary. (Hirsch 2003)

- Symbol: link it to visual
- Phonology (sound): clap, rhyme, initial sound, say to partner
- Semantics: meaning (Collins Cobuild dictionary www.collinsdictionary.com)
- Sentence: put it into a sentence
- Action: act it out
- Song: song or rap
- Washing line and word pot: write it to go on the washing line and in the word pot

This focus gives children the opportunity to build their repertoire of words. A text extract is provided and a range of different vocabulary activities take place. Using dictionaries to find definitions, Word, Wise Whizz, word and picture match, synonym activities, language games. These are all created in school, by teachers. Modelling Tier 2 language at all times is key.

Within these sessions, the opportunity to clarify should also be focused upon. For example, children are encouraged to read around a word they are not familiar with to try and clarify it. Before checking in a dictionary.

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RETRIEVAL

This section requires the teacher to set 3-5 retrieval questions for children to answer under timed conditions. These questions should be designed to check the children's understanding of the important aspects of the story. Children are required to effectively navigate the text, as well as finding and recording answers. These tasks can be done in pairs or as individuals.

FLUENCY

Fluent readers can read at an appropriate pace, accurately with appropriate stress and intonation. Children are required to mark up the text and are encouraged to listen for pauses and emphasis to help them comprehend what they are reading. The following code applies:

/for pause

___ for emphasis

This section focus solely on giving children the opportunity to develop and practice fluency, using techniques shared in training. Activities such as modelled, echoed, re-reading, paired with a purpose, my turn, Your Turn, choral, repeated reading etc should be used to develop fluency. Focus is put on expression, intonation, punctuation and is modelled by the teacher.

This stage is vital - children's comprehension will not develop until children can read a text to themselves fluent

GOING DEEPER - COMPREHENSION

This section is both Verbal and written with teacher's alternating as appropriate between:

Paired talk
Paired write
Class discussion
Independent write.

Sessions include opportunities to model, 'The Answer' where a question is focused on and teachers verbally talk through their thought process in answering the question.

During all comprehension sessions, the reading domains for KS1 and KS2 are used. All questions will contain a reading domain abbreviation to ensure coverage of all question types. A variety of question types are also used to ensure children understand how to answer these questions. These are recorded in the children's books

These sessions are a mixture of teacher lead and child lead. We teach our children three key things:

1. What is this question asking of me?
2. How do I approach answering this question?
3. Are there any clues in the text to help me?

We use an approach of point, evidence, explain (evidence) to support children in answering more complex questions.

Reading for Pleasure

The end of day read is an important way that we can model our enthusiasm for reading and for books and create excitement around reading a good book. All year groups across school will spend the last 20 minutes sharing a class text that has been selected from the reading spine. The purpose of this is for reading for pleasure. Children can sit comfortably and enjoy becoming immersed in a class novel. All classes have a class vote to decide on the next class story.

The University of Nottingham states that there are many benefits to the 'end of the day read' including:

- Encountering new words and enriching vocabulary – you experience words that would almost never come up in conversation.
- Children can enjoy and understand texts beyond their own reading ability.
- Enhances imagination and observation skills
- Improves critical and creative thinking skills
- Expands a student's general knowledge and understanding of the world
- Empathy is developed as they make connections with the experiences of the characters in the text and with each other
- Fluent, expressive reading is modelled
- Conditions the brain to associate reading with pleasure

A Culture of Reading

Developing a culture of reading at Astrea Academy Sheffield is fundamental to the progression of the children not only in reading but across all other subjects. In classrooms teachers will place a high value on books and reading by;

- Ensuring that the classroom has a well-designed and looked after book corner. All books are forward facing and organized by genre. A range of non-fiction texts linked to current topics, are available.
- Caring for books through the use of school and class librarians
- Finding daily opportunities for children to read independently. Each class has a designated reading for pleasure slot daily. An additional library slot is available for all classes to read independently and/or engage in book talk.
- Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of every day

