Nigel Bowes Academy Reading Strategy

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 children as they move through the key stages and continue their journey towards adulthood. As reading is so important for accessing the rest of the curriculum, ensuring children catch up on their reading is essential. With this in mind the intended aim of our reading strategy is;

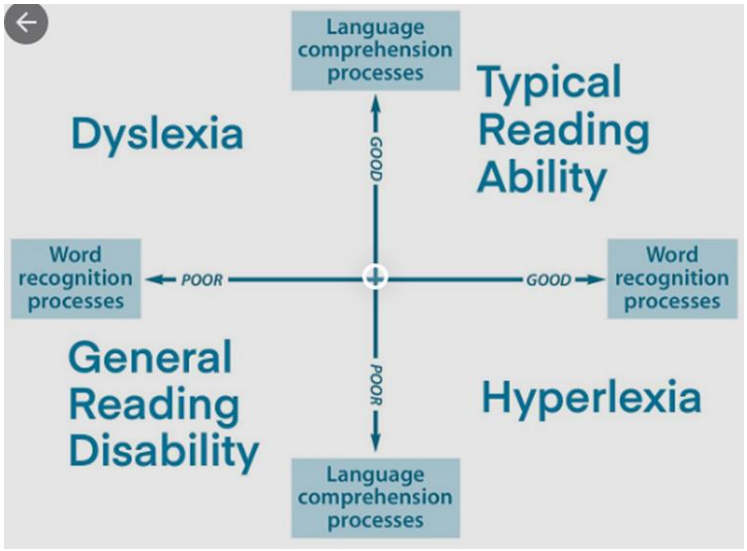
To prioritise reading using a wide range of engaging learning opportunities enabling children to make progress towards achieving their personalised reading goals, foster a love of reading and equip them with the knowledge, skills and attributes needed to become successful lifelong readers.

Our strategy takes account of and is guided by:

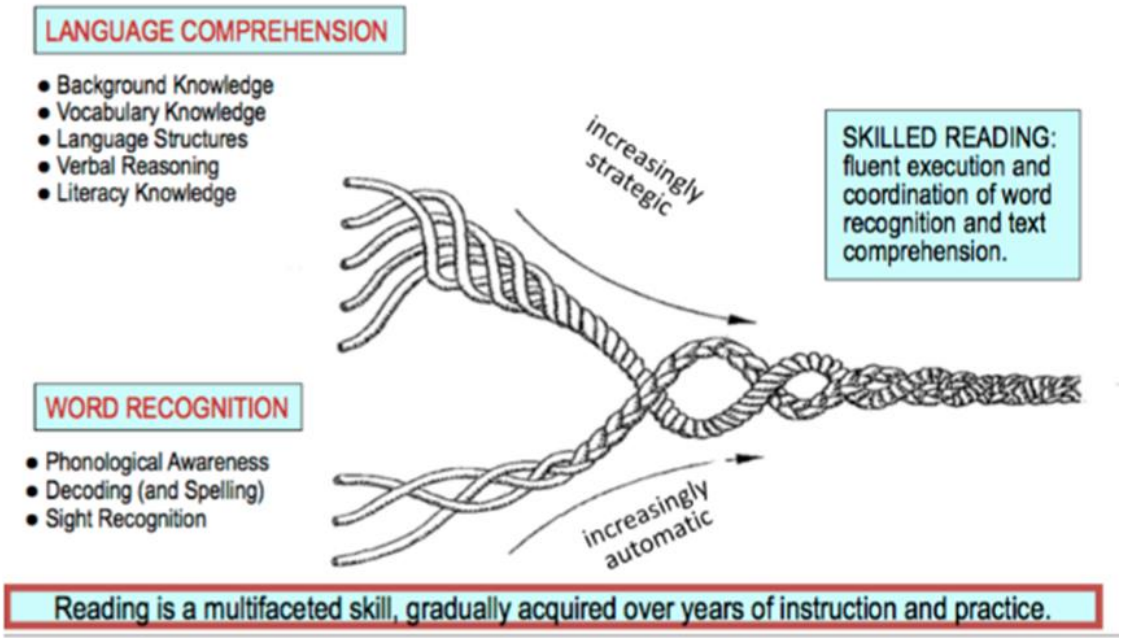
- DFE National Curriculum (2014)
- EEF Improving Literacy at Key Stage 1 V2 (2020)
- EEF Preparing for Literacy (2021)
- DFE Reading framework (2021)
- SEND Code of Practice (2014)

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

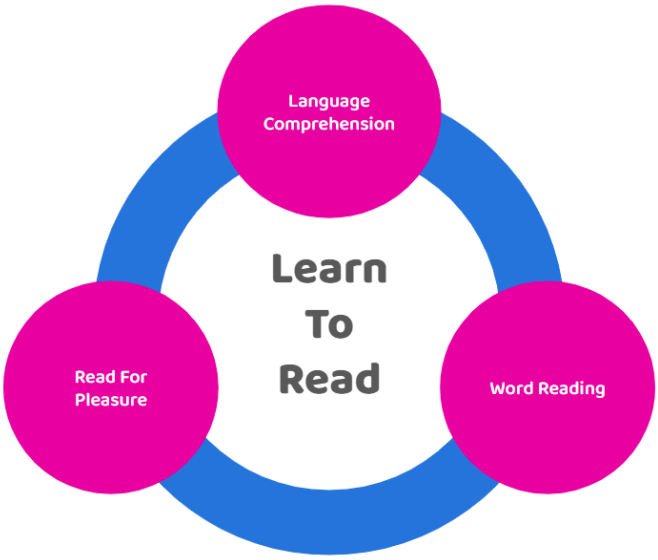
The Simple View of Reading:



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, ignite imagination and stimulate memory.

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

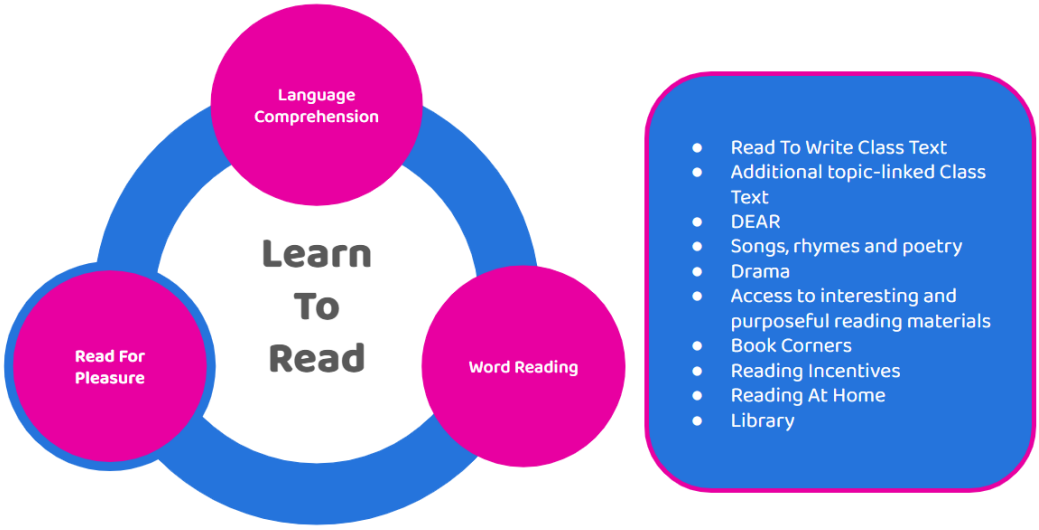
Word Reading - reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together.

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 is 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 children 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)
- Our school library is an inviting and exciting place to be with high quality and engaging texts suitable for all children within the school
- 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:

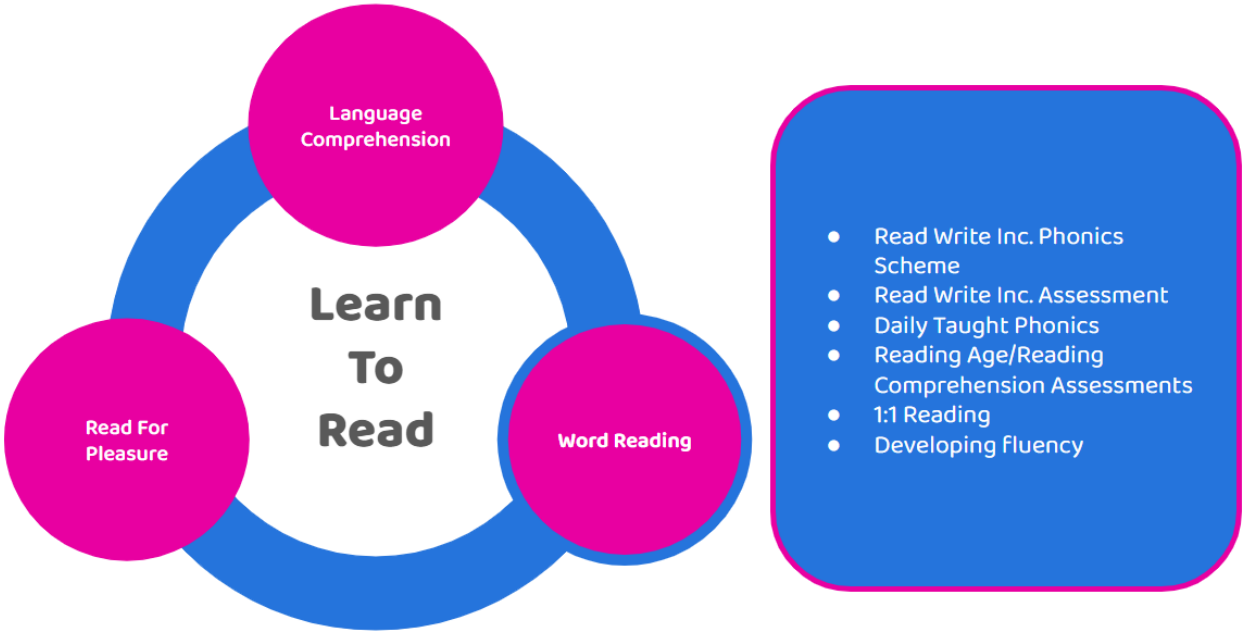
<u>Reading for pleasure</u>



- **Class text** – Each class has a class reader which is read aloud to the class by adults, these texts are generally beyond the own reading ability of the class providing exposure to aspirational language

- **Read To Write Class Text** – Each class has a book linked to our writing scheme 'Read 2 Write'; putting high-quality books at the core of our English lessons.
- **Drop Everything and Read (DEAR)** – Daily DEAR sessions provide children with the opportunities to read for pleasure, this may be hearing adults and peers read a range of fun and exciting stories or enjoying a book themselves
- **Library**- all children have opportunities, at least, once per week to have a 40-minute session in the library. This session is guided by teachers and focusses on reading for pleasure through storytelling, drama and book choice.
- **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 through all curriculum subjects.
- **Access to interesting and purposeful reading materials** – Text used to apply reading skills are carefully chosen for motivation and are effectively pitched at the child's ability.
- **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.

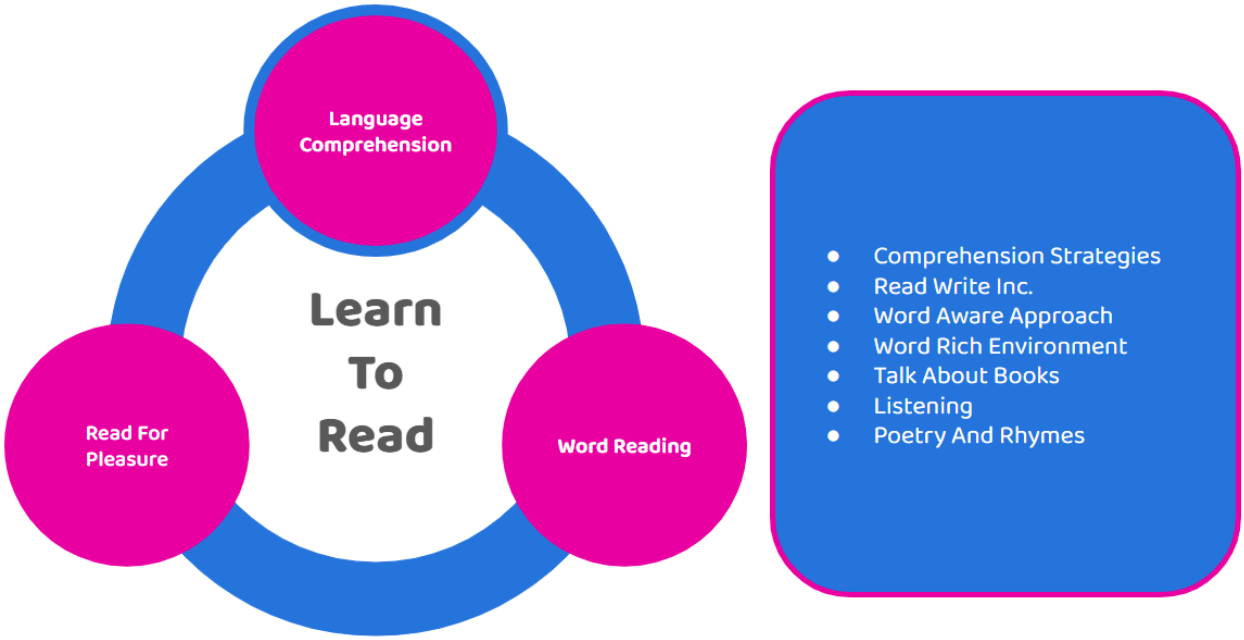
<u>Word Reading</u>



- Sight recognition, decoding, encoding (spelling) and phonological awareness are taught as part of word reading skills.
- Phonics is taught using **Read Write Inc**
- 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 the child's ability.
- Phonics is **taught daily** (as appropriate by stage and ability).
- **One-to-One Reading Opportunities-** All children read 1:1 to an adult weekly with some children reading daily to an adult.

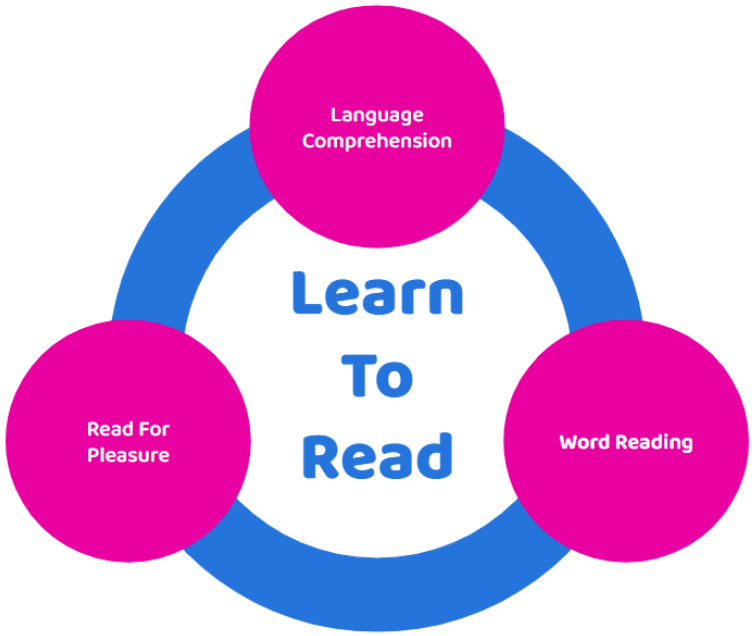
- **Develop fluency** - Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words, sentences and text. Through a literature-rich classroom, children are provided with a number of opportunities to listen to teachers read, and hear what a 'good' reader sounds like.

Language Comprehension



- **Comprehension strategies** – We teach the VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Sequence/Summarise) as comprehension strategies. Pupils following the Read, Write, Inc approach focus on the comprehension skills of retrieval and explanation.
- **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 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:



- 5 x English Lessons
- 5 x Core Skills Lessons
- 4 x DEAR Sessions
- 2 x Reading Focused- Taught Sessions (including Library)
- Parent/Carer Support
- Around The Curriculum
- Speaking And Listening

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

- **During 5 x 40-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.
- **During 5 x 25- minute Core Skills lessons –** Phonics is taught daily for any child following Read, Write, Inc.. In core skills sessions, children practice speed sounds, the formation of graphemes and read their banded storybooks.
- **During 4 x 15-minute DEAR sessions –** After lunch, classes have a 15-minute DEAR session, these sessions may include 1-1 reading, story time or games to build fundamental reading and comprehension skills.
- **During weekly comprehension sessions –** whole class reading lessons teach language comprehension and/or early reading 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. All lessons value the importance of developing oracy skills and teachers work closely with Speech and Language therapists to integrate best practice.

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.
- Have a seamless transition into KS3 where they can manage the general demands of the curriculum in year 7, across all subjects and not just in English.