



Awbridge
Primary School

Reading Guidance

Learning to Read, Reading to Learn



This document provides an overview of how reading is taught across our school. It also outlines our rationale for developing great readers who not only enjoy reading but have highly effective skills that enable them to access a wide range of texts.

Reading Guidance

Learning to Read, Reading to Learn

At Awbridge we are determined that ALL children will learn to read. This is more than just applying phonic knowledge and decoding skills; it requires selecting and analysing information that can be placed together to confirm meaning, commenting on the structures and content of texts, reading fluently and accurately, and knowing when to apply specialised skills, such as skimming and scanning.

Reading is a key aspect of pupils' developing literacy skills and demands high levels of language levels and expertise by staff to ensure successful outcomes. Equally, there needs to be active involvement from the learner who must see the importance of reading and take responsibility for their progress.

Competent reading skills are crucial to enable pupils' learning in other subjects across the curriculum. Our cross-curricular approach reinforces skills beyond English lessons, for example looking at war poetry as part of history work. Equally, the wider curriculum is an essential resource in teaching those reading skills. At Awbridge we balance a systematic but flexible plan to achieve this. Our approach to teaching reading is persistent and consistent.

Encouraging a Love of Reading:



As a school we have a duty to ensure that not only ALL our pupils leave with the necessary skills to enable them to use reading as a vital tool, but that they also leave with an appreciation and love of literature and with a passion for using reading to further their understanding of the world. We want them to see books as the source of a wealth of knowledge. To this end we seek to support children in their reading choices, to respond to their experiences outside of the classroom and to make sure that the reading curriculum is relevant to them. We encourage them to express their likes and dislikes in relation to texts and authors, asking them to justify their opinions. Although we need to teach them the skills of an effective reader, we also need to teach them when to turn this off and enjoy the pleasure of reading itself.

We seek to ensure that pupils have access to inviting texts that are impressive in their range, volume and quality, including texts that are moving images or ICT based. It is vital that children are reading books that are the correct reading and interest level for them and teachers, support staff and the school librarian all work to ensure that pupils are able to read 90% of the text they are working with. As well as reading to adults, pupils are read to on a regular basis, from a range of text types.

Skills of the Awbridge Reader:

To enable the effective teaching, learning and assessment of reading we use the Skills of the Awbridge Reader. These are set out in pupil friendly language to explain the core assessment foci that make up our reading curriculum.

Fact Finder

Understand, summarise, retrieve and record information from texts, including non-fiction.

Reading Detective

Deduce, infer or predict information, events or ideas from text, justifying using the text.

Analyser

Deduce, infer or predict information, events or ideas from text, justifying using the text.

Responder

Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Performer

Show understanding through intonation, tone, volume and action when performing poems and play-scripts.

Reflector

Discuss books read independently and as a group, justifying their views.

In the early stages of reading, the focus for teaching is based on de-coding. When these are secure then the focus can broaden to encompass the complex range of skills. An NFER report noted that inference is the ability to use two or more pieces of information in a text to arrive at a third implicit piece of information.



Assessment:

The assessment of reading is on going, and takes place on a formative daily basis as well as a termly summative basis. Assessment enables the identification of gaps that can then be closed. The main tool that teachers use for the assessment of reading is the reading objectives taken from the English National Curriculum which is broken down into reading skills. These are the basis of 'Skills of the Awbridge Reader' which are used to teach reading skills in KS1 and KS2. Teachers use the objectives to populate the school's tracking programme (Classroom Monitor) for each child.

Assessments are made from a range of evidence sources: listening to pupils read, short answer questions, drama, creative responses, progress against pupil reading targets, reading logs, empathic writing, oral presentations, extended conversations with pupils, reading conferences, pupil response to feedback, reading tests. This bank of evidence enables the teacher to make frequent, on-going considered judgements and at the end of every half term. This is used for the school tracking system and is also reported to parents. Teacher judgements are moderated in team meetings as well as by the English leader and Senior Leadership Team. The English leaders need to know who the weakest or most vulnerable readers are and what is being done about them. In addition, the English leader will ensure that the data produced by staff is used effectively to track achievement.

Reading and Phonics:



At Awbridge we agree with the statement outlined in the national guidance, 'Reading by Six', which states that the foundations for competent reading and writing are laid down from the age of three to seven. Although phonics does not stand on its own for the teaching of reading, it does form a significant part of our teaching of reading in EYFS and Year 1. We use the Read Write Inc. programme as the basis of our systematic and concentrated teaching of phonics.

We believe that this approach is most effective where there is high quality and expert teaching, with staff who have up to date, expert knowledge and who can model excellent pronunciation. The teaching of phonics at Awbridge is fast paced, perceptive and active. Pupils are expected to be fully involved and motivated.

Pupil groupings are responsive to need and the work matched at the correct level. The structure of the programme is personalised to the needs of the children, however there are key consistencies across all teaching. Regular assessments of pupils' understanding of phonics are made to enable rapid intervention where necessary. In addition the national phonics assessment, which is taken in the summer term of Year 1, gives a summative picture of pupil achievement. However, when reporting to parents, and making summative reading assessments, all aspects of reading are taken into account to create a sub-level for each pupil.

Guided Reading:

Guided Reading forms a key part of the reading curriculum at Awbridge School.

Key Stage 1

In Key Stage 1, there is regular timetabling of small group work starting in Year 1 in the Summer term. This work ensures that teachers are able to direct effective questioning, make on-going assessments and target teaching to key groups on a regular basis. It is a vital opportunity to ensure that pupils are developing their understanding of a range of text types, that their reading strategies are secure and to use the language associated with the Skills of the Awbridge Reader. Where possible, the texts used are linked to work from the rest of the curriculum. A variety of text types are used, and both extracts and whole texts are explored.

Key Stage 2

At Key Stage 2, Guided Reading is timetabled as a whole class lesson from between two to three 30 to 40 minute sessions a week. This is a whole class opportunity for pupils to explicitly learn the skills of the Awbridge Reader through a range of learning opportunities. All pupils have access to the same high quality texts, often the class reader or focus English text, with a range of different challenges to allow them to access the work at a suitable level. Emphasis is always given to the skills needed as a reader and to the wide range of reading genres that pupils should be familiar with.

For some Key Stage 2 pupils, it may be appropriate for them to continue with a Phonics programme where to develop phonological awareness and decoding skills.



Accelerated Reader in Key Stage 2

Once pupils become more fluent and confident readers at Awbridge, they move on to using Accelerated Reader, our sophisticated online reading programme. All children in Key Stage 2 use Accelerated Reader with some children starting as early as Year 2 depending on their reading fluency and understanding.

Some pupils will complete the Accelerated Reader programme and will therefore have an opportunity to move on to a wider range of 11+ books to allow pupils to develop their breadth of reading and responses to a wider range of different genres.

Additional Reading Support:

We recognise that not all children will progress with their reading development at the same rate. Where needed, a range of interventions are put in place, co-ordinated by the Inclusion Leader; these include additional phonics work, daily reading, precision teaching and Catch up Literacy. The impact of interventions is measured over the course of instruction and ratio gains are used to check the effectiveness of the chosen strategy. In addition there is a summer holiday reading project which is designed to prevent the summer dip; parents are involved in this process and gains in the child's reading age over the duration of the 6 weeks are measured and shared with home.



Home School Partnership:

At Awbridge we seek to involve parents in the reading development of their child. From their entry in Year R, pupils are sent home with colour-coded reading books to share with family members.

All pupils from Year 1 are given reading diaries. Reading diaries serve to maintain a dialogue between parents and school staff about their child's reading. Parents, pupils, parent readers and staff are encouraged to record any independent or 1:1 reading they do in their reading diaries.

Reading diaries are frequently monitored to encourage pupils to develop good reading habits at home and at school.

Parents are given regular updates as to the progress their child is making at the end of each term as well as at parent consultation evenings. Further support and guidance for parents is given through reading workshops. Many parents also choose to come and work in school to support the reading of other pupils.