

Jerry Clay Academy



English

Reading

Updated September 2022



Introduction

The teaching and learning of English are fundamental to ensure every pupils' success as a life-long learner, and citizen of the world. Reading, Writing, Speaking and Listening skills are explicitly taught at every phase of a pupils' education and it is paramount that children make a positive start at Jerry Clay Academy. Developing reading, writing, speaking and listening skills discreetly, in English lessons, as well as embedding these within all curriculum subjects is vital. Jerry Clay Academy recognises this and provides opportunities through our curriculum model, incorporating carefully chosen 'core texts' through which to teach reading and inspire writing outcomes, that help our children cultivate a love of English language and literature. Our reading spine ensures curriculum coverage, as well as genre coverage, and a love of learning – across the curriculum - through story and information texts.

Our aim is to ensure that, by the end of their primary education at Jerry Clay Academy, all of our pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education as well seeing themselves as a reader who enjoys reading for choice, pleasure, interest, challenge and enjoyment.

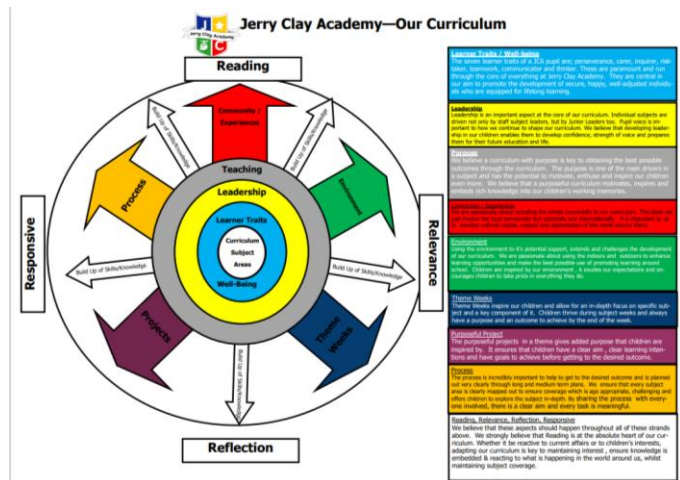
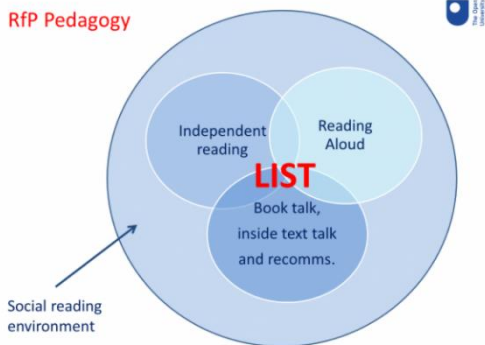
1.	JCA ensures reading is central to the curriculum.
2.	All adults are teachers of reading.
3.	Reading is prioritised to ensure the very best start. A robust, systematic synthetic phonics programme is place, alongside effective early language development and the central development of stories, songs & rhymes.
4.	Pupils read a broad range of excellent literature.
5.	We recognise that reading aloud is one of the most valuable activities an adult can do.
6.	We prioritise a vocabulary rich culture.
7.	We have a systematic approach to supporting comprehension development.

Our main aims for Reading are:

1. JCA ensures reading is at the centre of the curriculum

At Jerry Clay Academy we regard the teaching of Reading at the centre of everything we do. Reading forms a pivotal part of our curriculum model:

RfP Pedagogy



As a consequence of our passion, we are a DfE English Hub and were awarded model school status four years ago for the teaching of early Reading.

Our aim is to offer the strongest SSP (Systematic and Synthetic phonics) teaching, which is taught consistently in EYFS & KS1 through Read Write Inc. and ensures that pupils' make the strongest start, so that their confidence in reading and language comprehension can be built upon year after year. Pupils should always be ready for the next stage of their progressive reading journey, through explicit teaching and timely interventions.

Reading for Pleasure

We expect pupils at Jerry Clay Academy to develop a habit of reading widely and often, for both pleasure and information. Reading for pleasure is something that is a key focus at Jerry Clay Academy and all classes have a dedicated Reading Area where children are given the opportunity to access a wide range of books in a comfortable space, often designed by the class pupil librarians, with input from the pupils in each class. All year groups have a wide range of designated fiction, non-fiction and poetry books that they can choose from to read in independent reading time.

A wealth of evidence is available for demonstrating how enjoyment of reading has a positive impact on attainment and wellbeing for pupils. With this knowledge, we prioritise Reading for Pleasure.

The Open University's Reading for Pleasure Pedagogies form the basis for developing in this area, which stipulates that a robust Reading for Pleasure Pedagogy encompasses four practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment. It is recognised that it is not simply a case of employing these four practices. As found by the 'Teachers as Readers' research undertaken at the Open University, success is dependent upon teachers' knowledge of children's literature and of their readers. When responsively combined, these practices positively influence children's attitudes and attainment.

This RfP Pedagogy check-'LIST' enables teachers to underpin their planned practice and to:

- take responsibility for and plan to develop children's Reading for Pleasure alongside and as complementary to reading instruction
- effectively use their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading
- let children control more of their own reading and exercise their rights as readers
- make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading

- build reciprocal and interactive communities of readers

2. All adults are teachers of reading

We provide regular training for all staff at Jerry Clay. Our expectation is that everyone is constantly developed to provide the best reading teaching. We carry out regular side-by-side coaching for Reading Teachers, lead weekly Reading team meetings have termly training with our Phonics provider. We also ensure Reading is part of our CPD calendar every half term. We expect every adult that is part of team to be a Reading Teacher.

3. Early Reading is prioritised for the best start. A robust, systematic synthetic phonics programme is in place. Stories, rhymes, songs and poems are prioritised.

Read Write Inc., Phonics and Decoding

When pupils first enter in Reception, they robustly follow the Read, Write, Inc. systematic synthetic phonics (SSP) scheme. This is followed until Year 2 and is taught progressively and with fidelity. Children, who are within Reception and KS1, are taught each day in small, teacher-led groups to learn sounds and reading skills according to their ability which is assessed each half term. To ensure pupils retain their knowledge of phonemes and graphemes, they spend 45 minutes to 1 hour daily on this Systematic Synthetic Phonics programme, as well as revisiting sounds through an additional quick-fire 'Speed Sounds' session daily. Pupils who are not keeping up with their peers undertake daily Fast Track Tutoring intervention support and where pupils have not yet mastered the English alphabetic code in Key Stage 2 they access the Fresh Start Programme to ensure they catch up quickly.

The Reading Leader oversees the teaching of the scheme by carrying out side-by-side coaching throughout the week. Teachers attend weekly training to ensure that their skills are constantly being developed. Where needed, children will be given focused 1-2-1 (fast track tutoring) or small group support to help develop their knowledge of the sounds or word blending.

Individual reading

In addition to Read, Write, Inc., children regularly read with adults individually to develop their decoding and fluency skills.

Once off the RWI programme, children continue to change their books regularly. In Years 2, 3 and 4, all children should read with an adult in school, with this logged in a reading record and teacher folder to track how this is progressing. Pupils in all year groups (including Years 5 and 6) who are behind age related expectations- particularly the lowest 20% - should read more regularly than this with adults as defined in the school's intervention planning.

Home readers

Home reading is encouraged as part of a wider partnership with families and carers. In the early years and for those children still on the reading scheme, children are sent home with decodable reading books matched closely to the phonics scheme. Book bag books for children on RWI should include: a reading record book to record reading when listened to, a copy of the story book that they have read 3 times in RWI lessons, either a colour matching 'RWI book bag book' or last/past RWI book, and a picture book for shared reading at home (for parent/carer to read with child for pleasure). We encourage parents to read with their children on a daily basis and record this in their Reading Record book.

Children at the lowest stages of RWI (non-blenders) will take home set one speed sound sheets from OUP (as well as a picture book for shared reading at home for parent/carer to read with child for pleasure). All children on RWI will have access to the virtual classroom online link to lessons they have had in school to read again at home with parents

and carers. It is really important for consistency that no other reading scheme book be included in book bags to take home.

4. Children read a broad range of literature

English lessons: Teach Through a core text

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Literature therefore plays a vital role throughout our English curriculum and English lessons are taught using high quality children's literature as a springboard for writing.

When a learner approaches a reading or writing task, they must draw on multiple skills simultaneously, having a knowledge of how to adapt them for purpose and effect. Thus, English lessons utilise the 'Teach through a Text' pedagogical approach, where pupils become immersed in, and take ownership of, a text and where multiple authentic writing opportunities are woven throughout the exploration of each book. Grammar, sentence level and vocabulary development is taught, developed and applied in the context of this high-quality literature throughout each unit. This enables pupils to build upon and return to skills to convert inflexible knowledge into more flexible knowledge by applying them repeatedly in different contexts accordingly, thus enabling progress over time.

The 'Teach through a Text' pedagogical approach places the book at the heart of English lessons, and the text remains the constant context throughout each unit of work. The whole book (from beginning to end) informs the audience and purpose of each piece of writing.

Reading Curriculum: Text Exposure

Pupil exposure to a range of high-quality texts is prioritised. In English lessons, we explore one book in depth each half term. Where previous gaps in pupils' knowledge require a class or school to spend longer on a book, the expectation is that at least 3 books are covered termly, or that additional quality pieces of writing have been completed to a high standard during a proportion of English lessons linking to wider curriculum content.

5. We recognise that reading aloud is one of the most valuable activities an adult can do.

Alongside this the use of high-quality texts in English lessons, every pupil is read to daily by adults in schools for at least 15-20 minutes. In EYFS and Key Stage 1, children are exposed to a range of quality stories, rhymes and poems throughout the day and with ample opportunities for revisiting familiar stories to learn by heart and a 'Favourite 5' approach is encouraged: Each class reads and rereads the same five pre-selected books over the course of a half term until the children know the words off by heart. It is recommended that children are exposed to quality reading aloud in different formats at five points throughout each day.

In Key Stage 2, pupils undertake at least 30 minutes of Whole Class Reading Lessons at least 3 times a week. There is opportunity within this daily session to explore class novels, as well as fiction and non-fiction extracts and poetry. They reflect the following priorities:

1. linking reading to the wider Curriculum, enabling pupils to recall and bring their prior knowledge to a text, thus considering the text at a deeper level and increasing comprehension of the subject matter in hand;
2. exploring literary quality which can then be compared and contrasted with other reading, whether this be through an author spotlight highlighting some of the key works by outstanding authors or whether this be a spotlight on a literary theme

Classroom Environments

Book Corners

Book Corners and Central Library spaces within Jerry Clay Academy are greatly valued. Book corners within classrooms are seen as mini-libraries: places where children can browse the best books, revisit the ones that the teacher has read to them, and borrow books to retell at home. The books themselves are the most important aspect, and well-chosen books capture children's imaginations. The selecting, displaying and promoting of the books in the book corner is prioritised. The focus is on what will make the biggest difference to children's reading habits, including:

- not displaying too many books at once; the more choice that is presented, the less children are likely to engage;
- refreshing the display;
- making the books attractive and easy for children to find;
- having books the children have listened to recently displayed at their eye level on outward-facing shelves;
- at the start of the school year, including around 20 of the children's favourites from the previous year. These can occupy lower shelves or boxes;
- storing books that have been previously read to the class in extra boxes for children to read and retell again, at school and at home. Children could be involved in returning books to the central library or other area, so that they can see that their book corner is being refreshed and replenished;
- removing books that are dull and dog-eared, unless it is particularly well loved;
- storing 'decodable' books matched to the school's phonic programme separately so that teachers can select from them, both for children's reading in class and to take home.

Once children have completed the RWI programme successfully, children select age-appropriate, inviting texts to read, which are organised by reading age, rather than moving through schemed book-banded books that are often not very engaging or motivating.

6. We prioritise a vocabulary rich culture

Research shows that the size of a child's vocabulary is a strong predictor of reading success. We aim to provide lessons where we explicitly teach vocabulary, raise children's interest and motivation to develop their own vocabulary and celebrate exploring and using ambitious word choice. We want to support all our children to use a wide vocabulary, whilst recognising that children join our school at very different starting points.

We use a number of practical strategies to help children to develop their vocabulary

- Class reading: vocabulary can be discussed in the context of the book being read. Children are encouraged to apply this learning in their class discussions and written work. Vocabulary is identified and explicitly taught every week
- We heighten vocabulary development through vocabulary assemblies and word of the month. It is our aim to ensure all our children are excited by new words and motivated to strive to use these new words in their conversations and work
- Class environment: working walls display specific vocabulary that children can refer to. They are kept up-to-date and accessible. We aim to develop a rich language environment.
- Subject specific vocabulary is sent home to parents on curriculum overviews so words can be discussed at home
- We create excitement about discovering new words (it is okay not to know what a word means).

- Children are encouraged to use new vocabulary accurately within full sentences in their speech as well as their written work. Ambitious or new vocabulary used by the children is celebrated by the teachers through verbal and written feedback.

Three tiers of vocabulary are identified and teachers explicitly plan how to use and explore words from each tier.

Tier 1 words – basic words used in the child’s everyday setting (e.g. go, play).

Tier 2 words – complex words (e.g. compare, neutral).

Tier 3 words – highly specialised, subject-specific words (e.g. isosceles).

Oracy

Spoken language is central to learning, and there are numerous types of ‘talk for teaching’ and ‘talk for learning’ for enhancing authentic classroom conversations that have positive impact when planned for and applied in the right contexts.

In the Early Years, we provide adult-child interactions that involve “sustained shared thinking” and open-ended questioning to extend children’s thinking, thus ‘developing talk’ is a key area identified by the Department of Education in ‘The Reading Framework: Teaching the foundations of literacy’ (2021).

Oracy education, expressly teaching young people how to use spoken language effectively, requires more than simply providing opportunities for talk in the classroom. It means teachers taking an active role in developing children’s spoken language skills, just as they do for students’ skills in reading and writing. We explicitly plan for our children to have rich oracy development through everything we do.

7. We have a systematic approach to supporting comprehension development

Whole Class Reading Lessons

Once pupils have completed the Read Write Inc. Programme successfully, they are exposed to whole class reading sessions. The Reading lesson at Jerry Clay Academy will develop effective fluency, comprehension strategies and understanding over time through the purposeful, explicit use of ERIC (Explain, Retrieval, Interpret and Choice) with high quality teaching – teaching specific comprehension skills explicitly at an age-appropriate level. We understand that good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Therefore, new language from listening to, reading and discussing a range of texts is taught, practised and review consistently to develop children’s word bank.

Reading is assessed each term by teaching staff by way of a Salford Reading Test and NFER assessment. These assessments further help the teacher is assessing the next steps of learning for each child. In addition to this, reading is constantly being assessed against the year group expectations using the Pupil Progress Trackers.

Strategies to support children with SEN

At Jerry Clay Academy, in English writing, we use a number of evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards and additional phonics sounds sessions.
- Games/songs to support vocabulary and phonics learning.
- Support in reading sentences eg, by chunking into smaller sections for longer texts.

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process, encouraged to read out loud for fluency and prosody.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning, they may be given additional time to read.
- Visual aids and concrete examples to support understanding of new vocabulary.

Cognitive and Metacognitive Strategies

- Texts may be 'chunked' into smaller steps.
- Vocabulary prompts may be used.

Flexible Grouping/Fading

- Temporary groups may be established to support reading of a particular text type or book.
- Pre-teaching and support with new vocabulary is vital to support the Lowest 20% with accessing new texts with particularly tricky language.

Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording.

Impact

All children should be confident with their word reading and comprehension (both listening and reading) relevant to their attainment level. By the time they leave Jerry Clay Academy, pupils should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education as well seeing themselves as a reader who enjoys reading for choice, pleasure, interest, information, challenge and enjoyment across a variety of topics and themes.