

Fen Rivers Academy Reading and Writing Strategy

Reading is multi-strategy approach to understanding the written word. It is simply the decoding of marks on a page but requires us to read with understanding a variety of texts: fiction, non-fiction, real world texts, captions, visual literacy and word lists. Competence in reading and developing a 'love of reading' is essential to independent learning, therefore it should be given the highest priority by all staff.

Why must reading be the foundation to our curriculum at Fen Rivers Academy?

Success in reading directly correlates with progress in all other areas of the curriculum and is crucial in developing pupil's self-esteem, motivation and life chances. These are, without doubt, areas of development that our children are lacking when they arrive at Fen Rivers Academy. Across the academy our pupils demonstrate lower average literacy skills when they arrive, due to underlying SEMH and SEN barriers or gaps in learning due to time missed from quality education. As well as addressing gaps and supporting through SEN strategies and interventions it is important that we continue to deliver a cohesive approach to promote reading in all areas of our curriculum.

Aims

- Provide rich, stimulating and high-quality reading opportunities
- Enable pupils to read with confidence, fluency, accuracy and understanding
- Foster an enthusiasm and passion for reading, listening and becoming immersed
- Develop comprehension skills of inference and deduction, retrieval, authors intent, text structure
- Ensure pupils make good progress and are adequately prepared for the next stage of their reading development
- Explicitly plan effective strategies to promote a *love of reading*
- *Explicitly support progress in expanding pupil's emotional literacy and oracy in an SEMH provision*

Objectives

- Welcome pupils to read for interest and enjoyment
- Read and celebrate a range of texts across the curriculum including: fiction, non-fiction, poetry and play appropriate to their ability
- To assess their reading level and be part of selecting literature to support them reaching the next level
- Talk confidently and articulately about their reading, thoughts and feelings
- Be able to read and correct their own mistakes
- To be confident when selecting their own reading materials

Reading across the Curriculum

At Fen Rivers, the message is to develop *a love for reading*. We have an immersive curriculum where reading materials, stories and texts are carefully selected, linking to our theme throughout literacy time. Our themes will encompass some wonderful reading texts to support fictional reading and writing, giving the chance for pupils to discover deeper knowledge of the wider world topic. WOW moments are produced as part of their literacy journey, comprising of staff-created videos to learn about a character or famous historical figure. Pupils regularly read along with key text each week in Vote4 schools and PSHE lessons, developing emotional literacy throughout motional sessions frequently.

Fen Rivers Academy Reading and Writing Strategy

Sounds-Write phonics and pre-assessment

Pupils learn phonics in a language-rich environment from the earliest stage of readiness and are given opportunities to apply these in the context of reading and writing. Our 'Sounds-Write' programme aims to develop the core skills needed to be effective readers and spellers. These are: segmenting, blending and phoneme manipulation. Sounds-Write teaches the core conceptual knowledge needed to read and write. The four concepts are: that letters are symbols of sounds; that a sound can be represented by 1, 2, 3 or 4 letters; that one sound can be represented in many ways; and the reverse of that: i.e. that a spelling can represent different sounds. Assessment of words progresses alongside each unit taught to ensure words can be sounded out and written together.

To meet all of our pupils needs at Fen Rivers we also support SEN children with additional interventions using 'Found Foundations' resources. Unique multi-sensory phonics materials are designed to support pupils who may not be able to remember single letter sounds: *Bearing Away, Apples and Pears, Dancing Bears*.

DEAR and Story time

Throughout the academy '*Drop everything and read*' (DEAR) is time to embrace and celebrate a book we are reading. The reading culture at Fen Rivers now embraces this designated time which is dedicated to reading alone or with someone else. Pupils, and teachers modelling, embrace reading time daily and share their growing confidence in this skill. As pupils become more confident readers they will use this time to become independent readers and continue to develop their self-esteem.

Daily *Story time* is promoted across KS1-2 and will often link directly to the class theme for the term, whilst literature and influential texts continue to capture imaginations through in KS3. Guided reading is explicitly taught and enjoyed within the curriculum throughout KS1-3. Being read to is a beautiful opportunity that many children may not have experienced outside of school. *A love of reading* really starts here.

Developing vocabulary and a visible reading culture

Across the academy there is examples of staff reading for pleasure and willing to talk to pupils about their favourite books and recommendations. Staff are actively promoting their current literature on email signatures across the academy as well. *Words of the Week* is also in its infancy, whereby differentiated new words are explicitly taught to children across the academy by staff in class and throughout social settings. *Words of the Week* are clear to see on a journey through the school. New words, including tier-two vocabulary development, is celebrated by leadership in praise points and in newsletters regularly.

Tracking independent reading

Once children have learnt to apply their phonics and are at the learning to read stage, teachers and support staff will listen to pupils read regularly. From this stage onwards there are opportunities for periods of reading through the week. Pupils are encouraged to keep a reading record of the books they read during this time, this is in addition to comments made by members of school staff and parents. School and members of staff actively promote and support parents in reading with their children at home, encouraging them to record this with teachers. Through the New Group Reading Test (NGRT) programme teachers can continue to plan and resource appropriately, inform parents of reading age progress and use the book band system to support children's further reading.

Reading age assessments (NGRT) are completed by all children at the start of every term. Parents are informed and given strategies to support bridging the reading gap from home through physical reading and online platforms.

Fen Rivers Academy Reading and Writing Strategy

Writing at Fen Rivers Academy

Independent writing should be encouraged at all levels. It can be tempting to offer additional support to children who find writing difficult, but this needs to be given with caution to avoid over-reliance. Our learning skills toolkit has a key focus on '*resilient rabbit*' which underlies the challenges in everyone's writing at Fen Rivers. Developing resilience across writing tasks is crucial, and supporting children to annotate and extend their writing, correct their writing, or even to begin early writing all require the same important skill of resilience. The curriculum allows children the chance to explore a theme or topic and begin to enjoy creative writing at the heart of our learning intent.

There needs to be a balance between the content of writing and the formation and construction of letters and words. Children with dyslexic tendencies may require additional support such as software (Clicker) or use of a laptop to communicate their stories and ideas. This should not solely replace the need to writing as these skills still need to be developed.

Through Key Stages we explore all writing genres, including: letter writing, fact files, non-chronological reports, story writing, label writing, instruction, fictional writing, literature study and poetry to name a few. All national curriculum knowledge statements are built in to teacher planning. At KS3 skills are assessed as well as knowledge, with children gaining a deeper understanding of the IDEAS principle in preparation for KS4 pathways: '*identify, describe, explain, analyse, synthesise*'.

Talk for Writing supports our children with a clear and consist used writing framework, and is embedded throughout our English curriculum due to many of our children having barriers to writing and aa higher proportion of children being reluctant writers. This does require caution as whilst some higher ability children may benefit from this approach, it can reduce their access and motivation for independent writing. Continuous teacher reviewing and feedback is included through the year.

Handwriting at Fen Rivers Academy

Children have daily opportunities to practice letter formation as part of bespoke handwriting books for each subject, giving teachers the opportunity to give regular and immediate feedback to children throughout each lesson. From September 2021 all subjects record writing and learning evidence in tramline exercise books to give continuous focus on handwriting – joined up letter writing is taught throughout the curriculum.

In early letter formation this is practised through our sound and phonics framework (Sounds-Write). This teaching method continues until assessment demonstrates that each child is ready to progress.

Writing repeater tools are used regularly in classrooms to model handwriting technique for statutory Key Stage words for children each week.

Spelling at Fen Rivers Academy

Statutory spellings sets (and additional uncommon spelling rules) are taught through Purple Mash spelling NC framework. Words can be practised electronically or as print out activities (personalising methods to support learners on and off site and use more flexible methods to teach and engage children). Revision of new words is weekly and can be set bespoke to each child with dictation, quiz format or look-cover-write-check methods. Regular assessment is tracked to ensure data is recorded half termly.

Fen Rivers Academy Reading and Writing Strategy

Our planned teaching of reading and writing

	EYFS – Y2	Y3 – Y6	KS3
Vocabulary	What does the word ... mean in this sentence? What does this word or phrase tell you about ...?	What do the words ... and ... suggest about the character, setting and mood?	
Infer	Why was ... feeling...? What do you think the author intended when they said ...?	How can you tell that ...? What impression of ... do you get from these paragraphs?	
Predict	What do you think will happen next? What makes you think this? What is happening? What do you think happened before?	Do you think ... will happen? Yes, no, maybe? Explain your answer using evidence from the text. What does this paragraph suggest will happen next? What makes you think this?	
Explain	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way?	
Retrieve	How many ...? What happened to ...?	How would you describe this story/text? What game is it? How do you know?	
Sequence Summarise	What happened after ...? What was the first thing that happened in the story?	Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?	
Identify			Can you identify facts and opinion? Can you state the main points with clearly?
Describe			Can you describe the characters feelings?
Explain			Explain the reasons you believe this to be true.
Analyse			What does the information tell us about the purpose of the story, author?
Synthesise			From the sources, what does this tell us? Examine how sources help us understand the plot ...

Strategies have been developed to *promote reading and writing for pleasure* across the academy.

Note: Each half term we promote and update reading with all of our parents. Parents are guided to complete a questionnaire to see if there is more the academy can do to support their child's reading and offer them strategies to best support reading together at home.