

Fen Rivers Academy Reading 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

Strategies to Teach Reading

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.

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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.

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Our planned teaching of reading

| | 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 conciseness? |
| Describe | | | Can you describe the characters feelings, reasons? |
| 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 ... |

At Fen Rivers Academy, all our strategies have been developed to *promote reading for pleasure*.

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.