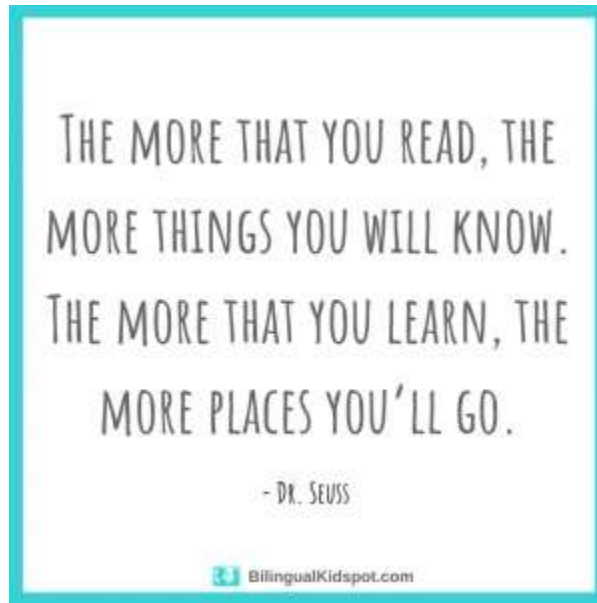


MELLING APPROACH TO 'READING'



English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum)

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. (The Reading Framework – Teaching the Foundations of Literacy)

Intent – Aims and objectives

The mission of Melling Primary is to teach all children to reach the expected level of reading by the end of KS2 and to develop a love of reading.

The teaching of Reading in Melling Primary will focus on three dimensions:

- word reading/decoding: 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, either aloud or silently; reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously.
- comprehension (both listening and reading) - language comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read. Language develops through interaction with others. Inevitably, by the time they start school, some children understand more and know more words than others, because of the quantity and quality of the interactions they have already had with adults and others. Children who begin school with a poor understanding of language will need considerable support to develop their spoken language.
- developing a sense of the joy and purpose of reading:

It is essential that teaching focuses on developing pupils' competence in all dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Our aim is to ensure that our children will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners. Our children will:

- read for enjoyment, confidently, fluently, accurately and with expression.
- employ a full range of reading cues – phonic, graphic, visual, contextual – to monitor, correct and make sense of their own reading.
- read a wide range of fiction, poetry and non-fiction books.
- evaluate and justify their preferences.
- develop an appropriate technical vocabulary through which to understand and discuss their reading, evaluate and justify their preferences.
- develop reading skills in conjunction with those of writing, so that they may function in society, as literate adults and readers for life.

Implementation – The teaching of reading

Comprehension Strategies

The teaching of reading in Melling is done through a variety of ways:

- Daily whole class shared reading
- TA/teacher led guided reading
- As part of the read into write unit
- One to one reading with an adult using comprehension strategy cards
- One to one reading with an adult using 60 second reads
- practising & applying skills in other subjects
- Homework comprehension activities

In Melling we hope to develop a competence in the following reading comprehension strategies:

predicting,

visualising,

making connections,

questioning,

clarifying,

summarising,

determining importance,

inferring

synthesising

The VIPERS model (similar strategies with a mnemonic to aid memory) is sometimes used in Guided Reading or whole class reading comprehension practice when teaching the comprehension of a text:

- Vocabulary - Give/explain the meaning of words in context.
- Infer - Make inference from the text/explain and justify using evidence from the text.
- Predict - Predict what might happen from the details stated and implied.
- Explain - Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.
- Retrieve- Retrieve and record key information/key details from fiction and non-fiction.
- Summarise - Summarise main ideas from more than one paragraph.

Read, Write, Inc

It is an inclusive literacy programme which is used in YR Y1 and Y2 (or is used as an intervention in KS2) and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read . The R.W.I sessions will occur daily as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

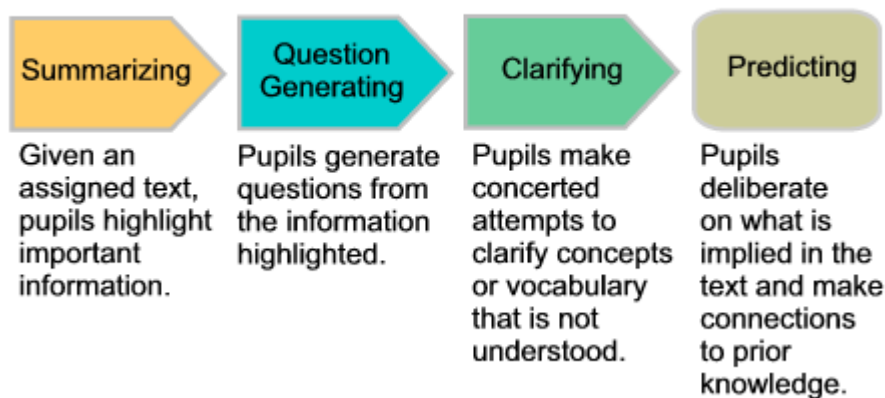
In Read Write Inc. Phonics pupils will:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression

Shared Reading:

The whole class shares a text, which may be challenging to them individually or beyond their independent reading levels, often using an enlarged text. Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level). Shared reading often takes place during the literacy hour, however there are many opportunities related to other curriculum areas. The reciprocal reading teaching model is used to deliver both group and class reading sessions- predicting, questioning, clarifying, summarizing

Reciprocal Teaching Strategy



Guided Reading:

Guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the guided reading schemes or using 'real' books. The teacher /teaching assistant shares the key objective(s) for the session with pupils,

assesses pupils progress and records the outcomes on a guided reading pro forma. Guided reading is introduced in Year 1.

Independent Reading Time:

Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value.

Strategies to improve independent reading:

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011).
- Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).
- An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)
- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).

Reading for pleasure:

There are many benefits of reading for pleasure, which we endeavor to promote across the curriculum:

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation;

- A greater insight into human nature and decision-making.

What is reading for pleasure: *“reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else’s request we continue because we are interested in it”* (Clark and Rumbold, National Literacy Trust, 2006).

How we aim to promote reading for pleasure:

- Choice: reading material will be varied and of high quality to encourage and attract readers (online books from Serial Mash and Epic; newspapers and magazines; quality, relevant fiction and non-fiction books)
- Incentives and rewards: staged incentive system is in place that rewards reading behavior – the prizes given are all related to reading eg bookmarks, reading torches etc
- Book corners in all classrooms: a relaxed, attractive area of every classroom is set aside for enjoying a book
- School library: indoor library has been redesigned to attract readers and fund raising has taken place to ensure the reading material is replenished to a high standard. A recent addition of an outdoor summer house has been allocated for an outdoor library that contains reading materials linked to the outdoors, the environment, nature etc

Story Time:

All talk is useful, especially when directed to the child specifically. For instance, children expand their language and vocabulary when they listen to or join in with a story or rhymes in a well-scripted children’s television programme, but an adult talking about it with them adds benefits. However, talk about books brings particular advantages.

Engaging children in books prepares them to become committed and enthusiastic readers: they can transform their attitudes to reading. Children will learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Without this they cannot experience ‘the exquisite joys of immersion in the reading life.’ (Wolf)

Second, book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.

Texts that are age- appropriate and of interest to the children are read aloud by the teacher. We believe that giving children the opportunity to hear an adult / teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, as well as increasing their vocabulary.

Home / School Reading:

From Reception, children will take a reading book home when they are ready. Parents/ carers are required to read this book at home with their child and ask appropriate questions on the text to develop their comprehension skills and assess understanding. When children have progressed through all book bands, the teacher will then recommend and monitor books for the children to read. Parents are encouraged to write comments in the reading record book.

Children at risk of falling behind:

Pupils who fail to learn to read early on start to dislike reading. Pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts will be made to provide them with extra practice and support from the beginning.

YR Y1 and Y2 children, who are falling behind in phonics, will have additional small group or individual tuition sessions with an experienced TA who will work on the gaps in knowledge to help these children keep up.

In Melling the Reading Intervention Strategy is used at the earliest possible point at which difficulties are identified:

	Has this been done/checked? Yes/No	Comments
Have they had a recent eye test?		
Do they wear glasses? Have they got them? Are they using them?		
Have they had a recent hearing test?		
Are they EAL?		
Attendance		SIMS: %
Punctuality		SIMS: LATES
Arrival in Melling? Which year group?		
Home support		
Home reads check		
Attitude to reading		
Speedy sounds check score		
Phonics screening check score		
NGRT score		
NFER score		
Comprehension card: Read independently/ Read to them		
Daily reading in class		
60 second read		Words per minute score:
Miscue analysis		
Where would they belong on the simple view if reading?		
Are they falling behind on decoding? If so, carry out a phonic based intervention		
Are they falling behind on sight words? If so, carry out word recognition flashcards intervention; precision teaching		
Are they falling behind on understanding? If so, lower comprehension cards level. Read independently/ Read to them		
Support in whole class reading		
Complete a speech and language checklist/language		

assessment/observation checklist		
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Specific Intervention strategies are then implemented to support these children in keeping up with their peers.

Impact: Assessment and Monitoring

Reading skills will be assessed regularly using reading skills based on the Comprehension Strategy strands.

NFER papers(Y1, Y3, Y4, Y5) and practice SAT Papers(Y2, Y6) will be administered every term. Results will be given to and reviewed by the head teacher and English Subject Leader. Common errors will be identified by the class teacher. These will be taught in a class lesson or through group intervention.

Children will be assessed to gain a reading age. Parents will be contacted if their reading age is below their chronological age and future actions for both home and school will be discussed.

YR and Y1 will work towards reading fluency so that children reach and are fluent in the appropriate book band before moving to the next year group.

Reading sampling takes place in Yr and Y1 to assess fluency, accuracy and speed. Children who are working below age expected levels will be placed in a target group and future actions planned.

The monitoring of reading is the responsibility of the subject leader and management team and enables the progress of children to be seen within the class and whole-school contexts of school and staff development. Monitoring of teaching and learning takes place through book scrutiny, lesson observations and pupil interviews to ensure coverage, continuity and progression in reading as well as excellent classroom practice. Findings are used to inform future planning to enhance teaching and learning.

Enhancement

World Book Day

Library

Reading Buddies

Book Corners

Tales and Toast Breakfast and a book

School Reading Reward Scheme

Home learning 'own work'

Children are given a banded home reading book and are expected to read at least three times each week. Library books and class books can also be borrowed. Comprehension tasks may be given.

Champions

Children are chosen to be reading champions for a number of weeks and will read a chosen text, then share their enthusiasm for the book with others.

Websites

<http://www.activelearnprimary.co.uk/>

Our online learning environment, with lots of fun books for children to read/share

<http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs>

A collection of nursery songs from the Early Learning series Listen and Play and Playtime, both of which are currently available on iplayer and as podcasts

<http://www.booktrust.org.uk/books/children>

Suggested books for children, advice on how to read with your child, book lists, fun games, competitions to win free books, Children's Book Club etc.

<http://www.lovereadng.co.uk/>

Expert recommendations and opening extracts of books.

<http://www.oxfordowl.co.uk/>

Phonics advice and access to free E-Books. Free to register

<http://uk.pearson.com/enjoy-reading.html>

Publisher's website designed to give parents help and advice for reading with children

<http://www.phonicsplay.co.uk/>

A useful website featuring free resources for KS1 (and the option of subscribing)

