Image

Roots to grow, wings to fly

**READING STRATEGY (DNA)**

*'I know nothing in the world that has as much power as a word. Sometimes I write one,*

*and I look at it, until it begins to shine’* Emily Dickinson

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| INTENT |
| At Baydon, we believe that reading is an essential life skill and we are committed to enabling our learners to become lifelong readers.  At the heart of our strategy is our mission to foster a love of reading and we aim to provide children with a language-rich environment, high-quality texts, and inspiring learning opportunities which will help them to:   * Engage with a wide range of different text types * Read accurately, fluently and with understanding * Be able to read with expression, clarity and confidence * Develop a good linguistic knowledge of vocabulary and grammar * Gain a life-long enjoyment of reading and books * Prepare for the next steps of their education |
| IMPLEMENTATION |
| We know that reading is the key to unlocking the rest of the curriculum and we are passionate about ensuring every child, no matter what their start, learns to read as quickly as possible.  Through the delivery of our reading curriculum, we strive to ensure a consistent and robust approach to the teaching and learning of early reading and phonics in Foundation Stage and KS1. We use the Twinkl scheme to deliver daily sessions which are grouped by the phonic knowledge needs of the children and assessed every half term to ensure pupils are always challenged at the appropriate level. We use phonics screening data to monitor pupils and ensure that in KS2, we provide additional support for those that are still not yet confident in applying their phonics skills. In KS1, we have updated our reading book system to ensure that pupils are provided with books that closely match and support their phonics development.  We provide a text-rich environment in order to encourage a positive culture of reading throughout all classes and promote pupils’ enjoyment of reading. Through high-quality teaching and learning experiences, we will develop children’s skills and confidence. We celebrate reading through different events over the academic year including World Book Day, whole school text weeks, new library, drop everything and read sessions, author and poet visits and workshops, book fairs and daily poems in worship. We encourage pupils to develop their vocabulary and their oracy skills in order to confidently discuss and debate core themes. |
| **Reception/KS1** |
| * Daily phonics using Twinkl scheme - Each child in Reception, Yr1 and Yr 2 has a daily, 30-45 minute phonics lesson, following the teaching sequence * Reception, Y1 and Yr2 children are taught in small phase groups * In Reception, KS1 and for some children in KS2, books sent home for reading align to the Twnkl phonics scheme, alongside a sharing book that parents are asked to read to their child for pleasure (Baydon Buster) * Friday phonic booklets are sent hone which link to the sound of the week * Year 1 and 2 are trialling the *Just Read* project (Teachers read challenging, complex novels aloud and at a fast pace in each lesson and children follow along with their own text. This gives children a more engaged uninterrupted reading experience over a sustained period.  Fast paced questioning, summarising and brief discussions about new vocabulary may take place in between sustained bouts of reading aloud) * In terms 3 and 4 children Year 1 and 2 children take part in whole class reading sessions at least three days a week which include the teaching of vocabulary, fluency and extended reading (based on the research of Christopher Such)   The Christopher Such Approach to Reading is an exciting and effective way of reading and comprehending texts. It helps us understand the meaning behind the words, go beyond the surface level, and become critical thinkers. The approach encourages us to use a range of strategies while reading, enabling us to fully engage with the text and get the most out of it.  - VIPERS skills are weaved into the week to improve comprehension and recorded in guided reading books   * Immersing children in great literature through daily story time. * Book of the week – used for English lessons * Giving children time to read for pleasure and to have control over their own reading choices. * Providing children with a great variety of text types to read for pleasure, both within the classroom and the school library * All children heard read at least once a week * Reading interventions include: ????? additional time reading with volunteers and school staff * Teachers use *The fives plagues* to select high quality texts to incorporate into their teaching. These books cover a range of genres including archaic, non-linear, complexity of the narrator, complexity of the plot/symbol and resistant texts\* Teachers will cover all five genres each year. * Reading buddies across the school |
| **Diagnostic assessment:**   * Children are regularly assessed in phonics so that children’s learning needs are accurately matched to the correct provision * Before the start of the *Just Read* project, Year 1 and 2 children take a reading age assessment. This is then repeated after two terms of *Just read* to measure progress |
| **KS2** |
| * In terms 1 and 2 children take part in the *Just read* project (Teachers read challenging, complex novels aloud and at a fast pace in each lesson and children follow along with their own text. This gives children a more engaged uninterrupted reading experience over a sustained period.  Fast paced questioning, summarising and brief discussions about new vocabulary may take place in between sustained bouts of reading aloud) * In terms 3 and 4 children take part in whole class reading sessions at least four days a week which include the teaching of vocabulary (Greek/latin/tier 2), fluency, extended and close reading (based on the research of Christopher Such)   The Christopher Such Approach to Reading is an exciting and effective way of reading and comprehending texts. It helps us understand the meaning behind the words, go beyond the surface level, and become critical thinkers. The approach encourages us to use a range of strategies while reading, enabling us to fully engage with the text and get the most out of it.  - VIPERS skills are weaved into the week to improve comprehension and recorded in guided reading books at least 3 times a week  - Extracts (from class reads and other materials) are stuck into Guided Reading books and annotated at least once a week  - Teaching strategies include: think alouds, I think…because…and also/Point Evidence Explain (inference), gimme five (summarise)   * Teachers will read a high-quality text to the class each day this will include fiction, non-fiction and poetry * Etymology is taught weekly through a root word of the week exploration – words will be displayed in classrooms * Opportunities to read in EVERY lesson (including Maths, Geography, History, Science etc.) * For some children in KS2, books sent home are chosen from a carefully banded reading scheme, linked to children’s current levels of reading. Children are regularly assessed to ensure that this level is accurate. They will also select a book to read for pleasure, which may be above their reading level and can be read to them by parents. * The books free readers are choosing are recorded in a class reading record and monitored by the teacher to ensure there is a variety of different genres and authors being read * Giving children time to read for pleasure and to have control over their own reading choices. * Providing children with a great variety of text types to read for pleasure, both within the classroom and the school library * Exposing children to a wide range of authors, illustrators and poets and providing time for children to share recommendations in class reading scrapbooks. * Reading interventions include: Twinkl rapid phonics small group interventions, additional time reading with volunteers and school staff, SNIP reading and spelling of high frequency words * Teachers use *The fives plagues* to select high quality texts to incorporate into their teaching. These books cover a range of genres including archaic, non-linear, complexity of the narrator, complexity of the plot/symbol and resistant texts\* Teachers will cover all five genres each year. * Volunteer readers throughout the school * Virtual/real author visits * Daily reading records are used and checked by staff in lower key stage 2 * Reading records to record book reviews are used in upper key stage 2 * Reading buddies across the school |
| **Diagnostic assessment:**   * Before the start of the *Just Read* project, all children take a reading age assessment. This is then repeated after two terms of *Just Read* to measure progress * AFL informed planning * Children in Years 3-6 complete the NFER Reading tests 3 x a year which teacher’s use to inform planning * End of key stage QCA tests |
| Additional Information |
| \***Archaic Language**  The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression.  **Non-Linear Time Sequences**  A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them by a thoughtful teacher or parent.  **Narratively Complex**  Books are sometimes narrated by an unreliable narrator. Books may have non-human narrator such as the horse that tells the story in Black Beauty. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.  **Figurative/Symbolic Text**  Texts which happen on an allegorical or symbolic level.  **Resistant Texts**  Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues. |