

Reading at E-ACT Pathways Academy

How is reading taught at E-ACT Pathways Academy?



At Pathways Academy we want all children to develop a love of and enjoyment of reading. We aim to give children experience of a wide range of quality books which inspire and enthuse.

We want all children to reach their reading potential developing key skills in decoding text and understanding books and stories.

THE KEY AREAS WITHIN OUR READING PROVISION ARE:

- ***The teaching of Phonics, using letters and sounds***
- ***Guided reading/Group reading***
- ***Home reading***
- ***Individual support for reading when required***
- ***Free reading***
- ***Use of Library and reading corners to develop a love of reading***
- ***Shared reading within Literacy lessons***
- ***Assessment of reading to support progress***
- ***Reading events such as Book Weeks***
- ***Story time***

Phonics

Children receive daily phonics sessions in Early Years and KS1. Those children who require phonics in KS2 also receive Phonics sessions usually taken by the classroom teaching assistant. During phonics, children learn how to 'blend to read' - a vital strategy in learning to read.

Children in Early Years and KS1 receive daily phonics sessions. Children in KS2 that are still working within a phonic phase are targeted for phonics intervention by teaching assistants. In Early Years and KS1, children receive a 20 minute session which is whole class based. All children receiving phonics are assessed at the end of every half term by their class teacher. This information is analysed by the assessment and Literacy subject leaders to inform next steps in teaching.

The school uses Letters and Sounds to teach phonics and uses the actions of Jolly Phonics to compliment this. Letters and Sounds splits learning into 6 Phonic Phases.

Phase 1 develops children's ability to hear and distinguish sounds around them. It focuses on oral blending and segmenting and rhyming.

Phase 2 introduces letter sounds for reading and writing with a set of letters being taught weekly. It begins to look at blending for reading and segmenting for writing. A selection of 'tricky words' are taught during Phase 2.

Phase 3 introduces the rest of the individual letter sounds and diagraphs. Children will continue blending and segmenting and further tricky words are taught. Children will also learn the letters of the alphabet during this phase.

Phase 4 helps build on the previous understanding of blending and segmenting and children gain experience of using words that have adjacent consonants such as trap, milk. No new sounds are taught.

Phase 5 introduces alternative graphemes for phonemes e.g. children will know /ai/ as in rain from phase 3 but they will learn that /ay/ as in day and /a_e/ as in make also make the /ai/ sound. They will also learn alternative pronunciations for graphemes e.g. ea – tea, head, break.

Phase 6 allows children to become fluent readers and accurate spellers.

Guided Reading

Children are taught to read during daily Guided Reading sessions in every class. Each day the class teacher leads a Guided Reading session with a group and uses this time to teach reading strategies or develop comprehension skills.

Guided Reading sessions should last around 20 minutes and the teacher should plan a clear lesson for each group in the class (typically there will be 5 groups).

Guided Reading Lesson Structure

During the session, the teacher will share the goal with the group and discuss/teach their objective. Dependent on the goal, the teacher will usually share the book with the group and discuss previous work completed, what the book is about, recap previous reading etc. The teacher will then teach the goal for the session modelling what the children should be doing as this will show the children what 'good' looks like and what they are trying to achieve.

Guided Reading sessions will often include lots of discussion about the book allowing children to share their ideas and enhance their understanding with the teacher facilitating this.

When reading the book, children should read at their own pace and independently and the teacher needs listen and observe each child working independently. Where APP (Assessing Pupil Progress) appropriate, the teacher should praise, teach or question the child to consolidate learning.

What are the other children doing during Guided Reading?

During Guided Reading sessions, the other children in the class will be completing a worthwhile independent task that helps to move their learning forward. Often, this can link to something they have worked on in their previous session with the teacher, a phonics based activity or an area of weakness highlighted in the APP (Assessing Pupil Progress) grid. The teacher needs to plan an APP (Assessing Pupil Progress) appropriate goal for each independent goal and share this with the group before they start their task.

Reading Strategies

There are a range of reading strategies that are formally taught in years Reception (FS2) to Year 2.

These are:

1. blending to read
2. using picture clues
3. chunking
4. missing out the word
5. reading on and rereading
6. checking for sense and using letter names as well as letter sounds

Teachers in Key Stage 2 need to be aware of these strategies to consolidate previous learning and teach any strategies children are not yet using.

How are children grouped for Guided Reading?

Children reading Book Band books can be grouped according to the colour book band they are currently reading. 'Free reader' children need to be grouped according to comprehension ability judged using APP (Assessing Pupil Progress) documents and sometimes optional SAT papers.

From this, it will be necessary to change groups from time to time and move children into groups to match a learning intention that is being taught.

After each assessment week or at APP (Assessing Pupil Progress) appropriate times in the year, it may be necessary to reassess groups to ensure they are reading books with an APP (Assessing Pupil Progress) appropriate level of challenge and according to their comprehension needs.

How do I know which book a child should read?

Children read from books that are in coloured bands called 'Book Bands'.

What are Book Bands?

Book Banding is a way of organising books by level and ability. Some of our book banded books belong to a range of reading schemes such as Oxford Reading Tree, Big Cat Collins, Project X and Rigby Rocket.

Book Banding begins at Pink through to Lime and each colour matches a phonic phase, National Curriculum level and end of year expectation for Reception to Year 6. Book banding is universal amongst most schools and a child entering the school on a 'blue' book from another school will also be reading a 'blue' book at Pathways.

The books used by the teacher in Guided Reading sessions for children working within book band levels, regardless of Key Stage, are kept in bookcases in the reading resource room and are grouped by colour. The books that children take home for home reading are also kept in the reading resource room and are grouped by colour. Teachers select appropriate books for the pupils in their class and regularly change these.

Home Reading

Children should always have a reading book to take home along with a Reading Record. We expect children to read every day at home and for their parents to complete their Reading Record with them.

Free Readers

Once children have completed all the Book Bands they become 'Free Readers'. This allows a child to choose an APP (Assessing Pupil Progress) appropriate book to read from the library.

Each child is allowed to have two library books out at a time and they must return these before any further books can be taken out.

The library is open at lunchtimes for children to use and after school for 30 minutes.

Children can also access books from class bookcases and it is the class teacher's discretion as to whether these books are taken home.

How is Reading assessed in terms of National Curriculum Attainment?

To assess reading levels in terms of the National Curriculum, we use a range of assessment tools.

All pupils are also assessed using APP (Assessing Pupil Progress). There are child-friendly APP (Assessing Pupil Progress) documents which can be used for assessment. These break down

each Assessment Foci into target statements which are sub levelled. Teachers then highlight the statements that children have achieved.

Teachers in Years 2-6 also use optional SAT papers to assess reading as this includes an element of reading comprehension.

An overall level is then given to a child during assessment week. Both reading levels and comprehension ability must be taken into account to give an overall view of a child as a reader.