

# Yorkmead School



## Reading at Yorkmead

September 2017

Review Date September 2019

## The Yorkmead Approach to Reading.

At Yorkmead, we believe that the ability to read with fluency and understanding is an essential life skill. The ability to read empowers the individual and enables them to access a wide range of life experiences. It is our belief that reading is at the heart of all that we do. The skill of being a good reader opens doors and opportunities not only across the curriculum, but also in the wider community and throughout life. Our reading provision at Yorkmead will ensure that children are well prepared as both students and citizens of the future.

### Aims:

All children should be able to:

- Read with confidence, fluency and understanding;
- Understand and apply their knowledge of phonics;
- Read for pleasure and for information;
- Develop their vocabulary through the texts that they read;
- Develop their imagination, creativity, language and ability to evaluate, through their reading.

### Implementation:

In the EYFS, reading is taught through a 'Phonics First' approach in which children are systematically taught synthetic phonics to enable them to decode new words. They are also taught common exception words on a daily basis for both reading and spelling. Early comprehension is developed through daily story-time, a book-based approach to planning, role-play, story sacks and small world.

At Yorkmead, **Guided Reading** sessions take place in all classes for 25 minutes before or after morning break. During this time groups work on specific reading activities, such as non-fiction research, comprehension, reading skills, inference and Reading Journal activities.

The **Reciprocal Reading** approach is used for the teacher guided group, in all year groups. Reading Records include a focused objective and are used to record progress and next steps.

In both key stage one and two classes, an additional reading lesson is planned for. The purpose of these lessons is to teach the skills of reading and comprehension and covers a range of reading objectives from the 2014 National Curriculum for reading.

In addition, Literacy planning across the school follows a **text based approach** to develop children's access to and love of literature.

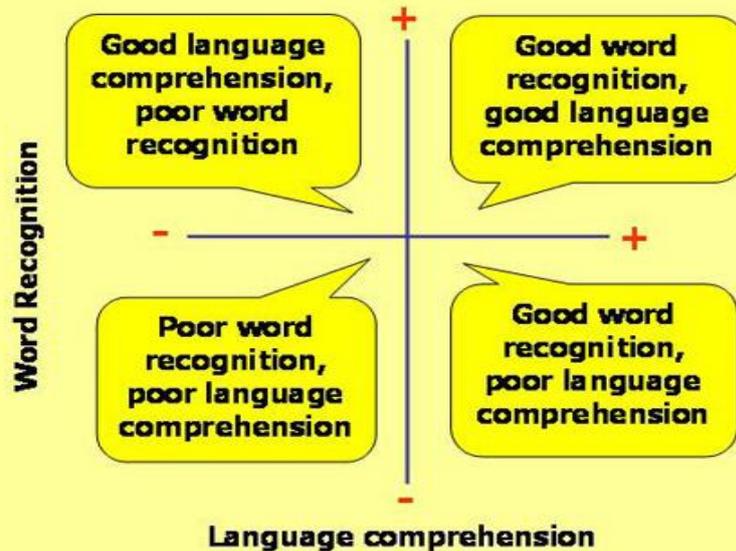
### The Simple View of Reading:

Yorkmead School is committed to the safeguarding and promoting of well-being for all children

Children should be grouped according to where they are on the simple view of reading.

Children in the left quarters should be read to and follow along in order to focus on just comprehension. Interventions/ AfL should be done with these children based on phonics skills and hearing them read.

Reciprocal reading is beneficial to these children; however, they should have the text read to them so they purely focus on comprehension. Phonics interventions must be happening for these children from Y3 upwards.



Reciprocal reading is especially beneficial to these children.

### KS1 Reading Sessions:

- 5 x 25 mins of reciprocal reading (all group to read with the teacher each week). During this time, TAs are to complete a guided comprehension with a group each day.
- 45 minute afternoon comprehension or **READING SKILL** lesson. This is to be marked by CT. (CT's to makes sure they are covering all the stage appropriate targets that might not be covered regularly in a comprehension, e.g. identifying fact and opinion, so you may want to alternate your comprehension weeks and reading skills weeks).
- 20 minutes peer reading on a Wednesday afternoon with buddy class

### KS2 Reading Sessions:

Same format as before:

- 3 x 25 mins of reciprocal reading (all group to read with an adult each week).
- 50 mins (2 x 25mins) to complete one comprehension. This can be peer marked.
- 45 minute afternoon comprehension or **READING SKILL** lesson. This is to be marked by CT. (CT's to makes sure they are covering all the stage appropriate targets that might not be covered regularly in a comprehension, e.g. identifying fact and opinion, so you may want to alternate your comprehension weeks and reading skills weeks).

- 20 minutes peer reading on a Wednesday afternoon with buddy class

### What should reciprocal reading with a group look like?

Have a dictionary and an atlas on the table at hand. Talk openly about the thinking process of reading.

The teachers should always start by being the leader. The leader does the following:

- **Stage 1 Activates prior knowledge** to help the children feel familiar with the text.
- **Stage 2 Prediction:** Says his/her prediction from the text using the evidence. Followed by asking if anyone has anything to add.
- **Stage 3 Read:** States how much he/she wants the rest of the group to read (normally about 2 paragraphs).
- **Stage 4 Clarify:** Identifies words or sentences he/she wants to clarify. He/she can even clarify words they already know to secure their understanding. Leader to try to tease out if anyone has heard the words used anywhere, etc. Use dictionary when there is no resolution.
- Asks the others in the group if they want anything else clarified.
- **Stage 5 Questions:** Asks 'bigger' questions about the text to answer (not always ones that have answers in the text). Discuss as a group the answers to the question.
- **Stage 6 Summarise:** Gives a summary of the text using the key points. Followed by asking if anyone has anything to add.
- Picks a new leader and support him/her to follow the steps of leadership through.

CT should briefly jot a plan at the back of literacy planning for the reciprocal reading on 2 sections of the text. You can use 2/3 over the week as groups of similar ability can do the same text.

CT to record on the tick sheet, which corresponds to the Assertive Mentoring sheets.

### What should children be doing when they are not reading with a teacher?

- A follow up activity which is based on reciprocal reading session just given. This could be comprehension questions, summary, prediction, etc. This must be completed each week and marked.
- A picture comprehension
- A logical reasoning question
- Developing their prior knowledge activity

- *Independent reciprocal reading to discuss later on*
- *Journal activities (KS1 & lower ability year 3)*
- *Comprehension cards*

### *What should a whole class comprehension or reading session should look like?*

- 1) *Activate prior learning related to the text.*
- 2) *Whole class reciprocal reading of the text with the teacher as the leader.*
- 3) *Children to answer questions and mark them, by answering all questions and then going through answers after or answering one question independently and going over the answer straight away. (When going through the answers, CT must explain the thought process and model how they should answer it. Not just give the answers.)*

### *Strategies for answering questions based on the text:*

- *Encourage children to underline question words and key information in the question, which could be helpful to look for in the text*
- *Talk about what different question words mean e.g. what, where, when, why*
- *Talk about the process of skimming and scanning, etc.*
- *Talk about what the question is asking them to do, e.g. 'Compare/ what's the difference between' therefore the children need to talk about both things not just one*
- *Ask the children to apply the question to them and see what they think about*
- *Encourage children to always go back to the text even if they think they know the answer*

## On-going Assessment and Record Keeping

For Guided Reading sessions teachers make a note of NC objectives covered with the guided group. Teachers assess the objectives on the school's reading record for the stage that pupils are working at. Mark individual pupils against the objectives with a . (partial achieved) / (mostly achieved) or x (fully achieved).

No comments needed unless something needs addressing with certain children, etc. CT should focus on leading and developing discussion rather than writing.

All objectives can be used for reading lessons, but highlighted objectives must be covered in reading lessons rather than in Reciprocal Reading.

Transfer to the assertive mentoring sheet when you have 3 pieces of evidence (. / X).

<b>Group Name:</b>
<b>Word Reading Stage 2 Books</b>
1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. Read accurately words of two or more syllables that contain the same graphemes as above
4. Read words containing common suffixes
5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
8. Re-read these books to build up their fluency and confidence in word reading
<b>Comprehension Stage 2 Books</b>
9. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
10. <b>Summariser</b> Discussing the sequence of events in books and how items of information are related
11. <b>Summariser</b> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
12. Being introduced to non-fiction books that are structured in different ways
13. <b>Recognising simple recurring literary language in stories and poetry</b>
14. <b>Clarifier</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases
15. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

16. <b>Prior knowledge</b>	Drawing on what they already know or on background information and vocabulary provided by the teacher				
17. <b>Clarifier</b>	Checking that the text makes sense to them as they read and correcting inaccurate reading				
18.	Making inferences on the basis of what is being said and done				
19. <b>Questioner</b>	Answering and asking questions				
20. <b>Predictor</b>	Predicting what might happen on the basis of what has been read so far				
21.	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say				
22.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.				
Partly achieved	.	Mostly achieved	/	Fully achieved	X
<b>Assessment criteria:</b>					

Formal Summative Assessment

*Children at Yorkmead complete a reading assessment each half term.*

<i>Year 1 Assessment Assertive Mentoring Verbal Assessments TWINKL Assessments (HA children may start these in Spring term if ready)</i>	<i>Autumn 1 / 2, Spring 1 / 2 Summer 1 and 2</i>
<i>Year 3 - 5 Assessment Autumn 1, Spring 1 and Summer 1</i>	<i>NfER assessments</i>
<i>Year 3 - 5 Assessment Autumn 2, Spring 2 and Summer 2</i>	<i>TWINKL half term assessments.</i>
<i>Year 6 Assessment Half Term 1</i>	<i>SATS 2016, 2017, 2018 Paper (Additional sample paper may also be used.</i>
<i>Year 2 Assessment Autumn, Spring, Summer.</i>	<i>TWINKL and SATS 2016, 2017 and 2018 Paper</i>

*Written by A. Crane and C. Travers September 2017*

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