



Oasis Academy Fir Vale

Reading Approach- Rachel Harding



Intent

- Reading, writing, talking and listening lay the foundations for lifelong learning; they allow Pupils to access all curricular areas and embrace a wider range of opportunities in all aspects of life. At Oasis Academy Fir Vale we recognise that reading is an important skill that our Pupils require. Life chances are greatly enhanced by the ability to read. Therefore we need to raise aspirations
- Our approach to reading has been intentionally planned with an experienced English Consultant who has a proven track record of school improvement and a thorough understanding of supporting Pupils who are learning English as an Additional Language. Her experiences include: National Literacy Trust trainer, having written the training materials used by the Trust for EAL development and family engagement, Reading for Inference trainer and ex-local authority English adviser and National Literacy Strategy consultant.
- We will endeavour to promote a love of reading in everything we do, so that our pupils can learn to read, in order to be able to read to learn throughout their lives. We recognise that in order to achieve this a large proportion of our curriculum should be focussed on language development (due to social disadvantage), phonics and reading.
- Pupils at Oasis Academy Fir Vale will be given the opportunity to develop their language, phonic and reading skills and comprehension alongside each other, through tailor made, bespoke, structured plans.
- We believe that as Pupils are developing their reading skills it is of vital importance that stories, rhymes, poems and non fiction books are read aloud to Pupils to develop vocabulary, language comprehension and a love of reading.



Reading in the curriculum

All staff in school have high expectations for pupils in reading. These high expectations ensure that every pupils achieves their absolute potential. In order to do this, reading has a focus within the curriculum. Below is a list of the sessions taught:

- Daily independent reading on arrival to school for 15 minutes. Class teacher/ TA listen to every pupil x2 weekly
- 2x daily phonics sessions/ book study sessions (depending on stage of learning)
- Daily common exception word reading. 4 words introduced a week.
- Daily 'once upon a picture'- speak in full sentences- development of comprehension and language.
- Extra phonics interventions with reading learning x3 weekly for a large group of pupils.
- Daily shared reading
- Reading to be done as part of the English writing cycle sequence. Must be done in at least one immersion session and in the analysis session.
- Listening Lola
- Beat Baby
- Time to talk
- VIP/LEAP
- Echo reading/ Choral reading/ Read it like me
- Daily Book Time using books from the year group book spine
- Year group authors
- Precision teaching
- Bedtime stories event



Reading in the wider curriculum

Writing- Here are some texts linked to the writing cycle-

Y1- Superworm (Julia Donaldson) supports the teaching of rhyming and poetry and links to the Y1 class author.

Y2- Room on the Broom- Links to the Y2 potions theme and supports the teaching of teaching narrative. The focus of this was to look at developing noun phrases and use ambitious vocabulary.

Toby and the Great Fire of London links to the Y2 Structures theme. This linked well to newspaper writing and focusses on past tense sentence writing.

Y3- Viking Sagas- Odin created the world- links to the Viking theme well and through talk for writing supported with narratives

Y4- Charlie and the Chocolate Factory- This links to the chocolate theme perfectly and supports the teaching of character and setting descriptions using expanded noun phrases.

Y5- Titanic - This links to the Y5/6 science theme. It links well to writing a newspaper article and focuses on the teaching of using 3rd person and embedded clauses.

Y6- Diary of Anne Frank (extract)- This links to the conflict theme taught in Year 6 and supports the teaching of a biography and diaries. The SPaG focus was using emotive language and using paragraphs.



Reading in Early Years

- **Use of books and a love for stories-** one of the key essential components to Early Reading is enhancing the pupil's enjoyment of stories and an eagerness to explore books. We nurture this through at least daily shared story sessions, reading mornings and a well-stocked & inviting book corner that included Author text and the Pie Corbett reading spine stories. Pupils need to learn the logistics of using a book, distinguishing from print and pictures, turning pages accurately, understanding of characters events and text type.
- **Language for reading is key-** as James Britton clearly highlights “Reading and Writing float on a sea of talk”. In the EYFS everything we do focuses on the development of language skills, from language interventions, sustained thinking interactions and Once upon a picture sessions. We value that Pupils need to understand language and be able to use a language, before they can learn how to read and write in that language.



Reading in Early Years

Attunement for listening- lots of activities from the Phase 1 Letters and Sounds Document are used, alongside Attention Autism sessions and concentration tasks such as Beat Baby and Lola the Listening Leopard. If Pupils cannot listen then the building for reading will be hindered such as the ability to discriminate between sounds, blend, segmenting, inference skills.

Playing with words/ Vocabulary teaching- We plan session and opportunities that develop skills such as rhyme, alliteration, oral blending and segmenting . As well as using ideas from schemes such as Word Aware, Stories for Talking and Talk for Writing to help Pupils enhance their understanding of words, word structures and semantics.

Knowing print has meaning- Only when we have built on the prior key skills, we look at print having meaning through environmental printing games , modelling the purpose of words and text through carpet inputs and throughout provision. Using strategies such as 'phonic Fairy' & RWI sessions to begin introducing grapheme phoneme correspondence to the Pupils in an engaging way and the use of 'Mr Tricky words' & 'Fred the Frog' for teaching word level reading.

Promoting a love of reading

- **Book spine/ Book Time:** All year groups have a reading spine. They have a range of texts, including fiction and non fiction to be read by the teacher at book time on a daily basis. By the end of their OAFV journey, pupils will have a large bank of high quality texts that they will be able to confidently talk about and retell.
- **Weekly book experience afternoons:** In EYFS and KS1 teachers provide the pupils with a fun, enjoyable, memorable experience related to a book from the book spine box. After the session they all get a copy of the book to take home and keep. Multiple copies are then added to the special book spine box, so the pupils can select them and read them alongside each other; promoting independent reading.
- **Class authors:** Another strategy used to develop a love of texts. All year groups have a high quality reading area dedicated to their class author. Texts by this author are available for the pupils to take home, read alongside a friend or listen to an adult read. Class teachers write to the authors and often get responses; exciting the pupils.
Reception- Eric Carle
Year 1- Julia Donaldson
Year 2- Jill Murphy
Year 3- Anthony Browne
Year 4- Petr Horacek
Year 5- David Walliams
Year 6- Malorie Blackman
- **Reading morning:** Reading morning happens weekly on a Wednesday morning. As the academic year has progressed, the number of pupils has risen rapidly, from 5 pupils to 37.



Promoting a love of reading

- **Book at bedtime event:** This is a yearly event held in Autumn term. EYFS and KS1 pupils are invited back to school in the evening wearing their pyjamas.
- As part of the event, pupils listen to teachers read a selection of their favourite stories, they can meet a character from a story and retell stories using small world, whilst drinking hot chocolate.
- This event is successful year on year, therefore we are looking at doing in more than once next academic year.
- **Reading awards:** They are used as an incentive to promote reading, either at home or at school.

Bronze award– 30 times

Silver award- 50 times

Gold award- 100 times



Reading Aliens

Reading aliens: They help the pupils to focus on a particular reading skill. They used within shared reading and book study lessons.

Renata Retrieve



Renata Retrieve is really good at finding things. She looks closely at the text and finds the answer.

Elisa Explain



Elisa Explain is really good at explaining. She can talk about what she liked and didn't like about a story. She gives her own thoughts and opinions on what she has read.

Samuel Sorter



Samuel Sorter likes everything in order. He is very good at sequencing the main events in a story. He can find the beginning, middle and end.

Peter Predict



Peter Predict is really good at making predictions. He can look into the future and think about what might happen next. He always thinks about what he already knows and links this to the information he has read so he can make a good prediction.

Reading Aliens Continued

Mario Meaning



Mario Meaning is really clever. He understands lots of words and loves discussing what they mean. Sometimes he uses a dictionary to help him find the definition, other times he reads around the word to help him with his understanding.

Boris Background

Boris Background is really good at thinking about what he already knows. He makes links with what he has experienced before to help him understand new things that he is reading.

Ivan Infer



Ivan Infer is brilliant at figuring out how characters are feeling and why things are happening even when it doesn't tell you in the story. He has to read between the lines.





Other strategies used to develop reading fluency and comprehension

Time to talk sessions: These are delivered 3x weekly for the lower 20% of readers in every class. This is used to develop vocabulary and speaking skills. We understand that without fluent speakers, we will not have fluent readers.

Word aware: This is a whole school approach where words are grouped into three tiers. The words are topic related and are put in a pot in the classroom and revisits regularly. This is particularly valuable for pupils who start school with a vocabulary gap.

Fluent readers intervention: This is an intervention delivered 3x weekly to the top 20% of readers in every class. This looks at expression and the pace of the pupils reading.

Read like me: This is done during shared reading sessions and during book study. Teachers model fluent, expressive reading and the pupils copy this.

Echo reading: This is similar to read like me,

1. The teacher reads the text the first time with the pupils
2. The teacher reads it again with the pupils but the teacher is quieter
3. The pupils read it on their own

Once upon a picture: The children use a picture on a daily basis to develop their comprehension skills. The images stimulate the imagination and promote creativity. The images the children are exposed to are specifically chosen to develop prediction and inference skills. These sessions are 10 minutes long and are verbal. Children all initially begin by saying what they can see.



Reading Interventions

Precision Teaching: This is a strategy used to target a specific skill using 1:1 session for 5 minutes each day. Sounds or common exception words are carefully chosen and worked on each day with a reading assessment used to show progress over the term. The words are changed once the child is consistent in reading them.

LEAP/ VIP: To develop early language and vocabulary and to enable pupils to store and retrieve vocabulary. It is a wave 2 intervention recommended by the Speech and Language service and is used through school following an assessment.

Attention Autism: Develops concentration, engagement, attention and turn taking skills in a small group. It is recommended by the Speech and Language Service and the SCERTs program.

KS1/2 Phonics Boosters: A phonics booster is in place every day for specific pupils in Year 1 and 2. This focuses on introducing new digraphs/ trigraphs and identifying them in a word, which supports the pupil to read. Pupils in KS2 who did not pass the phonics screening check in KS1 have a timetabled phonics lesson in a morning and an intervention 3 times a week. They are then assessed at the end of every half term.



Assessment of Reading

- Rigorous tracking and monitoring of reading progress, attainment and teaching is a key focus to ensure all pupils are achieving their maximum potential.
- During half termly pupil progress meetings, pupils are highlighted according to their attainment level. They are grouped into 5 areas. They are:
 - Pupils working above age related
 - Pupils working at age related
 - Quick catch up pupils
 - Pupils who require targeted support
 - Pupil who require intensive support
- Teachers identify the pupils barriers to learning/ next steps and then set up relevant interventions based on this knowledge.
- Regularly observations of lessons and interventions monitor maximum progress of all children.



Staff CPD and Opportunities Had

- Staff training session with Teresa Heathcote (English Consultant). These sessions have included:
 - Own subject knowledge based on terminology and examples.
 - Book Study lesson training- fluency, comprehension, retrieval, skills and SATs style questions
 - 1:1 individual reading with a pupil
 - Development of daily SPaG lessons
- Reading leader modelling high quality phonics/book study/ SPaG sessions in KS2.
- Phonics leader modelling high quality phonics session in KS1.
- Reading leader modelling individual reading with a pupil 1:1 with all staff and carrying out observations to monitor these.
- Reading leader completed IRIS films for expectations in reading and shared with staff.
- Reading leader has bought new reading scheme in line with phonics programme- training all staff on this.
- Half termly pupil progress meetings with staff to highlight pupils not making expected progress.