



READING AT ST. MICHAEL'S

OUR APPROACH TO READING:

FOUNDATION & KS1

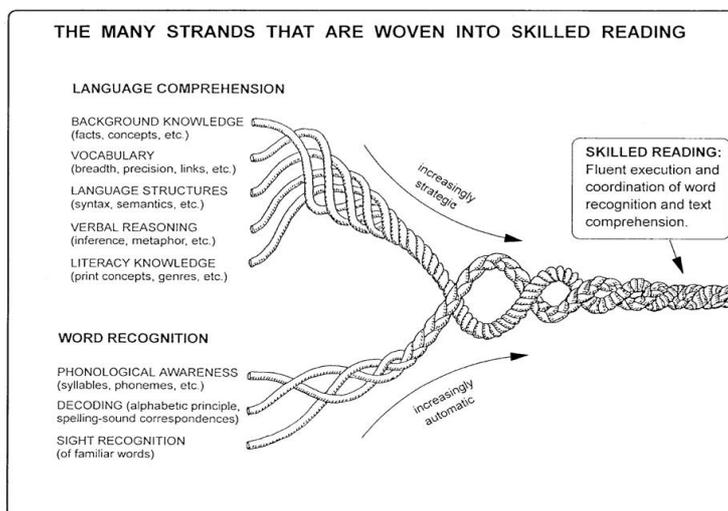
From entering Early Years, children are taught using Read. Write. Inc, which is a detailed and systematic programme for teaching phonic skills, each day. This continues into Key Stage 2 where it is revisited and revised to assist with reading and to support children's knowledge of spelling rules. **We invite you to visit our separate page dedicated to Read Write Inc. phonics for further information on this.**

KS2

In KS2, your child will have a minimum of four 30 minute 'Teaching of Reading' sessions per week. **Reading is a priority in EVERY classroom in school; practice and provision is not just limited to these 30 minute slots, but throughout the curriculum subjects across the day too.**

Each explicit Teaching of Reading session will focus on a particular element of the skills required to be a successful reader, all intertwined with a balance of independent/paired practice and teacher modelling.

The strategies and curriculum areas covered across the sequence will ensure all strands of the Scarborough Reading Rope (below) are included in our reading provision with the aim to have as many children as possible leave us in KS2 as skilled readers who are fluent in their execution, secure in their strategies to comprehend from a range of genres and enjoy reading for pleasure.



Teaching of Reading - Session Overviews

Session 1

Reading in the moment

The focus for this first session is for the teacher to introduce the text the children will be focusing on that week. They model fluent and expressive reading whilst stopping at key points in the extract to 'Think Aloud' and model their own thought processes as they read. Children are also questioned on their opinions, predictions, inferences and links to their own background knowledge relating to the text. Unfamiliar vocabulary is identified and discussed and children are given the opportunity to perform a supported first read too.



Session 2

Vocabulary

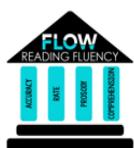
The focus for the second session is to delve deeper into the vocabulary choices within the text. 'Goldilocks words' (words that are not too easy, not too hard, but just right) are selected and taught to the children explicitly. This process can include finding synonyms and antonyms, looking at the morphology/etymology of a word and having a go at using it in varying contexts. These words are added to a visual Word Wall display in the classroom for children to reference and use within their written and oral language at a later date. Once again, children will have the opportunity to read the text in pairs or with their teacher in this session.



Session 3

Fluency and Prosody

The importance of children reading with strong fluency cannot be underestimated. These sessions provide them with the opportunity to enhance their expression, phrasing, smoothness and pace when reading, making it enjoyable for a reader to listen to whilst also aiding comprehension by emphasising certain words or phrases intended to stand out by the author. Prosody takes this one step further: pupils are given the opportunity to rehearse sections of a text, focusing on volume, pauses, pitch and speed to read the text in a way they feel is necessary and relevant to the context. Strong teacher modelling takes place in all of these sessions and children are often tasked with text marking and analysing a performer's use of strategies in their 'vocal toolbox' when reading aloud.



Reading fluency is the ability to **accurately** read at an appropriate **rate** while demonstrating **prosody** and **comprehension** of the text.

Session 4

Return to the Text

After a week of guided practice, the purpose of this final session is for the children to have the opportunity to independently engage with a text, answering a range of questions linked to the question domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising & Sequencing (VIPERS). Children are expected to **apply** their strategies in 'In the Moment of Reading', 'Vocabulary Understanding' and 'Fluency' to a text. Preferences and opinions of a text are often discussed during this session too, providing children with the platform to build up their own personal bank of reading preferences across a range of genres, including poetry.



Accelerated Reader:

When your child fully completes the Read Write Inc. phonics program in school (being secure in the grey books and all of the taught sounds) they will move onto Accelerated Reader and begin bringing colour banded books home.

Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child can take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.



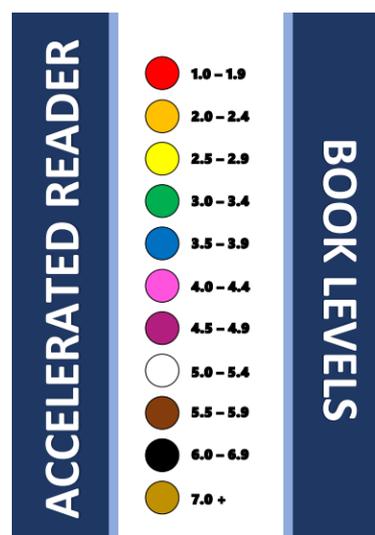
Steps involved in Accelerated Reader



- 1) Teachers determine your child's reading by conducting a STAR reading test each half term. STAR Reading is a computerised reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response to a question is correct, the difficulty level of the next question is increased. If the child misses a question, the difficulty level of the next question is reduced. The test uses multiple-choice questions and takes approximately 20 minutes. This, alongside their own teacher assessment, will determine your child's reading level.
- 2) The STAR reading test will create a ZPD score for each child. In independent literature-based reading, ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD range after taking the STAR Reading test, or teachers can use their best professional judgment to determine a ZPD. It is important for children to read with a high degree of comprehension and within their ZPDs.

- 3) All books in school are colour coded in relation to their ZPD score or book level (see image aside). Children can select a book from anywhere within their ZPD level. For example, if a child's ZPD score is 2.3-3.5, they may select appropriately-levelled books from the orange, yellow, green and possibly the blue collections. **Please note these book colours do not align with the previous book band colours used in school so do not worry if the colour of the book your child comes home with is different or repeated to those previously brought home.**

- 4) Once your child has read the book with you, they have the option to take a quiz to test themselves on their comprehension. There are over 35,000 Accelerated Reader quizzes available, with more being written every month - every book within the school Accelerated Reader stock is quizzed. The login details to take these quizzes can be found in your child's reading record. Every book that has an Accelerated Reader Reading Practice Quiz is given a points value. Accelerated Reader points are computed based on the difficulty and the

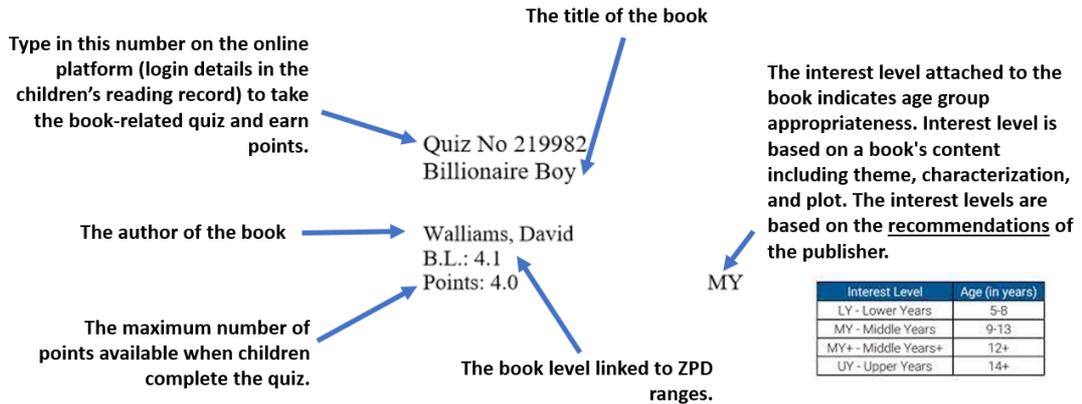


length of the book (number of words). Children earn points, or a portion of a book's points, depending on how well they do on the Reading Practice Quiz and each term will have a target to reach.



Accelerated Reader Book Labels Explained

On the inside cover of each book, you will find a label containing lots of useful information. Below is a guide to what this information indicates:



Children can, of course, still enjoy books together with you that sit outside of their ZPD level; however, when practicing their independent reading, it is very important to ensure that their books sit within their ZPD level to aid their progress in comprehension and fluency.

The website below will help you when selecting or purchasing books outside of the school stock, as it can quickly tell you what book level it is along with the quiz number and interest level.

<https://www.arbookfind.co.uk/default.aspx>

Year groups also have incentives in place to promote regular reading that is challenging, yet enjoyable, for each pupil.

Children will read with an adult regularly in school; this varies depending upon the age and ability of the child. Through independent reading, teaching of reading, shared reading and reading for pleasure, children are given regular opportunities to develop and extend their reading skills.

Throughout the school years, they are taught a variety of skills to support their reading confidence. At St. Michael's, teachers use Reading VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise/Sequence) to ensure that children are able to develop and embed key comprehension skills for reading. Many Reading lessons in school focus on one of these skills for pupils to practise and develop both their oral and written responses.

Overall, we aim to give children the tools of learning, which they can confidently use in any situation they may meet.

READING FOR PLEASURE:

"You can find MAGIC wherever you look. Sit back and relax all you need is a book!"

Dr Seuss

Alongside teaching pupils to learn the skills in reading, everyone at St. Michael's values the importance of developing children's reading for pleasure and are incredibly proud of our pupils' perceptions and attitudes towards their reading. By taking regular trips to the library, running book fairs and inviting in authors and story tellers, a love of reading permeates the school and encourages children to be curious and active in their own learning beyond the school walls and KS2.

SUPPORTING YOUR CHILD WITH THEIR READING:

Research shows that reading regularly at home, as well as in school, is the key to academic success. We encourage parents to assist their children with their decoding and basic comprehension and to listen to their child read daily. This can be done by referring to the illustrations or text in the book and asking the children about particular vocabulary or to make basic inferences and predictions.

As your child becomes more independent with their reading, we would advise you to encourage them to read a wide range of books and other reading material. As a parent, you can ask questions about the story that your child is reading and this will help to develop their comprehension skills. We also recognise the importance of children, no matter what age, having stories read to them.

Find below a link to the Literacy Shed website where you will find examples of comprehension questions when reading with your child.

www.literacyshedblog.com/blog/reading-vipers

We fully appreciate your help with supporting your child's reading and if you do have any questions, queries or would like further support please do not hesitate to speak to your child's class teacher.