

Atwood Primary Academy

Mastery for Reading (draft)



Date: September 2021

Review Date: September 2022

(or to meet new legislation and practices)

Signed By: _____

Position: _____

Date: _____

Reading at Atwood Primary Academy

During the 2020-2021 academic year, Teachers and Teaching Assistants are actively involved in developing reading across the school. They will take part in guided research and training experiences that will enable all Staff to become confident and expert teachers of reading. This draft document reflects current practice at Atwood, will evolve over time and will be finalised by July 2021.

Intent:

We aim for all children to be lifelong readers who read with confidence, fluency and understanding because we believe that reading is a key skill that enables people to be academically, economically and emotionally successful in life.

We aim for all children to progress well in reading during their time at Atwood and for all children to have their provision adapted to suit their individual needs.

Implementation of reading:

- We have an excellent library with a wide range of fiction and non-fiction books that teachers take to classes. These are changed regularly to suit the topic that the children are learning.
- Classes are vocabulary-rich environments where children take part in discussions around word etymology and precise synonyms. Children have opportunities to explore new words and apply them.
- Children are read to each day by their class teacher. Books often complement a topic that they are learning about.
- Children are given daily opportunities to read their own book during quiet reading time. Children have regular opportunities to read one-to-one with their teacher during this time.
- Children within the bottom 20% of the class read to an adult in school twice a week.
- We carefully select high-quality books to model language, grammar and stylistic features to the children and make explicit links to writing.
- Atwood realises the importance of reading aloud regularly. Parents and the school work in partnership for the benefit of the children. Atwood actively encourages all children to read to an adult for at least 10 minutes each day, at least 5 times per week at home. This is monitored by the school.
- Teachers are trained to ask thought-provoking, specific questions during reading sessions. Follow up questions are asked to deepen understanding.
- A wide variety of material is used to develop inference skills with children from a wide variety of sources: fiction, non-fiction, pictures, artefacts, whole-texts, paragraphs and sentences.
- As children develop their reading skill, we provide them with opportunities to read to learn.

Guided reading (pedagogy)

At Atwood, teachers are able to use their professional judgement when deciding which approach to use when teaching reading. Each approach needs to suit the needs of their individual pupils. In class, it will be common to see one of these approaches to reading – although the list is not exhaustive. Teachers have the opportunity to share good practice and can be released to observe lessons in order to develop their own knowledge.

Pedagogy	Possible reasons
Echo Reading (whole class / small group / intervention)	<ul style="list-style-type: none"> • Develop intonation and expression. • Develop fluency. • Develop understanding of a text through how a text is read.
Reciprocal Reading	<ul style="list-style-type: none"> • Supports independent comprehension skills. • Emphasises teamwork.
Story mapping to support oral retelling	<ul style="list-style-type: none"> • Learn language of a text. • Internalise stories for later application in writing. • Develop knowledge of poetry.
One-to-one reading with adult	<ul style="list-style-type: none"> • Develop fluency. • Supports the acquisition of a specific, individual target. • Assess current reading strengths and next steps.
Peer reading	<ul style="list-style-type: none"> • Develop fluency and confidence. • Promotes discussion of a text. • Facilitates opportunities for meta-cognitive learning.
Individual silent reading	<ul style="list-style-type: none"> • Promotes independence. • Provides children with the opportunity to explore texts on their own and discover which books they particularly enjoy. • Develops reading stamina.
Pictures, artefacts	<ul style="list-style-type: none"> • Supports visual learners and all children with their inference skills, including children with poorer reading fluency.
Whole-class guided reading	<ul style="list-style-type: none"> • Promotes mixed-ability discussions. • Allows for instant verbal feedback. • Opportunity for tailored follow-up questions and discussions that promote deeper understanding.
Carousel guided reading	<ul style="list-style-type: none"> • Caters for small group (up to six children) teaching. • Opportunity for independent follow-up tasks to consolidate learning.

Time allocation:

Nursery

- Phase 1 phonics embedded in a rich daily diet of songs, rhymes, raps, poetry and stories, both oral and read. Stories are shared with the children each day.

Reception

- *10-minute phonics session daily;*
- *Reading activities during child-initiated learning.*
- *Depending on the cohort, a guided reading approach is considered in the Summer Term.*

Year 1 & 2

- 10-minute phonics session daily
- Four or five timetabled guided reading sessions per week that total a minimum of 120 minutes per week.

Year 3

- Three 15-minute phonics sessions per week;
- Four or five timetabled guided reading sessions per week that total a minimum of 120 minutes per week.

Year 4,5 & 6

- Three 15-minute spellings / phonics sessions per week;
- Four or five timetabled guided reading sessions per week that total a minimum of 120 minutes per week.

Implementation of phonics at Atwood:

Atwood recognises the benefit of all teachers and Teaching Assistants being confident with phonics.

We follow the DfE Letters and sounds programme

Jolly Phonics to complement teaching pedagogy

Book bands complement the phonics programme

PM Benchmarking used as an assessment tool.

- Phase 1: Nursery
- Phase 2-4: Reception
- Phase 5: Year 1
- Revisit Phase 5 and teach Phase 6: Year 2
- Revisit Phase 6 and 6: Year 3

Impact

At Atwood each child is thought of as an individual learner, and the impact of provision is regularly monitored and refined. Teachers, Teaching Assistants, SLT, parents and the children's own view are all key to understanding and supporting children with their progression in reading and the impact of progress and attainment is measured in the following ways:

The impact on our children is measured formatively on a regular basis using the CLPE Reading Scales. The Reading Scales support Teachers to identify strengths in reading and next steps that pupils need to secure in order to progress further. CLPE Reading Scales offer pedagogical methods that are embedded in scientific research to support staff in school to support a child with their reading progress.

Summative assessments are carried out on a termly basis using the Headstart English Reading Comprehension Analysis Programme. Teachers report their assessments to the Deputy Headteacher each term, and progress is tracked throughout their journey through school.

Pupil progress meetings are carried out for all pupils each term, involving members of the SLT and teachers. This gives teachers an opportunity to discuss each child with a SLT member and identify any actions that may help to aid progress at an early stage.

Our approach to reading at Atwood helps the vast majority of children to progress well throughout their time with us. KS2 results show that Atwood children have consistently (2016-19) achieved above national attainment at EXS+ and Greater Depth. Progress scores (2017-19) indicate that children make more than expected progress in reading during their journey through school.