

## Reading Strategy – Torre C of E Academy



At Torre C of E Academy reading is at the heart of the curriculum. At Torre Academy our **English** curriculum promotes high standards of language and literacy by placing a strong emphasis on **reading, writing and oracy**. Our intent is to inspire children to be **curious, adventurous and independent learners**. From the earliest point, all children are immersed in high quality literature and have daily opportunities to engage confidently in peer to peer discussion alongside adult-led talk. Children develop their love and passion for reading and writing as they journey through the school. Due to our high expectations in English, pupils' development across the curriculum is enhanced both cognitively and socially.



All children at Torre Academy start their reading journey with daily **Read Write Inc** phonics until they can demonstrate that they can confidently and accurately blend with little support. After passing the phonics screening test in **Year 1**, all children by the end of **Year 2** are expected to be reading between **90-100 words per minute** and comprehending at an age appropriate level. As the children progress up through the school reading and vocabulary is at the heart of the curriculum. At all levels, reading lessons focus on vocabulary development, comprehension, fluency and promoting lifelong engaged readers. By the end of **Year 6** there is an expectation that all children are reading **120 words per minute** and can comprehend and infer to a high level. All classes enjoy sharing a class reader daily and invest a significant amount of time each term ensuring that all children read and can talk confidently about their **'Fab Five'** texts and have a deep understanding of their **'Star Authors'**.

Every year, teachers select texts that will engage and produce high quality writing in all year groups. New release texts are combined with classic texts in order to ensure the reading curriculum is enticing, relevant and current to the children. Exciting days throughout the year, such as **World Book Day**, enhance the reading curriculum at Torre and provide all children with memorable and meaningful learning experiences.



**Our five main aims for reading at Torre are:**

- 1) To ensure **ALL** pupils become fluent readers.
- 2) To provide a coherent approach, where reading is at the heart of all learning.
- 3) To provide an environment and culture where pupils develop a love for reading.
- 4) To provide a programme where pupils progressively develop the skills of reading through a whole school systematic approach.
- 5) To ensure **ALL** pupils make good progress in reading, providing quick catch up for pupils that do not.





## 1 - To ensure ALL pupils become fluent readers

Fluency allows for comprehension. We therefore prioritise reading fluency in order to ensure all pupils become accurate and automatic readers.

- 1) **Right from day one** – Pupils at Torre are taught phonics right from their very first day in EYFS. Phonics is a priority and is then taught daily from that point on.
- 2) **Phonics alignment** – Our pupils follow the **Read, Write, Inc** phonics programme. The books that pupils read directly match those of the phonics scheme being taught in class. This enables pupils to apply and transfer their phonics knowledge from lessons into the books that they read.
- 3) **Assessment** - Teachers regularly assess children’s progress through, and within, the phonics colours and discuss in our weekly phonics training sessions. We also have an “assessment team” who meet to ensure consistency in assessment. They then carry out assessments on all children on the programme every half term. Children who have graduated from phonics are also assessed regularly on their ability to read challenging texts fluently by their class teacher. Interventions with a focus on fluency are given to children needing additional support.
- 4) **Consistent approach** – Phonics teachers have weekly training and practice sessions based on RWI material. This enables all teaching staff to have the skills to deliver high quality RWI phonics sessions throughout the academic year. It ensures a consistent approach in our teaching and children know what to expect from their phonics lessons. All children, regardless of their year group, have daily phonics sessions until they can attain the required fluency to graduate from the programme.
- 5) **Fluency is a focus even after phonics** – We know that fluency is key for reading comprehension. Children who have graduated from RWI phonics still have the opportunity to develop fluency further through repeated reads, listening to the teacher model and through an increased focus on vocabulary acquisition.
- 6) **Practice develops automaticity** – Children log their reading from home in their ‘Reading Records’. This allows teachers to monitor how regularly children are reading. If a child is not logging their reading at least three times a week, teachers contact parents to enquire how reading is going at home and to offer support. Extra daily opportunities to read at school are afforded to any children who are unable to read at home.

## 2 - To provide a coherent approach, where reading is at the heart of all learning

Reading is a fundamental skill for every child’s development. Prioritising reading with dedicated time during the weekly timetable ensures that pupils experience reading across many different contexts.

Dedicated teaching time for active reading	Reading to serve the curriculum	Daily reading of a ‘Fab Five’	Children collect vocabulary
Pupils are either taught phonics in targeted groups, or, once graduated from RWI, taught <b>whole-class</b> guided reading for a minimum of 60 minutes. These lessons start at 9am daily.	Pupils use reading as a tool to build deepening knowledge and understanding across the curriculum, linked to learning experiences.	Teachers dedicate time each day to read a Fab Five text to the children.	New language from texts covered in class are noted onto flashcards. Teachers then quiz children on this vocabulary, ensuring pupils are exposed to new language multiple times. This increases retention of new language.





The reading hour happens daily at Torre and runs from **9am-10am**. All teachers follow the teaching sequence below:

- Day 1 - Linked to learning enquiry (first read, collecting of vocab, teacher model reading)**
- Day 2 - Book Club including a focus of Star Authors and Fab Five Readers/predicting/infering/discussing**
- Day 3 - Linked to learning enquiry (reread, mnemonics, retrieval questions)**
- Day 4 - Book Club including a focus of metacognition/linking and oracy**
- Day 5 Linked to learning enquiry (third read - spaced - children to produce a detailed summary of the text)**

The learning enquiry extract is sent home for families to further support their children with new vocabulary and fluency.

### 3 - To provide an environment and culture where pupils develop a love for reading



## ★ Star Authors ★

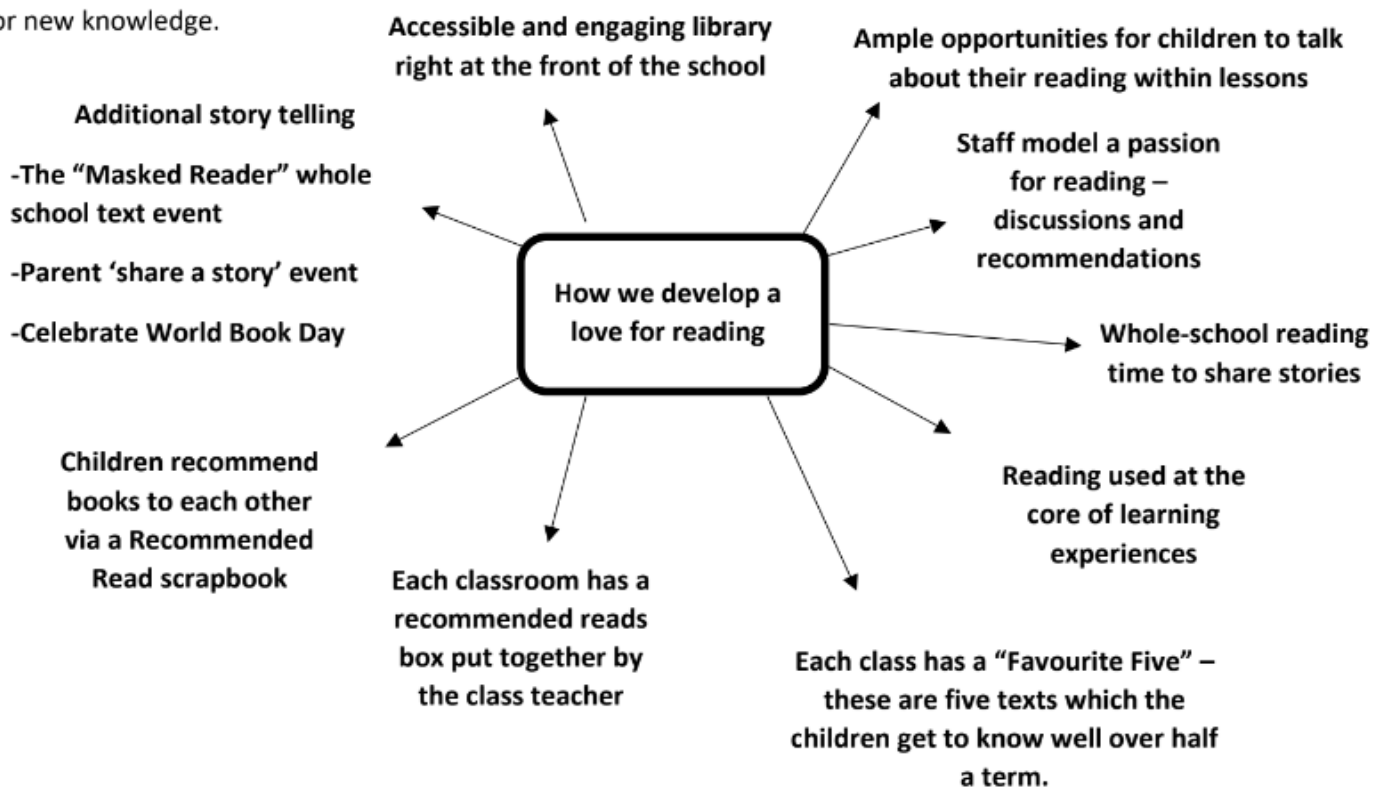
Reception	Michael Bond	Rachel Bright	Isabel Otter
Year 1/2	Tom Percival	Julia Donaldson	Benji Davies
Year 3/4	Cressida Cowell	Michael Morpurgo	Keren Getten
Year 5/6	Malorie Blackman	Eoin Colfer	Roald Dahl





## 4 - To provide a programme where pupils progressively develop the skills of reading through a whole school systematic approach

We develop a love for reading so that our children want to read, developing their fluency, comprehension and thirst for new knowledge.





## 5 - To ensure ALL pupils make good progress in reading, providing quick catch up for pupils that do not

Identify - Use of assessment	React		
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>- Assessment during phonics sessions and whole class guided reading</li> <li>- Assessment of fluency within lessons</li> <li>- Assessment of vocabulary attainment (quizzes, retrieval questions, flashcards)</li> <li>- Assessment of work in journals</li> <li>- Assessment of the quality of talk in reading lessons (three levels of talk)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>- Half-termly phonics screening (EYFS/Yr1) - -</li> <li>- Termly Rising Stars PIRA Assessment (KS2)</li> <li>- STAR reading assessment on Accelerated Reader</li> <li>- Half-termly vocabulary Kahoot! quiz</li> <li>- Fluency checks (timed reads)</li> <li>- Reading tracking sheet</li> <li>- Against the reading progression document</li> </ul>	<ul style="list-style-type: none"> <li>- Additional afternoon phonics sessions</li> <li>- Precision teaching – daily intervention of phonic sounds</li> <li>- Targeted guided group work in class- working with the teacher on the area of need</li> <li>- Additional targeted group work – small group work on the area of need</li> <li>- Daily reading – reading with support staff/volunteers for ADDITIONAL reading practise</li> <li>- Focused whole-class teaching – based on the children’s needs</li> </ul>		
<p align="center"><b>ACE WHOLE SCHOOL READING PROGRESSION DOCUMENT</b></p> <p>This document has been written by headteachers and our ACE English leads. Each document has been adapted to the context of each of our schools. In all year groups, reading is integral to the acquisition of subject knowledge within our enquiries. In all schools, reading is explicitly taught every day. Whether this teaching is part of a phonics lesson, or a reading lesson, children are supported to make the journey from decoder to independent, fluent reader. All children are exposed to high quality books from a wide range of genres. These books range from modern and classical fiction to poetry to informative, and include authors from diverse cultural backgrounds. Reading therefore, is the means by which children acquire a wide vocabulary as well as developing the habits and dispositions to become life-long readers.</p>			
<p align="center">The progression in reading is based on the following stages:</p> <p align="center">The Reading Process</p>			
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Deliver daily phonics, taught from day one of a child starting school.</li> <li>• Regular assessment of acquisition of GPCs and application when reading</li> <li>• Children are grouped based on their knowledge and application of GPCs</li> <li>• Decodable phonics books used where that only contain GPCs and they words that a child can read fluently and confidently</li> <li>• Focused catch up and additional support for children who are not on track to meet specific milestones</li> <li>• Regular support and training for all staff who deliver the phonics programme</li> </ul>	<p><b>Developing reading fluency</b></p> <ul style="list-style-type: none"> <li>• Regular fluency checks to ensure children are meeting their age related milestones</li> <li>• Targeted catch-up support for pupils beyond the PIRA to become fluent, independent readers</li> <li>• Schemes such as accelerated reader and SSP programmes are used to support pupils in Year 2, 3, 4 and possibly beyond, to ensure that all pupils can confidently read (SPIEGEL) in an age-related text.</li> <li>• PIRA tests used on termly basis from year 1</li> <li>• Strategies such as Echo Reading and paired reading are incorporated into reading lessons, as an opportunity for teachers to model intonation, gesture and pronunciation</li> </ul>	<p><b>Acquiring a rich vocabulary and broad subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Reading is taught as part of our learning enquiries</li> <li>• Schools site a structured programme for their daily reading lessons (Active Read, or (E)PIC)</li> <li>• Opportunities within reading lessons to learn subject-specific vocabulary</li> <li>• Opportunities within reading lessons to develop comprehension, through discussion and deeper engagement with the text</li> <li>• Text provides further information relating to the learning enquiry subject</li> <li>• Pre-reading sessions may also take place, so that our lowest 20% are given a head start.</li> </ul>	<p><b>Becoming a life-long reader</b></p> <ul style="list-style-type: none"> <li>• Wide range of engaging books are shared in class on a daily basis</li> <li>• Links with local library services</li> <li>• Schemes – schools to promote reading for pleasure – reading certificates, prizes and incentives</li> <li>• Author visits</li> <li>• Opportunities to share books with our community, i.e. Silver Bionics</li> <li>• Class rooms have reading corners, featuring a curated selection of high-quality literature</li> <li>• Schools will have their own strategies to ensure children are exposed to a wide range of authors and writing styles – i.e. ‘Talk Time’</li> <li>• All children to be read to every day by an adult</li> </ul>
<p align="center"><b>ACE Reading Progression Document</b></p> <p align="center">Phonics and Reading Fluency</p>			
<p align="center"><b>ACE Reading Progression Document</b></p> <p align="center">Developing Comprehension: Commenting, Responding, Comparing</p>			

