

Reading at Alex Park



Reading Intent

At Alexandra Park Junior School, we recognise that the ability to read fluently, independently and effectively for meaning are some of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum, providing opportunities to increase pupils' knowledge and understanding as well as being an important skill for future learning and employment. Therefore, we place the systematic teaching of reading at the very heart of our curriculum. Alongside this we aim to nurture a love of books and a desire to read for pleasure through sharing of high quality reading materials and the teaching of specific reading skills. In order to ensure that the schools' curriculum intent and implementation are embedded securely and consistently across the school, the following systematic approach to teaching reading fluency and skills must be adhered to by all staff at Alexandra Park Junior School. This reading structure incorporates teaching and learning strategies to develop reading fluency, vocabulary acquisition and development, expose children to age appropriate texts, support cross curricular learning and promote a love of reading.



Shared Reading

Whole class shared reading.

Shared reading sessions will be taught 4 days a week, with one reading for pleasure session. Each day will focus on a different reading skill, which will be linked to the reading question domains. This can be taught in any order but each session must be evident in weekly planning to ensure coverage of content domains.

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	Day	Focus	Domain
	1	Vocabulary	A and D
	2	Text cohesion	C and F
	3	Comprehension	G and B
	4	Inference	E and H



Daily structure

The structure of each daily shared reading session will include:

1.Read a section of the text

2. Explore unfamiliar vocabulary - this could be achieved through a range of activities including: Word aware activities dictionary work, visuals, matching definitions and key words or drama - in order to develop the children's language acquisition

3. Introduce the question type - with a shared definition and examples of how the question will be structured. Teacher or teaching assistant will model how to answer the question by highlighting key words, identifying the answer in the text (if applicable to that question type) and creating a written answer

4. Allow the children the opportunity to verbally practise answering one or two examples of the question type; in pairs, as a group or independently.

(Steps 1-4 will take place with children in their Kagen groups.)

5. Children to move into their shared reading group activities (Appendix 2)

6. As all children (With the exception of SEND children who will have questions adapted to suit their needs and support material using inprint.) will have the same questions set, at the end of the lesson children will come back together as a whole class to share and mark their answers

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Shared reading group activities.

These activities will embed and develop the reading and fluency skills taught during the whole class shared reading sessions. The class will be divided into three prior attainment groups numbered 1-3 (1-LPA, 2 MPA, 3 HPA) to complete work either with the teacher, teaching assistant, or in pairs (Appendix 2).

All children (With the exception of SEND children who will have questions adapted to suit their needs and support material using inprint.) will be given the same set of questions to answer, either verbally or in writing. Children working with the teacher or teaching assistant will verbally answer the first few questions and then complete the remaining questions - initially recording their answers on whiteboards- before working with the teacher/teaching assistant to evaluate their answers and work collectively to produce a shared answer. Or they will be practicing reading a small section of text using text marking, talking tins and drama activities to support this.

Children working in pairs will answer all of the questions (taken from the focus content domains for that session) having time to discuss their answer and compose a written answer together witing in different colours so the teacher can assess each child's progress. These will be completed on paper and stored in the reading assessment files.



Shared reading group activities. (ctd)

Children who are unable to access the text will receive group support during the whole class shared reading input, accessing a text more closely matched to their prior attainment and will be taught specific content domains based on their need, or they will receive phonics lessons if they have been assessed at the red group or below. During the shared reading group activities, these children will work independently, completing an activity based on their text.

To ensure an equality of opportunity, (with the exception of those children who are unable to access the text as detailed above) all children will be exposed to all question types each week using a text that is age related and provides cohesive links to writing and or topic lessons. Cross curricular links expose children to a broad range of subject specific/unfamiliar vocabulary, provide opportunities for the children to embed their vocabulary in their long-term memory and apply them fluently.



Structure of one to one reading sessions.

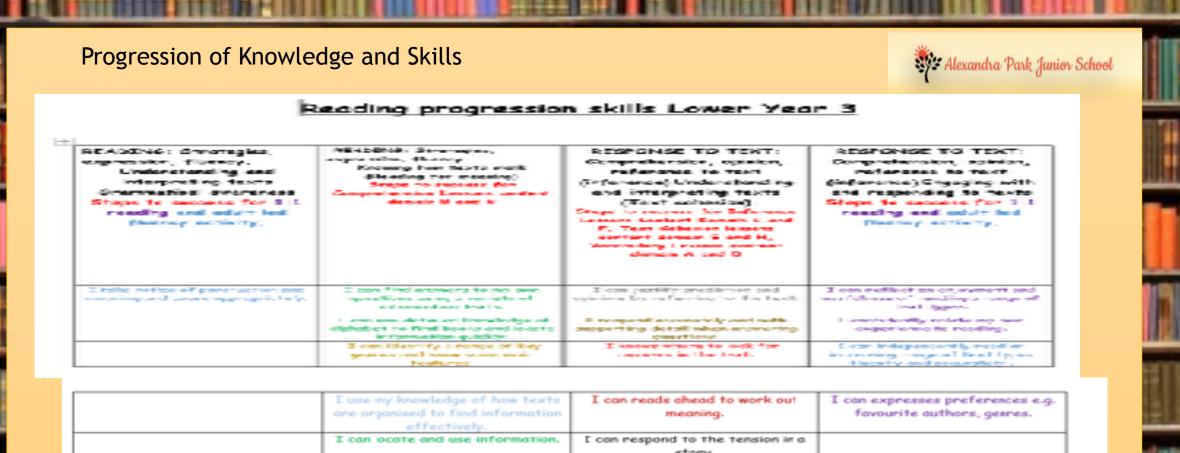
- 1. Ask background questions about the text. Did they enjoy the book? Why/ Why not.
- 2. Get the child to read a little of the text to you then stop them and point out some strengths of their reading.
- 3. Read a little further then pick out an area for development to work on.
- 4. Model how to achieve the area for development.
- 5. Give the child strategies to achieve their target while they are with you.
- 6. Allow them time to practice using the strategies you have suggested during the session.
- After reading check the child's understanding of the text by asking what has just happened and what they think will happen next.



Reading Impact

Reading lessons taught regularly and consistently in every class.
 High quality age related texts used in every reading lesson.
 Inclusion of all children being exposed to age related texts through listening for meaning for lower ability readers.
 Data shows reading to be the strongest performing subject across all year groups.
 Due to the structured nature of our reading lessons this enabled lessons to be shared on line during lock down with the least impact on progress.
 Reading is prominent around school raising the profile of reading.
 Consistent provision made for lowest 20% of readers through Phonics and inference

training.



are organised to find information effectively.	meaning.	favourite authors, genres.
I can ocate and use information.	I can respond to the tension in a	
	story.	
	I can recognise elements of	
	authorial style.	
	I can interpret and summarise	
	text without losing meaning.	
	I can use syntax (the	
	orrangement of words), context	
	and word structure to build on	
	and develop vocabulary.	
	I can identify key points when	
1	reading an appropriate text.	

Reading progression skills Year 3

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		I recognise the need to go beyond literal comprehension in order to access the full meaning of a text.	
		I can articulate understanding of the main points in a text.	

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Reading progression skills Year 4

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		I understand significant ideas,	
		themes and structures.	
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Reacing progression skills Year 5

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Reading progression skills Year 6

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		detail to words, phrases, characters and other devices used	
		to manipulate readers' response.	
		L can speculate about the appeal	
		of texts for different oudiences and purposes.	

Pupil voice analysis



Reading Pupil Voice Class......

1, <u>Do you onjoy reading, why?</u> Year 3= 30% said <u>yes</u>.<u>11</u>% said to Year 4= 100% said yes Year 5=78% said yes 22% said sometimes Year 6=100% said yes

<u>Do you thick you are good at reading and why?</u>
 Yoar 3= 44% said yes 44% said to 11% said a little
 Yoar 4=76% said yes 11% said ok 11% said ro
 Yoar 5=78% said yes 11% said alittle 11% said no
 Yoar 6=78% said yes 11% geve no response 11% said no

3. What can you do to improve your reading?

Year 3= Read more frequently Year 4= Read more frequently improve vocabulary Year 5= Read more frequently 1 child said they dion't know Year 6= Read more frequently use expression and slow down

4. How does your teacher help you with your reading?

Year 3= 1:1 reading, helps with difficult words Year 4=Sounds out words, phonics Year 5=interwettions, Year 6=Aaks usiguestions 5. How does your teacher make reading lessons interesting?

Year 3= Interesting books Year 4= Interesting books uses expression, A variety of activities Year 5= Interesting books uses expression Year 6= Interesting books uses expression

6. How could your teacher improve reading lessons?

Year 3= Read more pages in each lesson Year 4=Happy with lessons as they are Year 5= Teach in groups Year 6= Like the reading as it is, change groups to work with other children, use drama.

7. What do you enjoy most about reading and why?

Year 3= Fun books Year 4=Reading together Year 5=Adults reading together Year 6=Interesting books

8. What is your favourite reading book?

Year 3= David Walliams books Ra, yours sincerely giraffe Year 4=Oxfard owls books Anglo Saxon boy David Walliams books Year 5=Harry Potter, War of the worlds Year 6=Roald Dhal books dianx of a winnowkid 9. What don't you like about reading and why?

Year 3= Hard words Year 4=Boring books with no pictures Year 5=Books with lots of writing in them Not finishing books. Year 6=Dog figting books, books with no pictures, the noise in the year 6 area

10. What do you find difficult in reading?

Year 3= Hard words and books with lots of words. Year 4=Hard words and questions. Year 5=Difficult vocabulary Year 6=Hard words and difficult questions.

11. Who helps you when you read at home?

Year 3= Mum, Sister 2 children said 00000 Year 4=Parents and siblings Year 5=Parents and siblings Year 6=Parents and siblings some said they like to read by themselves.



Staff Voice Analysis

Staff questionnaire analysis.

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	Question	Strongly	Neither	Disagnee
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		Agree		strongly
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	 I have a good 	92%	8%	disagree
	 I have a good understanding 	922	8 A	02
	of the	1	1	
	curriculum.	1		
	I enjoy	67%	29%	4%
	teaching	1		
	reading.			
	 I have had adepuate 	83%	17%	0%
	training in	1		
	reading.	1		
	4. I feel	79%	21%	0%
	confident to			
	deliver	1	1	
	reading.			
	5. The	71%	29%	0%
	knowledge and skills	1	1	
	progression is	1		
	well planned.	1		
	6. There are	67%	25%	8%
	adequate			
	resources in	1		
	reading			
	7. I feel	71%	21%	8%
	confident in the	1		
	assessment	1	1	
	and progress	1		
	of reading	1		
	 I use a range. 	66%	17%	17%
	of teaching	1	1	
	and learning	1	1	
	styles	71%	21%	
	 Pupil's find lessons 	712	212	8%
	engaging and			1 1
	value reading.			
	10. I am confident in	88%	12%	0%
	age related	1	1	1 1
	expectations.			1 1

Positive impacts in reading.

- 1. 1:1 reading
- 2. Topic related texts
- 3. Cross curricular texts
- 4. Increased resources
- 5. Wide range of genres
- 6. Rotation of activities
- 7. Use of cattent domain questions
- 8. Consistent approach
- 9. Vocabulary discussion
- 10. Leadership
- 11. Reading for pleasure

Areas for development.

- 1. More creative activities
- 2. More resources (Lots of new resources have been ordered now)
- More home reading backs (New home reading backs being launched in September)
- 4. More cattprehension lessons
- 5. A range of books to use in class (Unable to do this due to COVID)
- 6. Engagement in home reading (This will increase with new resources)
- 7. Reading for pleasure in whole school slot
- 8. Assessment sheets
- 9. WAGOLL answers prepared (This can be included in your planning)
- 10. Consistency (This was also identified as a strength)
- 11. Children moving groups (Utable to do this due to COVID)

Our next steps Reading.

• Monitor planning to ensure all content domains are being accessed by all children and children understand content domains.

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- Monitor the assessment system ensuring that assessment is ongoing and completed during every reading lesson as well as linking to half termly reading tests.
- Monitor the use of skills progression to inform steps to success.
- Ensure fluency is being taught in reading lessons.
- Ensure a consistent approach to one to one reading across the school.



Phonics Intent

Phonics

Due to some children arriving at Alexandra Park Junior School having not passed the phonics screening in Year 1 or 2, and the increasing numbers of International New Arrivals, it may be appropriate to deliver phonic support sessions every day for those children. Where necessary we deliver a personalised phonics programme using resources from the Ruth Miskin phonics scheme. Children are assessed every half term and will continue the scheme until they can access age appropriate texts.

All children who did not pass the phonics screening in year 1 or year 2 will be assessed using the Ruth Miskin phonics scheme and placed into groups of children with similar gaps in their learning.



Phonics Implementation

Implementation.

Targeted children will have a 30 minute intervention of phonics at least 4 times a week delivered during times specified on individual timetables. These sessions will be delivered by a variety of teaching assistants across the age groups who will receive a personalised CPD programme on the Ruth Miskin portal to support their teaching.

Children will be grouped homogenously across year groups to ensure they receive interventions targeted at their level and delivered by the most appropriate adult to support them.

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Phonics Impact

Impact.

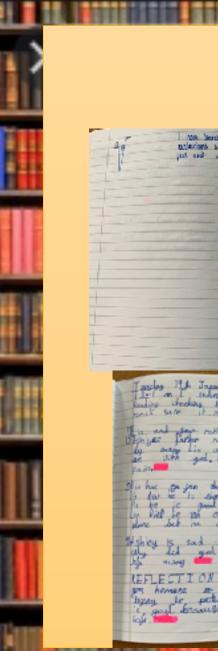
During every assessment week these groups of children will be reassessed and regrouped according to their progress. If children no longer need phonic interventions they will advance to the inference training group to support their comprehension skills. Children will receive interventions delivered by the most appropriate adult to support them regardless of which year group they are in.

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Our next steps Phonics.

- Input data onto the School Portal termly.
- Plan how to use 'Virtual classroom' resources in daily teaching, extra practice +remote learning. Share links with parents via Class Dojo.

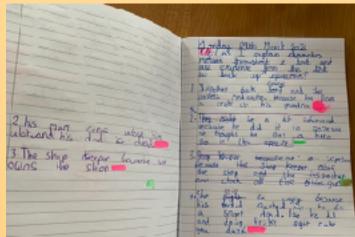
Group homogenously across year groups



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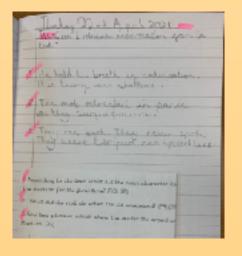
Year 6 books

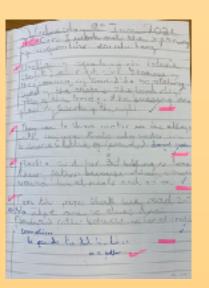
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Year 5 books





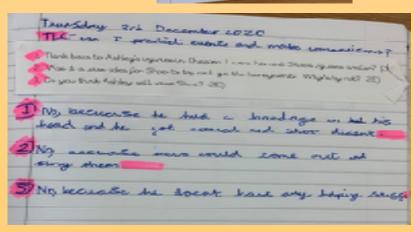
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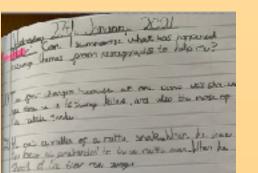
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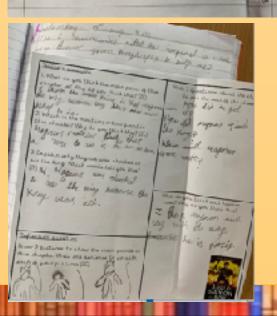
Year 4 books

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Year 3 books



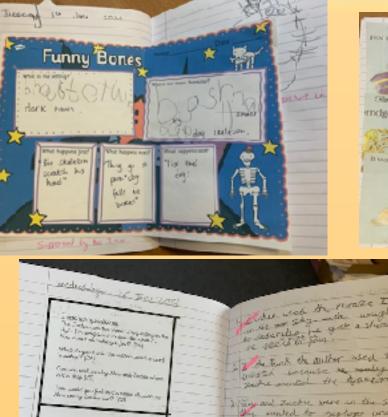
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Alexandra Park Junior School





Year 3 reading area







Year 3 reading area







Year 4 reading area





Year 5 and 6 reading area







Home reading books



