Reading at Lyndhurst

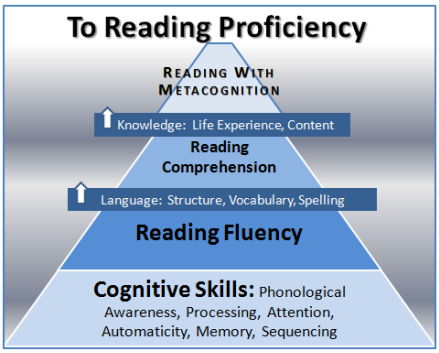
Intent

Our ultimate aim is to create competent, lifelong readers who can excel not only across the curriculum but outside of the classroom. We believe that competence in reading is a window of opportunity. To achieve this for all pupils we commit to aspirational, deliberate and evidence- based practice harnessing the most recent research on cognitive science. We have ambitious outcomes for all of our children and recognise that children may need different and additional support at different stages of their education. We have a highly skilled reading LSA that works with children across school but predominantly in Key Stage one, delivering daily phonics sessions along side decodable book sessions for the lowest 20% readers. All children will explore a diverse range of academic text with a focus on acquiring a deep and word rich vocabulary. We will nurture all our young readers, regardless of their starting points to discover a literate identity for themselves.

Metacognition and self- regulation:

To excel in reading, children need to develop metacognitive reading strategies which are about taking charge of reading and monitoring comprehension whilst reading. We understand that metacognition is the final step in reading proficiency and is the ultimate reading skill. Metacognition refers to the process of considering and regulating our own learning. In reading this means the reader can think critically about their own understanding as they read.
Our reading curriculum ensures that reading skills are developed in a deliberate sequence and children revisit and practice these skills across the wider curriculum:

- Mastering cognitive skills that make reading easier — phonological awareness, attention, working memory, language processing.
- Reading fluency — the ability to read at natural language speed, with inflection, is only possible if a child is reading with automaticity, effortlessly. Truly fluent readers can think while reading.
- Reading comprehension — this makes reading rewarding. Once a child is reading effortlessly, instruction on vocabulary, grammar, etc., can quickly improve comprehension.
- Reading with metacognition – the ultimate reading skill.



All children will understand that their reading improves in power and flexibility the more it is practiced. All children will use reading as a vehicle to express their own reasoned opinions, be confident to have their understanding challenged and use reading to learn and to learn more.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through our highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

The core concepts for reading:

Core Concepts in Reading	
Phonics and sight vocabulary Fast access to visual information in print is of the greatest importance in literacy learning. With effective, systematic and discrete phonics instruction children will develop acute phonological and phonemic awareness, understanding that the sounds of spoken language work together to make words. Foundational learning in phonological awareness, a metacognitive skill, will underpin competent reading at all ages. Children will learn how to look at print, what to look for in print, how to link what they hear and see in print and how to synthesise sounds together to read words. All children will have a strong and robust knowledge of sounds, letters, words and how they work. They will use their phonic knowledge as the bridge towards automatic word reading and learn to analyse words efficiently, flexibly and in a variety of ways.	**Phrasing and fluency** Reading fluency is the outcome of a reader's integration of strategic actions, automatic word-reading and the ability to attend to prosodic features of language. This includes rhythm, pace, expression, pitch, stress, juncture and sensitivity to syntax. All of this is guided by the young reader's ongoing construction of meaning. Phrasing in fluent reading is the ability to group words together as in natural language, pausing appropriately between phrases, clauses and sentences. We know that factors that contribute to this are the child's own oral language, prior knowledge, knowledge about books and print and flexibility in responding to the demands of the text. By exploiting the power of story, rhyme, drama, song and dialogic reading, all children will learn to read in a phrased and fluent way, they will sound good and be a pleasure to listen to.
Print, text structure, layout and organisation concepts Several large scale research pieces in reading found that good readers were able to take advantage of signals within the text to select important ideas and generate a *gist*. This *gist* helped them recollect more important information after reading. Explicit teaching of text structure demonstrated an improved ability in comprehension of expository and narrative texts. Text structures are infused at every step of reading comprehension instruction, beginning with the introduction of the lesson, previewing of text, selecting important ideas, writing a main idea, generating inferences, and monitoring comprehension. They link closely to the core concept of comprehension below and explored through the Reading Explorers approach to comprehension.	**Personal reading journey** Learning to read is complex and the route to active reading is challenging. As each child embarks on their personal journey to becoming literate, we will support their varied and broad experiences by providing a strong foundation of spoken language, rich shared reading for pleasure experiences, high-quality texts rich in vocabulary and supportive structures to develop reading and decodable texts to support word-reading. Their experiences will change over time and as each child learns to coordinate phonic, semantic and syntactic cues there will be a shift in focus to reading to learn. Our broad and rich reading curriculum will influence and motivate reading for pleasure, provide many opportunities to engage with a wide variety of books, value and encourage 21st century reading habits and empower our children to respond to texts, articulate their own opinions and questions and select and discard texts based on their enjoyment and emotional satisfaction.
Comprehension monitoring The goal of reading is being able to understand text, a task of immense complexity. The Scarborough Rope model (2001) depicts many strands of reading that when woven together result in the execution of skilled reading. The acquisition of a sight vocabulary and knowing what those words mean is not enough. As soon as reading instruction is underway, all children will be taught to integrate information from a range of cue sources including phonics, semantic information and language. The responsibility for learning is that of the child. For all children to become strategic and active readers they will be taught to check on themselves, notice their errors and inconsistencies and correct themselves. As children read texts that move up a gradient of difficulty, they will develop ways of extending their own competencies so that the more they read, the better they get at reading more and more challenging texts and increasingly diverse text types. This is addressed through our reading program of Reading Explorers.	

Vocabulary	Inference	Prediction	Explaining	Retrieval	Summarising and Sequencing

Independent Reading

Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It enables children to apply the skills and strategies that are taught; it provides opportunities to check student learning and identify weaknesses and it draws children into the world of "real" reading - a world in which people learn from and enjoy books.

Accelerate Reader

We are currently implementing the Accelerated Reading program into school.

Accelerated Reader, including the use of Star Assessments, ensure we are

deliberately, forensically and accurately ensuring that children access and read books which are at the optimum difficult to ensure development of reading skills.

We have chosen to use Accelerate Reader to enable powerful practice by:

- Providing data that helps you monitor and personalise reading practice.
- Encouraging substantial amounts of practice, according to guidelines based on research findings.
- Making practice fun for children by facilitating successful encounters with text.

The timetabled element of independent reading will enable children to read individually to the adults and give regular time to read, quiz, change books, discuss choices and for adults to carefully check book choice and patterns of reading over time. The time allocated for reading will then be supplemented by the academies 'home reading' Expectation.

Fluency Sessions

In Year 2 we teach daily 45-minute fluency sessions. We want children to become readers who can bring the text alive in their minds and voices. We teach prosody in every Fluency reading lesson, building on the familiar practice from reading practice sessions. We know teaching prosody helps children to understand the text at a deeper level and connect to language – it makes the meaning of the words come alive for them as readers.

Each Fluency lesson includes repeated reading. We have chosen the activities we believe have the biggest impact and are easiest to implement in a group.

They are:

- echo reading
- rehearsed reading
- emotion reading
- marking up texts for reading with prosody.

Fluency and reading speed:
As children grow their orthographic store and become more able to read words 'at a glance', they will be able to read the words on the page with increasing ease and speed.

Research identifies the key factors of fluency to be:

- accuracy
- rate/automaticity
- prosody/expression (pauses, intonation).

Reading Explorers

In KS2 and once fluent, we engage the children in Whole Class Guided Reading sessions following John Murray's Reading Explorer: A Guided Skills-Based Journey approach. Through this approach our children develop key reading and study skills. The progressive series provides our well trained teachers with a wide variety of genres, both fiction and non-fiction, which will allow children to access, interpret and understand what they are reading. It increases the child's knowledge and understanding of why certain words are chosen by an author. It gives the reader the chance to speculate on the tone and purpose of the texts, as well as consider both the texts' themes and audience.

Any children needing support with comprehension participate in Reading Rocketeers sessions to support the development of fluency and increase comprehension. Designed to boost levels of attainment for those who may still be working towards expected reading standards, each book encourages learners to both understand and apply core reading skills.

Impact

The ultimate test of the impact of the curriculum is in whether the children know what you want them to know, and what you think they should know.

To determine this, we check and monitor children's learning, providing teachers and children with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

Each term pupils also complete a nationally standardised test in reading and results are examined at an individual academy level and trust level. This further supports staff in identifying any children in need of additional support. Question-level analysis from these assessments can then guide pupil practice focus in the following term.