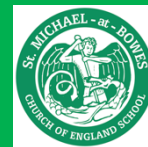


Reading at SMAB



Intent

Our English curriculum at St Michael at Bowes CE (SMAB) develops a range of skills, with our aim to teach pupils to be linguistically confident and access all opportunities available to them. We teach Reading at SMAB in order to foster a love of reading and to ensure that all children become confident and enthusiastic readers. Language is vitally important and the Writing and Reading Subject Leads are continually focusing on closing the 'word gap'.

KS2 Reading

Children are taught comprehension through MIDAS (Making Inference the Difference at School) Guided Reading cycles and the MIDAS skills. Guided Reading is taught four times a week for 25 minutes and follows a Guided Reading cycle in which each session focuses on a reading skill e.g. inference, prediction, summarising. This session is whole class and there are short activities each day. We use a range of materials to support these sessions including Reading Detectives, high quality texts and MIDAS resources.

Children who are not reading Grey Group books will receive the Read Write Inc phonics programme as an intervention during Guided Reading. These children have decodable books for independent and home reading as well as a 'reading for pleasure' book. All children who are in the bottom 20% of readers are assigned a 1:1 reader who they read with daily. A record of sessions is kept and children are assessed each term.

Accelerated Reader is used across the school to enable children to select independent reading books at an appropriate level.

Teaching

- Guided Reading lessons are delivered using MIDAS skills to support children in breaking down the complicated process of reading and the various skills needed.
- Guided Reading lessons are delivered four times a week for 25 minutes each.
- Teachers are expected to have a daily Big Read session with their class. Big Read sessions occur for 15 minutes after lunch and teachers read a specially selected range of books.
- Flexible groupings are used during lessons e.g. mixed ability groups, whole-class learning.
- Explicit teaching of vocabulary is built into English lessons for both reading and writing.
- Children receive a Reading Record and a reading record activity sheet in order to support them. They are expected to read at least 4 times a week for 20 minutes. Reading Records are monitored regularly by staff.

Planning:

- The school has a detailed curriculum map which indicates the topics that are covered throughout the year and suggested Big Read texts.
- For Big Read books, there is a progression map with Big Read books for each year group to choose from.
- In every writing cycle, there is a reading comprehension session linked to the writing genre.
- Planning follows the Guided Reading cycle overview and a Notebook is completed for each cycle.
- Teachers meet weekly to discuss planning and weekly/daily plans are created by one member of the team. Teachers are encouraged to adapt the planning to suit the needs of their class (children who are new to English, SEND etc.)
- More able children are planned for so that they can deepen knowledge and skills.

Weekly Guided Reading Cycle

Session 1: Prediction/Think Aloud/Questioning

In this session, the text is shared with the class. Teachers are encouraged to activate readers' background knowledge (using text to self, text to text, text to world) and to model how to 'think aloud' and note down annotations on the text.

Children should then work in partners to 'think aloud', make predictions, inferences and annotations.

Session 2: Vocabulary focus

In this session, vocabulary is the focus. Children are encouraged to use clarifying skills (e.g. read and replace the word with a suitable synonym, look around the word for clues, NESW, re-read the sentence and break the word down into root words etc.)

Children complete an independent activity related to these words.

Session 3: Summary

This session develops summarising skills. There are a range of activities including using the 5W's to create a summary or creating a graphic organiser to summarise the text.

Session 4: Inference/Question focus

In this session, children independently complete a set of comprehension questions covering the content domains.

Throughout the Guided Reading cycle, MIDAS skills are emphasised and re-visited including breakdown and repair skills.

When a reader has struggled with the meaning of the text, some strategies to encourage are:

- Skimming
- Scanning
- Slowing down
- Re-reading
- Checking the index, glossary or scaffolds
- Asking questions
- Summarising
- Noticing patterns and text structures.

*These strategies should be explicitly taught and shown to children.

Monitoring

Monitoring is carried out by subject leader and SLT during the school year. This will include

- Learning visits during Guided Reading lessons, Big Read sessions and phonics
- Book looks
- Pupil voice
- Staff/ parent questionnaire
- Pupil progress meetings
- Scrutiny of reading records and 1:1 reading logs
- Monitoring of AR levels and Star reading tests

Marking and feedback

All work should be marked according to the school marking policy by using

- Peer and self-assessment
- Oral feedback
- Children use a **PURPLE PEN** to show response to adult feedback and **GREEN PEN** for self and peer assessment

Assessment:

- Teachers use regular assessment for learning opportunities to establish next steps for pupils
- A baseline assessment (Rising Stars) is completed in the beginning of the Autumn term in Year 3-5 and end of term tests (Rising Stars) are also carried out three times a year.
- Year 6 carries out assessment three times a year using past examination papers.
- SATs in Year 6
- Star Reader, a programme linked to Accelerated Reader, assesses children using differentiated questions, and is used across the school. Class teachers are provided with a written report detailing children's areas of development every term.
- The above assessments are used to inform teacher assessment and children's progress is monitored on a software programme called Target Tracker

Resources:

- Our school has a large number and variety of books. These books are used alongside supporting materials to develop reading skills and provide opportunities for reading for both learning and pleasure. These books include:
Phonics books stored in the PPA room
Accelerated Reader books stored in conference room and in each year group corridor.
Big Read class sets of books are stored in the House to enable all children to have a copy of the class book.
Dual language books stored in the House to enable children to read in their home language.
All classrooms have a well-stocked class library from which children can choose books to read in class or at home.

Events:

- The school enjoys regular events to celebrate reading including World Book Day, bookshop visits and author visits.
- Reading is celebrated with children chosen monthly to pick a book from our Book Vending machine.