



Framework for Reading

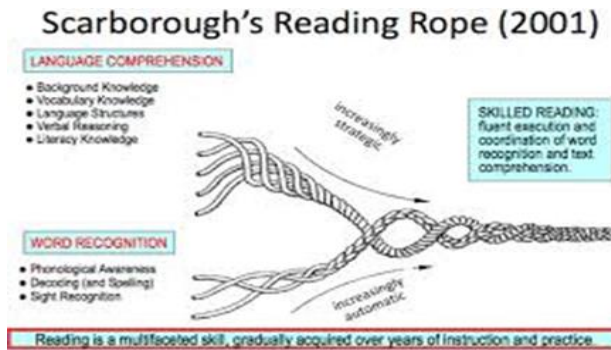
Alvaston Junior Academy

Overall Vision for English

- To encourage a love for reading and the written and spoken word that will broaden our children's horizons and give them greater access to the cultural life of our nation.
- To ensure that no child is left behind, and that suitable support is put in place to allow all pupils to achieve their best.
- To ensure that children are on track throughout the key stage and are making at least expected progress.
- For our children to attain national average or better scores in key stage 2 SATS for Reading, Writing and Grammar and Punctuation so that they are fully equipped for life at secondary school and beyond into further education and adulthood.

Pedagogical Approach

1. Scarborough's Reading Rope



2. The Big Five



3. EEF - Improving Literacy in KS2



Teaching Strategies

- A whole class - SHARED READING - approach is used throughout the school
- Taught comprehension strategies follow the VIPERS acronym
- Our teaching of reading strategies includes Layered Reading, Control the Game, Interactive Reading and Accountable Independent Reading
- Weekly lessons follow the sequence of (i) engaging prior knowledge (ii) explicit vocabulary instruction (iii) vocabulary learning activities (iv) check for understanding (v) comprehension using mixed VIPERS questions Shared Reading lessons will also include use of the reading strategies outlined above

	<ul style="list-style-type: none"> • Texts will be linked to English units and/or topics where ever possible to address children's knowledge deficit • A majority of texts studied over the course of a half term will be non-fiction in order to improve children's vocabulary • English units of work will include various text immersion learning activities (e.g. S&L, drama, read as a reader, read as a writer) to support reading development • Children not working at age related expectations (ARE) to be identified quickly and placed in an appropriate intervention
<p style="text-align: center;">Phonological Awareness/Phonics</p>	<ul style="list-style-type: none"> • Phonological Awareness - children who are assessed to require a phonological awareness intervention will be taught using guidelines contained in 'The Ultimate Guide to Phonological Awareness' by Essex County Council • Phonics - children who are assessed to require a phonics intervention will be taught using either ReadWriteInc Phonics or the Nussy Learning Programme
<p style="text-align: center;">Language</p>	<ul style="list-style-type: none"> • Bridging the 'vocabulary gap' to be a priority for our children • Vocabulary lessons to be taught weekly as part of SHARED READING using the 'definition first' model • Vocabulary to be taught as part of English lesson sequences, to be displayed on working walls and routinely discussed during lessons • Teaching staff to model the use of excellent vocabulary • 'Tier 2' and 'Tier 3' words to be incorporated into topic planning, with subject specific vocabulary to be displayed in classrooms • Knowledge Organisers, including key vocabulary, to be sent home prior to each topic

<p>Environment</p>	<ul style="list-style-type: none"> • Key vocabulary for English and topic units of week to be displayed in classroom • English 'learning journey', inc. text immersion/reading activities, to be displayed on working walls • Library (Bookingham Palace) to be kept well stocked with a wide range of books. An annual budget to be provided for the refreshing of the book stock • Children to have access to reading materials outside at lunchtime • Details of class reader to be displayed on classroom door
<p>Assessment</p>	<ul style="list-style-type: none"> • Accelerated Reader 'Star Reader' tests termly (half termly for intervention children). • NFER comprehension tests termly (Years 3, 4 & 5) • Practice SATS tests (Year 6)
<p>Timetabling</p>	<ul style="list-style-type: none"> • Shared Reading 5x weekly for a total of 2 1/2 hours • Accelerated Reader/Independent Reading 2x weekly • Class reader 10 minutes daily during afternoon lessons
<p>EAL Provision</p>	<ul style="list-style-type: none"> • English Lead to be made aware of any children entering the school with EAL requirements • Appropriate support to be accessed from Trust EAL specialists
<p>Interventions (inc. SEND Provision)</p>	<ul style="list-style-type: none"> • Children requiring an intervention to be decided by teacher's professional judgement, summative test results, Star Reader test results, phonics assessments or a combination of the above. • PHONICS interventions (RWInc or Nessy) to delivered for a minimum of 80 minutes per week

	<ul style="list-style-type: none"> • READING FLUENCY interventions to be delivered 1-2-1 following EEF research on 'guided oral reading' and 'repeated reading' 4x weekly for a minimum of 60 minutes per week. • COMPREHENSION interventions to be carried out in small groups with appropriate texts and questions • Effectiveness of interventions to be continually reviewed • Referral to SENDCO for any children making no or very limited progress within a term
<p>Staff CPD and Induction</p>	<ul style="list-style-type: none"> • New staff to be briefed on the school's approach to reading by the Deputy Principal and English Lead as part of their school induction • Staff meetings and CLIC sessions to be arranged as appropriate in response to school priorities and identified needs (minimum of 1 per term)
<p>Reading Community</p>	<ul style="list-style-type: none"> • All children to have their own reading book and home/school reading record • Regular events to encourage parental involvement with their child's reading e.g. reading cafes, open library • Termly reading events e.g. World Book Day, authors visits, Readathon, competitions