

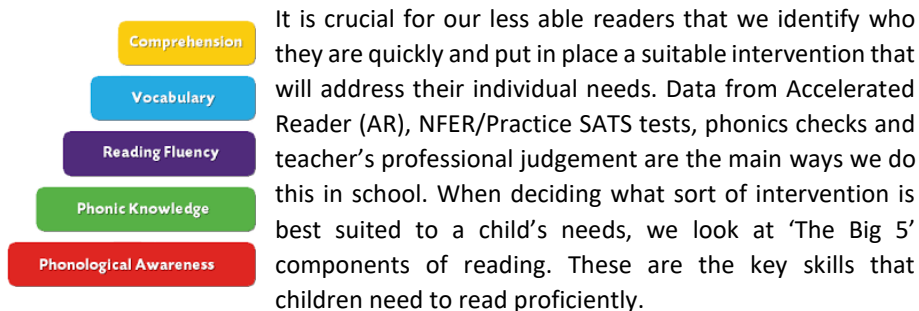


Alvaston Junior Academy – Our Journey to Excellence

Reading

At Alvaston Junior Academy we are passionate about reading. We want our children to develop a love for the written and spoken word that will broaden their horizons and give them greater access to the cultural life of our nation. We want to ensure that no child is left behind and that every child leaves us fully equipped to manage the demands of secondary school, further education and adult life beyond. We want to cultivate a love for reading in our children that will support their cognitive development and mental well-being. To this end, we use research-based interventions and teaching and learning strategies to drive up standards. We aim to constantly review and develop our practice. We believe that reading is at the heart of any broad and balanced curriculum.

Intervention Strategy



Text Selection



We aim to ensure that our children's reading development is supported by exposure to a wide range of text styles. Each year group maps out books to be studied and read each half term that are linked to topics. We are guided in the texts we use by Doug Lemov's '5 Plaques of the Developing Reader' from 'Reading Reconsidered'

Shared Reading

The main vehicle for our teaching of reading comprehension are half-hourly shared reading lessons five times a week based on the illustrated sequence. Particular emphasis is placed on vocabulary, close reading and answering mixed comprehension questions based on the VIPERS acronym.

Key Information

Effective Shared Reading needs to follow a sequence over the course of a week

- ▶ DAY 1 - activation of prior knowledge, vocabulary work & close reading
- ▶ DAY 2 - close reading and check for understanding
- ▶ DAY 3 - comprehension activities based on a mixture of VIPERS reading skills
- ▶ DAY 4 - comprehension activities based on a mixture of VIPERS reading skills
- ▶ DAY 5 - comprehension activities based on a related text

Reading for Pleasure



Reading for pleasure is central to our vision for reading. We encourage and track it through Accelerated Reader (AR). Reading for pleasure is supported by the development of our reading environment, competitions and events (e.g. Readathon) and the engagement of parents, for example via Book Cafes. The Harmony Trust's *Read, Achieve, Succeed* event feeds into this.

Additional Information

- Accurate assessment (particularly AfL) forms the basis of interventions and teaching and learning strategies.
- Our pedagogical approach is underpinned by Scarborough's Reading Rope and research published by the Education Endowment Foundation (EEF).
- Bridging the 'vocabulary gap' is a priority for our children. Vocabulary is taught using a 'definition first' approach.
- Staff CPD and induction are a key features of our developing practice and allow staff to keep abreast of current research developments in reading.



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Reading – Impact on Staff

We believe that reading and books should be at the heart of our curriculum. Therefore, it is essential that every teacher and teaching assistant should be equipped to be an effective advocate for reading and to support our children in becoming accomplished and keen readers. Accordingly, we ensure that staff development is at the centre of our reading strategy.

Reading Knowledge and Pedagogy

We have worked closely with staff to improve everyone's knowledge of the mechanics of early reading, raising knowledge of phonological awareness and phonics in particular. We have sought to underpin staff knowledge with research-based approaches, including Scarborough's Reading Rope, 'The Big 5' components of reading and the EEF's strategies for Improving Literacy.

Deepening Knowledge of Comprehension

We have worked with staff to strengthen their understanding of what comprehension is. We have broken this essential skill down into two parts – *reading in the moment* and *reflecting on reading*. We have introduced information on the processes readers use to comprehend meaning and the difference between deductive and inductive inference making. Strategies to support the teaching of comprehension have been shared, including *summarising*, *predicting* and *visualising*. A range of 'scaffolding' techniques have also been disseminated.

Class Reader and Reading Out Loud

Time has been set aside each day for teachers to read aloud to their class. The benefits of the best reader in the class doing this are now understood by practitioners and include giving children access to high quality texts beyond the level they can read themselves, modelling fluency and adding drama.

Accelerated Reader and Reading Stamina

As we looked to build up and track engagement with reading and reading stamina, we have provided staff training on the use of Accelerated Reader (AR), focusing in

particular on assessment, tracking quizzing/comprehension and engagement time as a measure of reading stamina.

*Teaching reading has changed significantly over the last year. We now teach reading to the whole class and follow a whole school weekly approach with a greater emphasis of the understanding and application of the vocabulary. We delve deep into the context of words so as to ensure children have a full and deep meaning of what they are reading before we start looking at retrieval and inference skills. We follow the same process of teaching each week so the children are used to the approach. We try, as best as we can, to link our shared reading to the topic. We have very high standards in our teaching of reading. **Experienced Year 5 Teacher.***

*Our new structure of reading starts with a great focus on vocabulary. This ensures all children have a clear understanding of meaning, before examining the text and moving onto using other skills such as inference and retrieval. Our shared reading links to our Topic areas so links can be made through all aspects of learning. Following the same process daily and more consistent approach has resulted in higher standards of teaching, delivery and understanding. **Year 3 Teacher***

*Reading lessons have a clear structure throughout the week focusing on vocabulary, retrieval and inference skills. The lesson progression encourages the children to develop their skills using the same text for a number of lessons. Starting by unpicking vocabulary gives the children a clear understanding of the text and broadens their own vocabulary bank. By having an understanding of vocabulary within the text, the children are able to use their retrieval and inference skills effectively. Being exposed to a variety of texts in school engages the children and supports them on their path to find texts they enjoy reading and are passionate about. **Teach First Teacher***