

Reading Beyond Phonics at St Gabriel's



Whole Class Reading Strategy

Our approach to teaching reading:

Supporting ***all*** our pupils to become confident and competent readers is central to our school vision: ***'Communicating strength; Inspiring our community to flourish.'*** At St Gabriel's, we believe reading should be at the heart of all learning; we are passionate about developing readers who can understand a wide range of texts which will support and build their knowledge of the world around them as well as themselves.

"Reading is the one ability that, once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless." (Michael Morpurgo)

At St Gabriel's, after completing our phonics programme, children are immersed in daily Whole Class Reading lessons that focus on developing reading comprehension skills. In addition to this, pupils are provided with many other opportunities to engage in reading throughout the school day and beyond. This enables pupils to embed their reading skills as well as promote reading for pleasure.

- Access to high quality texts linked to the current Learning Experience know as our 'Fabulous 5.'
- Daily access to the school library with a dedicated weekly session for each class.
- Daily story time in order for every child to hear an adult read a quality text (with opportunities for discussion around vocabulary and content).
- Timetabled 15 minutes of independent reading per day.
- Use of AR (Accelerated Reader) in which the children complete Reading Quizzes to demonstrate their understanding of the text.
- Opportunities to read with an adult at least weekly, with children who require the most support to catch-up reading daily with an adult.
- Opportunities for fluency development, supporting all pupils to read at 90 WPM+.
- Opportunities for children to pre-read class texts to become familiar with new vocabulary so they are equipped to access the whole class reading lesson.
- Author and library visits to foster pupils' love of reading.

'Teachers are the best people to promote a love of reading because children, particularly young children, care what their teachers think about the stories they read aloud' The Reading Framework, DfE

At St Gabriel's, we prioritise story time in order to promote reading for pleasure. Research states that children who choose to read do well in school and life. Teachers will select high quality texts to read to their class using our reading spine which includes classical and culturally diverse literature.



Whole Class Reading:

'If we are to help children take on seriously challenging texts, then we need to give them WORD and WORLD knowledge to bring to these texts.'
(Neuman, S. & Wright, T., 2014)

At St Gabriel's, we explicitly teach our children the skills of reading through our Whole Class Reading structure. Each skill taught, is underpinned by the National Curriculum:

- Vocabulary – 'Give/explain the meaning of words in context'
- Inference – 'Make inferences from the text/ explain and justify inferences with evidence from the text'
- Prediction – 'Predict what might happen from details stated or implied'
- Explanation – 'Identify/explain how information/ narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within a text'
- Retrieval – 'Retrieve and record information/ identify key details from fiction and non/fiction'
- Summarising – 'Summarise and sequencing main ideas from more than one paragraph.'

Through discussions with teachers and ongoing assessments to identify what areas of reading our children require the most support with, we have created a structured lesson format that is followed meticulously after the teaching of phonics. Within our whole class approach, the learning is adapted to meet all learners' needs (to extend those who need challenging and to support those who require different access). If a child has a specific SEND need, they will have differentiated planning written by the class teacher which is adapted to support their needs.

"The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge." (EEF (Education Endowment Foundation))



Whole Class Reading Lesson Structure:

Every Whole Class Reading lesson follows a systematic approach and set structure, which allows the children to build on their knowledge of different areas of reading. Alongside this, a lesson focus is chosen by the teacher each day/week to further deepen the children's reading skills.

Within the first reading session, teachers will read the chosen text to the children in order to model reading with fluency and comprehension. Each lesson will then take the following structure:

1) Vocabulary:

Get to know the text

Locate and underline the following words:

- 1) Ancient
- 2) civilisation
- 3) generation

What do the words mean?

Get to know the text

Which synonym matches which word?

1) Ancient	prehistoric
2) civilisation	age-group
3) generation	culture

The first part of the lesson focuses on the children's vocabulary knowledge and new words that they may come across in the text they are reading. **Teachers may dedicate more of their first session discussing new and key vocabulary with the children. Teachers will display this in their classroom (flashcards or on their vocabulary wall) in order to refer back to throughout the day and to support retrieval practice.** Within this session, pupils will need to 'skim and scan' the text to locate and underline the words given to them. They will then use different strategies to try to work out what the word might mean, for example:

- Synonyms and antonyms of words
- Words used within a sentence to deduce meaning
- Dictionary skills
- Pictures
- Looking at the root word (etymology)

2) Reading the text:

The second part of the lesson involves pupils reading the text themselves to build fluency by repeated and modelled reads throughout the week. This could involve the whole class reading aloud; 'jumping in' (where the teacher stops during sentences and the children continue reading); silent reading; partner/group reading or teacher-led reading.

3) Retrieval:

After the children have read the text, they will answer retrieval questions. This is an independent task, usually completed on whiteboards and then discussed as a class. Retrieval questions allow the children to locate the exact answers from the text (not involving inference). It could involve finding synonyms of



words, key facts or information from the text (who, what, where, when why), ordering the main events in the text etc.

4) Reading focus:

For this final part of the lesson, the children will be focusing on one of the main reading skills:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising

In this part of the lesson, the skill will be discussed and the teacher will model the outcome. It may involve group work, paired work or independent work and could be developed on throughout the sequence of lessons in the week.

Prediction

To predict means to use evidence to make a sensible assumption of what might happen next.

What do you think happens when Michael steps into the garage? Does he see or hear anything? Why?

Inference

To infer means to read between the lines and use evidence from the text to understand characters feelings. (PEE - Point, Evidence, Explain)

What impression do you get of how Michael feels about the new house?

Summarise

To summarise means to give a brief statement about the points read/discussed.

Complete these sentence stems, using information from the text!

Myths and legends were important in Ancient Greece *and...*
Myths and legends were important in Ancient Greece, *but...*
Myths and legends were important in Ancient Greece, *because...*

Retrieval / Vocabulary

To retrieve means to find and locate something.

- 1) Find and copy a word which means 'beating' or 'conquering'
- 2) Find and copy a word which means 'contended' or 'challenge'
- 3) Find and copy a word in the 'Myths and Legends' section which means 'essential' or 'fundamental'



Slowest Progress Readers

To ensure all pupils make good progress in reading, we provide quick catch-up for pupils who are not making expected progress.

Identify - Use of assessment	React
<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> - Assessment during whole-class guided reading - Assessment of fluency within lessons - Assessment of vocabulary attainment (quizzes, retrieval questions, flashcards) - Assessment of work in journals <p><u>Summative</u></p> <ul style="list-style-type: none"> - Termly Rising Stars PIRA Assessment (KS2) - STAR reading assessment on Accelerated Reader - Fluency checks (timed reads) - Reading tracking document - Against the reading progression document 	<ul style="list-style-type: none"> • Targeted guided group work in class-working with the teacher on the area of need • Pre-reading intervention to support learning of new vocabulary and fluency • Additional targeted group work – small group work on the area of need • Daily reading – reading with support staff for ADDITIONAL reading practice • Focused whole-class teaching – based on needs of children