



Reading at Redhills beyond phonics



Whole Class Reading

'Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life—throughout the life course—and it significantly influences the opportunities that children and adults have available to them.' (Source: Professor Francis. B 'Improving Literacy in KS2 – Guidance Report')

How is reading taught at Redhills?

At Redhills, we are passionate about developing confident, competent readers who can understand a wide range of texts. Reading at Redhills is a core skill that underpins our curriculum. We know that learning to read, and reading to learn, is the foundation for future success. We recognise the importance of this academic skill and we want to ensure that every child leaves us by the end of Key Stage 2 as an enthusiastic and capable reader. Our intent of teaching reading is to enable children to comprehend a vast variety of written texts; to do this, both word reading and language comprehension needs to be developed. At Redhills, after completing our phonics scheme, children are immersed in Whole Class Reading lessons where they follow a comprehensive reading strategy that focuses on developing reading skills:

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

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).

'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

We follow the aims and philosophy of the New National Curriculum and through the use of the 3 modes of reading, children are exposed to texts that are challenging

for them to read but are rich in vocabulary, plot structure and features. If a child has a specific SEN, they will have differentiated planning written by the class teacher which is adapted to support their needs.

Our approach to teaching reading:

Reading is a clear priority at Redhills and is taught discretely at least 4 times a week. In addition to this, every class is allocated time in the library to give children more opportunities to develop their love of reading. The teaching of reading can be seen throughout our school and is made up of the following elements:

- Daily whole class reading (3 x a week, following our Whole Class Reading Strategy)
- Weekly comprehension (1 x a week)
- Access to high quality texts linked to the current Learning Journey Topic for the class (Fab 5)
- Weekly access to the school library
- Daily story time (with opportunities for discussion around vocabulary and content)
- Use of AR (Accelerated Reader) in which the children complete Reading Quiz's to demonstrate their understanding of the text
- Opportunities for fluency development (where the reading of a text is modelled by an adult)
- Opportunities for children to be pre-read class texts so they are prepared for the lesson

Whole Class Reading Lesson Structure:

'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.' (Source: Neuman, S. & Wright, T. (2014) 'The Magic of Words.' American Educator journal. Summer 2014 issue)

At Redhills, 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. '

"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." (Source: Michael Morpurgo)

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.

Guided Reading Lesson Structure:

“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.” (Source: EEF (Education Endowment Foundation))

Every Guided Reading lesson follows a particular structure, which allows the children to build on their knowledge of different areas of reading and follows the structure outlined below. Alongside this, a lesson focus is chosen by the teacher each day/week to further deepen the children’s reading skills.

1) Vocabulary:

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. They will need to

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

‘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

2) Reading the text:

The second part of the lesson involves reading the text and applying the vocabulary knowledge they have just learnt. This could involve whole class reading aloud; read, click and follow, where the teacher stops during sentences and the children continue reading; silent reading; group reading or teacher-led reading.

3) Retrieval:

After the children have read the text, they will then answer up to three retrieval questions. This is an independent task, completed on whiteboards and then discussed as a class. Retrieval questions allow the children to locate the exact answers from the text. It could involve finding synonyms of words, number facts,

Retrieval
<u>On whiteboards:</u>
1) During which period did Athens and Sparta go to war?
2) Find and copy a word which means 'to take part'?
3) What was similar about the early Olympics and ours today?

Retrieval
<u>On whiteboards:</u>
1) Where did Michael move to?
2) Find and copy 2 adjectives that describe the man he found behind the tea chests.
3) Find and copy an example of what they compare the garage to.

names, grammar terms 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.

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 <i>and...</i>
Myths and legends were important in Ancient Greece, <i>but...</i>
Myths and legends were important in Ancient Greece, <i>because...</i>

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'

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?