



Reading Procedures 2021-2022

Desire to Learn, Learn to achieve

When teaching children to read, it is our intent that:

From Early Years, children will be emerged into a language rich curriculum through high quality text which will support and enrich the wider curriculum. Children will have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. They will develop a love of reading, a wide knowledge of authors and a deeper curiosity and understanding of the world around them. The wider curriculum is seen as a vessel to learn language which in turn will support the reading fluency for all children. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

The implementation of our reading curriculum

Our children are immersed into a world of reading and books throughout their time at Star Academy. We ensure that children have access to high quality books through reading areas, our library, whole class shared stories and through a range of text which help to drive and underpin the wider curriculum. The children have regular access to fiction, non-fiction and poetry in English lessons as we use the power of the written word to underpin our writing.

Early Years

Alongside the teaching of phonics (Please see the Phonics Procedure), children in our Early Years are immersed in books and the language of books. Each topic is taught through a selection of books. These books are read and reread to the children and then added to the reading areas as a book for the children to access through the year. Books are accessible as a area of continuous provision both indoors and outdoors.

KS1

In KS1, the children continue to learn phonics through Song of Sounds phonics scheme and the children continue to be immersed in high quality text. Books are linked through the topics to enrich the wider curriculum and to link children's experiences.

Reading Squads, which supports the daily practice of reading and begins to deepen comprehension, is used to teach reading.

Word aware starters are used in the wider curriculum to further support language acquisition and vocabulary.

KS2

In Key Stage 2, the children continue their learning journey using the Collins Big Cats reading scheme and a choice of free readers from our beautiful library. High quality text continue to be a feature as we progress through school with books enhancing and enriching the wider curriculum.

We actively teach reading through Reading Squads and a reciprocal read approach (please see below) and develop comprehension further thorough Cracking Comprehension, a scheme which supports the quality first teaching of explicit reading skills.

Additional vocabulary is taught through Word Aware in the wider curriculum.

Reading Squads and Reciprocal reading

Reading Squads is a whole school reading intervention which ensures that all of our children have daily high-quality, teaching of reading. Highly skilled and well-trained adults are timetabled to support each class. Within the session, the adults work with a group teaching the skills of the FFT recommended Reciprocal Reading: prediction, clarification of vocabulary, questioning and summary. Working with small groups ensure that there is regular and thorough teacher assessment of reading skills taking place.

Cracking comprehension

Cracking Comprehension is used to support the teaching of specific Content Domains. Children can practice embedding skills developed through Reciprocal reading on a cold text. It allows further diagnostic assessment to take place.

Reading at home

Children are able to access books at home in a variety of ways: scheme book, free choice book, access to e-books through Collins e-books and EPIC, an online library. We ask parents to read with their children on a daily basis and to record this practice in a reading record book.

Assessment

We assess during our teaching sessions using summative assessment-for-learning techniques: assessing knowledge and skills against the relevant objectives during our Reading Squads.

Phonics is assessed half termly to ensure that children are learning at pace.

Book benchmarking takes place regularly, as needed. This ensures that new reading skills are practiced using instructional texts and books sent home are easy and pleasurable.

From Y1-Y6, we also use NTS formative assessment tests at the end of every term. These are analysed to inform next steps through the Rising Stars MARK/ Shine scheme.

Environment

Classrooms and learning areas support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the environment is an important way to engaging children, by promoting a love of reading. All classrooms have a reading area which is pride of place and allows them to peruse books and make choices about their favourite genres and authors.

Working with parents

Parents and family members are vital to, and considered as partners in their children's learning and progress: we actively encourage their involvement through:

- A reading record book
- Discussions about their child's reading and current book
- Parent consultations

- Workshops to support the practice and enjoyment of reading at home

Monitoring and Evaluation

The senior leadership team (assisted by Academy Transformation Trust) are responsible for monitoring the standards of teaching and learning, for supporting colleagues, being informed about current developments and for providing a strategic lead and direction at Star Academy Sandyford. The SLT and Governors are responsible for school self-evaluation (overall effectiveness evaluation) and use monitoring and evaluation to identify strengths and areas for development in order to drive the Academy Improvement.

Impact

By the end of year 6, our children will be active readers, seeking pleasure from the words on a page, whether to gain new knowledge or to immerse themselves into another world. They will have the skills to be able to access their secondary education and achieve without limit.

