



## The Teaching of Reading

At Sunnyside Academy we aim to make all of our pupils 'readers'. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature.

There are areas in every classroom where children can enjoy reading and a well- stocked library that holds a range of fiction, non –fiction and poetry books.

We approach the teaching of reading in a variety of ways that best meets the age and stage of the learner.

We promote and reward home school reading and actively encourage positive links to home in order to develop reading skills.

### Promoting Early Reading

- Interaction between reading, talk and writing
- Regular phonic sessions using Soundwrite in the Early Years and Letters and Sounds in Key Stage One
- Opportunities to see, read and write core vocabulary as well as familiar nouns, labels, captions and pupil names
- A regular dedicated 20 minute session to teach phonics across Reception and Year 1
- Access to resources that support letter sound awareness and correspondence
- Opportunities to engage in play writing and reading through relevant literature linked to topics or role play areas
- Opportunities to explore and enjoy poetry and rhymes, through a variety of different ways such as ICT, games, PE, music, art
- Computer programmes to support visual and spatial awareness, core vocabulary recognition and phonic awareness
- Enthusiastic staff to share books with the children, making curriculum links through literature

In addition to class stories, texts and rhymes, there are also opportunities for learners to read with adults on a one to one or paired basis. It is important to encourage learners to use their phonic knowledge to segment and blend the sounds, to recognise words on sight and to talk about the pictures and events. This helps to develop fluency and comprehension in the early stages.

## **Developing Reading**

As the children progress we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency and self - reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment.

We will aim to expand the skills gained earlier in the school by keeping a teaching focus on reading, drawing attention to the structure of a variety of texts, helping pupils to adapt their style of reading to suit the purpose (skim, scan, read critically)

The higher order reading skills must be taught and should not be confined to the Literacy lesson alone. The opportunity to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for bias in texts, to scan and skim for project information and use this purposefully can be found in many different subject areas.

As soon as children can read we aim to support them in their need to become independent, helping them to develop fluency, expressiveness and critical thinking.

As readers develop we use Whole class texts, Guided Reading and Reciprocal Reading approaches.

## **Reciprocal Reading**

Once learners are fluent in decoding a text, we focus upon developing the understanding of the text. The writer's intention, use of language and the effect that it has on the reader. We promote the development of vocabulary and encourage pupils to take more responsibility for understanding and responding to the text.

In reciprocal reading, the adult acts as the facilitator. The pupils take on different roles to make predictions, summarise, ask questions and evaluate the text.

We promote the links between reading and writing and use reading journals to record responses from Year 2 to Year 6.

## **Guided Reading**

Guided Reading take place in addition to English lessons throughout the school. In key stage 1 Teachers work with a focused group each day to improve the quality of reading and comprehension ensuring that each group is given at least one teacher or teaching assistant directed session per week.

Groups who are working independently are given tasks appropriate to their level. Tasks may include activities relating to texts already read or preparation for texts to be studied.

## **Guided Reading Sessions**

Teacher led Guided Reading groups focus on key skills for reading:

- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer but we can work things out from the information given)
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences)
- Evaluative skills (giving personal opinions, often about whole texts, or successes of author in creating mood, character etc...)

## **Supporting Progress in reading**

It is important that we identify which learners are making the right progress in their reading skills. From Year 1, we undertake regular reading age assessments (Salford Test), this tells us if a child's decoding and understanding skills are in line with their chronological age.

If there are some differences, we may undertake a more in depth reading diagnostic assessment (YARC Test) that informs us of the specific strengths and weaknesses in reading skills.

Teachers and support staff may use a range of interventions to help improve the particular reading skills:

Reading Plus

Toe by Toe

Lexia

1-1 reading support

We also have specialist support for pupils who use Braille to communicate skills in both reading and writing. Please see separate Braille Policy.