

Reading at Alexandra Primary School – Our Intentions:

Reading is a complex task involving many skills that need to be learnt. Learning sounds that correspond with letters and joining these to read words and phrases, eventually joining these together and applying other knowledge and experiences to gather meaning from the text. Reading involves developing pictures, imagery and using and developing imagination.

Reading Skills that we develop at APS include:

Prediction: saying what you think will happen next in the text. Using the title or text and illustrations to help make predictions.

Visualisation: Creating mental images of the setting, characters and events based around the text.

Questioning: Stopping and asking questions to see if the text makes sense, rereading the text to gather more information.

Connecting: Thinking about what is already known about the text, relating to the text using own experiences, other texts and the world around you.

Identifying: Reflecting of the author's purpose, finding the most important details, the main ideas, identifying the major themes.

Inferring: Using clues in the text and own knowledge to fill in the gaps and draw conclusions.

Evaluating: Thinking about the whole text and forming opinions about what has been read.

At APS we want to develop a love of words and language with our children. We want all of our children to read for pleasure so that reading becomes a lifelong habit.

Reading unlocks learning through language development, its use in discourse, debate and conversation to develop vocabulary, knowledge and use reading skills in application across the curriculum.

We want to ensure children become good readers who question, check and engage with their own understanding, to encourage word hungry and word healthy attitudes to develop their writing, the sense of audience, imagery and vocabulary used.

We want all children to leave our school reading and writing independently; as reading hold the keys to the rest of the curriculum but also has a huge impact on children's self-esteem and future life chances.

In order for this to happen, school uses a number of strategies which include using:

- high quality texts
- independent reading
- modelled writing
- speaking and listening activities
- developing conversation
- being read to
- listening to others
- using non-fiction and fiction and poetry
- direct teaching
- picture books
- use of letters and sounds scheme to develop phonic acquisition
- decodable books
- assemblies
- trips and experts who visit the school
- break times
- performances
- telling traditional tales, stories and nursery rhymes.

In order for our children to aspire, perform and to succeed, we want children to learn to read with confidence, read fluently with stamina, use expression and intonation, decode and recognize words and understand deeper meaning for texts.



Reading at Alexandra Primary School

Reading enables children to acquire knowledge and build upon what they already know thereby helping to develop increased communication skills, develop culturally, emotionally, intellectually, socially and spiritually.

Why reading is important:

- Reading sharpens your mind.
- Increases your vocabulary.
 - Helps you to think aloud
 - Helps you to prioritise
- Helps you to understand someone else's point of view or experiences.
- Improves your memory and focus.
- Strengthens your writing abilities.
 - Helps lower stress levels
- Enhances your imagination and confidence.
 - Helps you to develop your questioning
- Helps you to develop your opinions.
 - Can help to boost your sleep.

Reading is:

- Knowing the words we read, word recognition - **decoding**.
- Understanding based on clues direct in the text – **literal**
- Understanding when clues are separated in the text – **reorganisation**
- Understanding when clues are implied rather than **inferring**.
- Understanding the meaning of a word in a sentence – **vocabulary**.
- Expressing an opinion based on the information in the text – **reaction**.
- Forming an opinion by bringing in extra information – **evaluation**.

Fluency and expression will follow when children are confident to apply all the reading skills at the same time.

At APS reading is prioritized to allow children full access to the curriculum offer.

- A vigorous, sequential approach is used allowing children to develop fluency, confidence when reading and enjoyment.
- Reading attainment is assessed at all stages.
- Any gaps are identified quickly and addressed effectively for all children.
- Reading books connect closely with phonic teaching.
- Staff model good reading to support children's development of speaking and listening, reading and writing.
- We have a sharp focus on phonics and language comprehension and the skills necessary to communicate.
- Staff develop children's love of reading through reading aloud and the telling of stories and rhymes.

Better readers, better writers, better communicators. From the National Curriculum, we will develop pupil's speaking and listening, reading and writing in all subjects and promote wider reading.



Reading at Alexandra Primary School

Reading requires the reader to build up a literal understanding of the text, but also development of the deeper meaning. This comprehension requires a number of processes that take place when we read

Implementation

- Eight reading strategies
- Vocabulary extension, word webs, etymology and morphology directly taught
- Meaningful homework set
- Children's' home reading monitored via pupil planners
- Use of Lexia
- Use of Reading Plus KS2, aims to improve children's reading speeds
- Use of termly PiXL assessments
- Question level analysis to support gap identification and gap filling
- Progression in sentence structure across the school
- Tier 2 vocabulary explicitly taught
- Speaking and listening activities used to support vocabulary development

Reading processes include:

- Decoding and word recognition – grapheme phoneme correspondence and learning common exception words
- Vocabulary development and understanding new vocabulary
- Grammatical understanding
- Memory
- Inference making
- Comprehension monitoring
- Awareness and understanding of punctuation and how punctuation can change meaning
- Background experiences or knowledge

We encourage the use of **skim** reading, **scanning** a text alongside **in-depth** reading.

Skimming, usually one page, reading the headings and first sentences of each paragraph or section. This allows the reader to preview a text, think about the overview and then review in more detail.

Scanning, this is different to skimming as the whole text is scanned for a specific word or its synonym or purpose such as to find an answer to a question, or seeking a particular quotation or reference particular words or information.

In-depth reading, this is the most involved. The purpose is to understand the detail and can follow skim reading.

Implementation

- Pupil progress meetings
- SEND interventions
- Opportunities for cross curricular reading e.g. in history or science
- Whole class guided reading
- CPD provided to develop questioning skills
- Clear reading expectations and identification of those falling behind with catch up programmes available.
- Reading for pleasure
- Fluency and stamina developed
- Contingent talk and prosody used to support reading
- Grammar, spelling and punctuation activities to support writing development

At Alexandra Primary we support the development of reading skills through a range of strategies. We monitor progression from early language acquisition, phonics and decoding to the development of inference and application of reading skills to develop comprehension.