



## Reading Offer at Ribbon – March 2021

At Ribbon Academy, we strive to create an ethos that excites, enthuses and inspires all learners. Reading is not treated as an isolated subject; it is embedded across the curriculum where importance is placed on communication and language development, listening and attention skills and developing understanding. Across the year, teachers access quality, specific, relevant CPD to support planning and develop subject knowledge.

### ***From the start of school...***

Starting in Nursery, early reading is prioritised as a key aspect of the day. Pie Corbett's *Talk for Writing* approach is integrated into daily timetabled, discrete teaching sessions and through continuous provision. Across all year groups, Nursery to Year 6, children are read to daily, facilitated by the introduction of core texts carefully selected to complement curriculum themes and topics. Texts are often chosen in response to the interests and lines of enquiry suggested by children/pupils. Key vocabulary is explored to understanding and communication. Targeted intervention is introduced early in the year for children working below age related expectations. Regular story intervals take place throughout the day and class teachers demonstrate an excellent understanding of what motivates, inspires and engages their class. In Reception, we provide opportunities for 1:1 and shared reading activities. The development of reading skills is carefully monitored using individual and group trackers which inform phonics planning. Home reading books are carefully matched to current reading levels.

We actively promote a love of reading from entry to school. Children in Nursery take home, 'Talk Talk Bags', to encourage talk about books between children and adults at home. Across school and in conjunction with 'Book Club' each class has a Story Box, which is used to motivate children to read at home. Phonics and Literacy information is shared with parents/carers of children in Early Years to support their understanding of the *Sounds Write* programme and the skills children are required to develop in order to become efficient and fluent readers. Social media and the Academy website are used to share guidance and resources for home reading. Parents/Carers are also directed to *The Oxford Owl* audio books and to *Renaissance Learning* in order to access Accelerated Reader from home.

We understand that high quality and systematic phonic teaching provides the foundation to becoming an able reader. The teaching of phonics is systematically planned and rigorously monitored to ensure swift and secure progress. All Early Years and KS1 children take part in a daily phonics session which includes both reading and writing practice. Outcomes from the Phonic Screening Test (in Year 1) are currently in line with national average however, with a new approach to the teaching of phonics, we aim to ensure that all children can meet or exceed their potential.

### ***Reading in the Wider Curriculum & for Pleasure***

Well planned and meaningful reading opportunities across the foundation subjects provide experience of a broad range of text types and reading for a purpose. Children are encouraged to question and comment on what they read, creating a community of critical readers with opportunities to share responses and opinions. We are proud of our well- stocked 'Reading Zone' with its diverse and ever-growing stock of books appealing to every age and interest. On completion of their Accelerated Reader quiz, children in Years 1 to 6 visit the Reading Zone independently to choose their next book.

## **Years 1 & 2**

All children take part in a daily Sounds Write phonics lesson. All sessions require the children to demonstrate both reading and writing skills and build on previous learning. From Year 2 onward, children work on developing automaticity then fluency through daily independent reading practice during Book Club and whole class reading activities. Class teachers quickly identify those children at risk of falling behind and targeted in class intervention is provided. In addition to this, we have a dedicated Reading Support Assistant (RSA) assigned to read daily 1:1 with those children who need additional practise to develop blending skills, automaticity and fluency. Like all teaching staff, Miss Robson, (our RSA who is based in the Reading Zone), undertakes phonics CPD and delivers quality support to individual readers and small groups.

## **Years 3 to 6**

English in KS2 is carefully planned around high quality literature which enhances children's understanding of the world, as well as their knowledge of the wider curriculum. Children engage with the texts in a variety of ways including class discussion, drama, writing and reading comprehension. Fiction and non-fiction texts, written by well-known as well as newly acclaimed authors, are chosen to complement foundation topics, current affairs and children's interests. In our daily reading lessons, children are explicitly taught a wide range of vocabulary in context, and in conjunction with '*Vocabulary Ninja*', build up a rich and varied language bank. Oral and written practice of higher order language through a 'Word of the Day' ensures children retain these words in their long-term memory for future use. Furthermore, children are encouraged to develop their oral fluency by reading aloud to the class and their peers showing expression in their voice. Teachers use choral reading, model and repeat, group and individual reading, to ensure that all voices are heard, during whole class sessions.

Pupils are challenged on their understanding of a text by responding to questions linked to '*VIPERS*'. This acronym represents six areas of key comprehension skills; Vocabulary, Inference, Prediction, Explaining, Retrieving and Summarising (to ensure children cover a wide variety of question types). Year group teachers ensure coverage of all of the '*VIPERS*' skills, across the year. Additionally, a wide variety of Bloom's question stems are incorporated, which require children to forensically examine the text in order to construct a logical argument. Drama is also utilised to develop children's empathy and understanding of characters and settings.

To further supplement our reading offer, children in Years 1-6 access 10 -20 minutes of reading time during 'Book Club' at the start of every day. During this time, Accelerated Reader software is used to track pupil progress (please see additional guidance), and class teachers spend time supporting individuals. Reading Plus has been recently introduced. Children use Reading Plus three times a week within school, as well as at home, to improve fluency and comprehension.

Children, who need specific intervention, to support their reading also have access to the Lexia reading programme. Lexia engages children in a creative manner to build core reading skills. The program focuses on six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis. Children participate in regular computer-based activities, working independently and at their own pace to complete the tasks. In addition to Lexia, some children receive intensive 1:1 word building support through Word Wasp.

## **What's next...**

'Book Buddies' is a new initiative that we are keen to introduce, moving forward, to encourage confidence in reading. Children from Years 1 and 5 will be given the opportunity to read together on a daily basis; sharing books and listening to each other read. In addition to Reading Buddies in Years 5 & 1, the long-term goal is to establish reading partners across the year groups (Reception & Year 6, Year 2 & Year 4 & Year 3 and Nursery) to increase confidence, motivation and enjoyment of reading.