

# Reading at CCA

- Instilling a love of reading in all children;
- Encouraging independent and home reading;
  - Teaching phonics;
  - Teaching reading skills.



At Christ Church Academy, we believe that reading should be at the heart of our curriculum. Reading provides the key foundation to ensure that pupils make the necessary steps towards becoming life-long learners, and enables children to gain the skills needed to enjoy success in their academic life.

We will ensure:

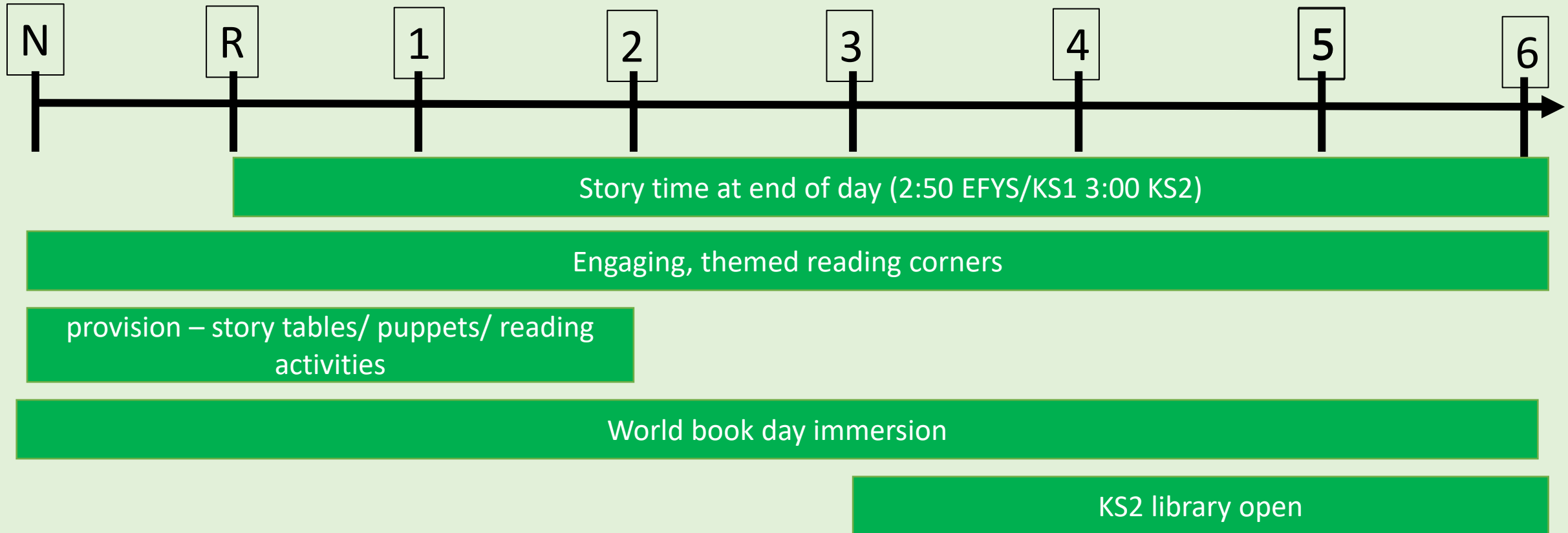
- Children become confident, fluent readers.
- They enjoy reading and take pleasure in choosing, discussing, and analysing texts.
- Children can cultivate their views about the books they have enjoyed.
- Children will have access to a wide and varied range of text.

To enable confidence and skill in reading:

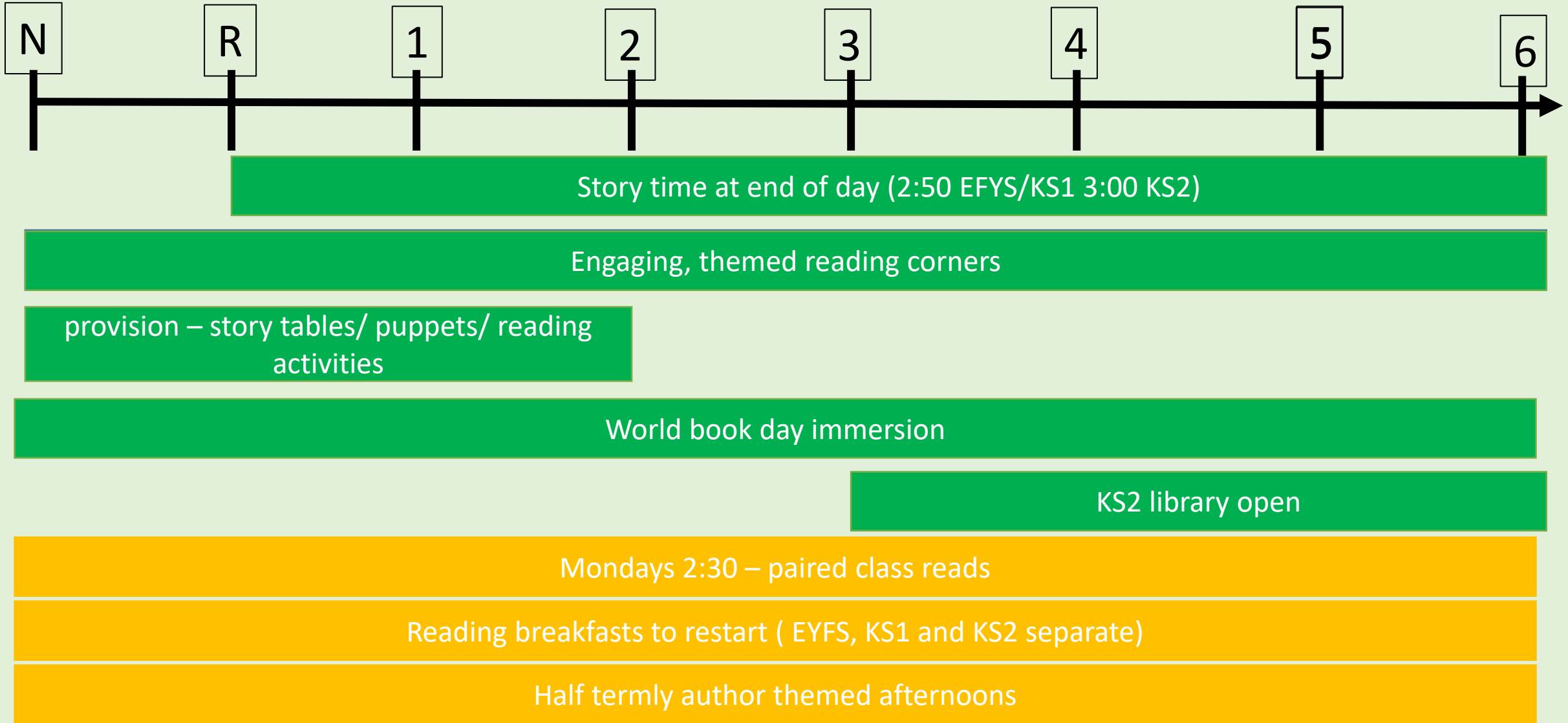
- We will provide a sharp, focused approach to early reading skills meaning that children can access reading at an early age.
- We will provide skills and strategies to develop as readers through rigorous, sequential teaching.
- We will use assessment and questioning to ensure that gaps in learning are identified and addressed.
- We will provide children with levels and targets so that they know how they can improve.

Reading is of utmost importance, and our children will leave CCA having developed a love and understanding of the importance of reading.

# Instilling a love of reading –current activities



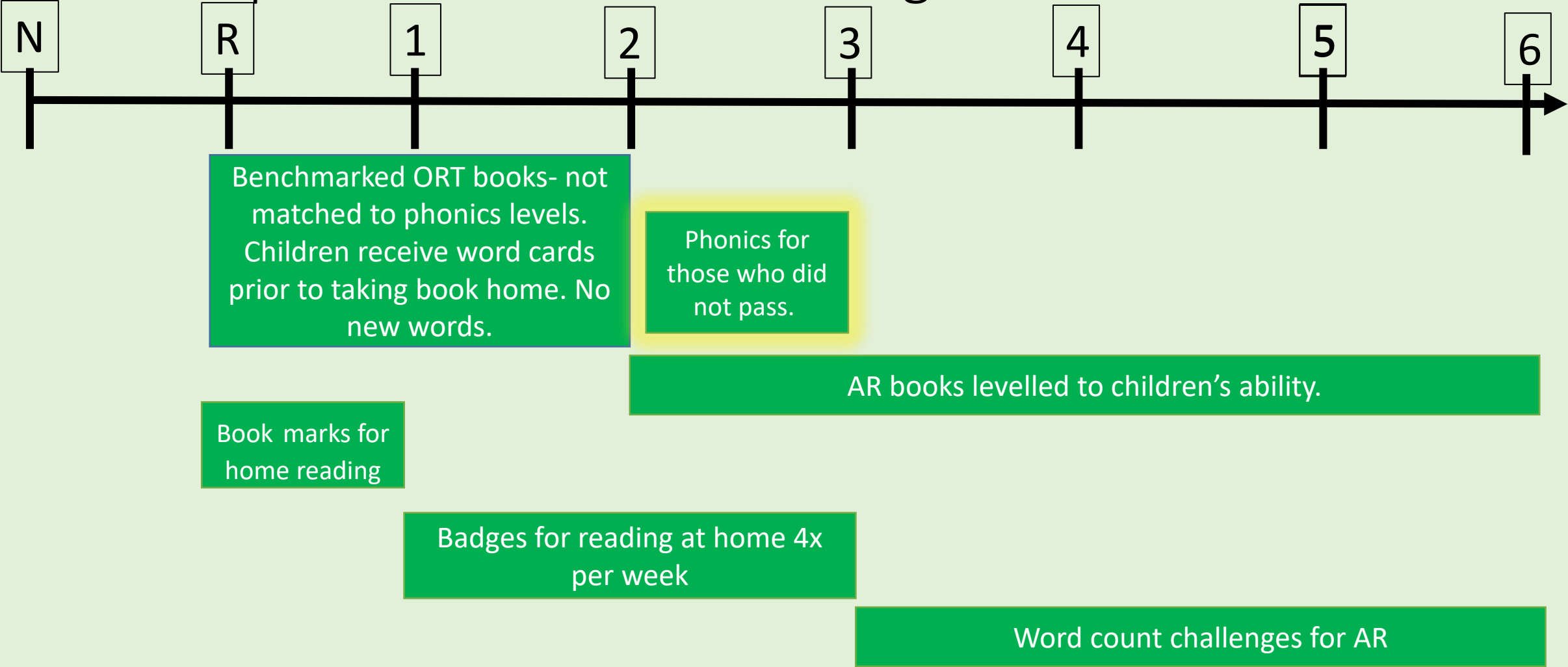
# Instilling a love of reading –actions



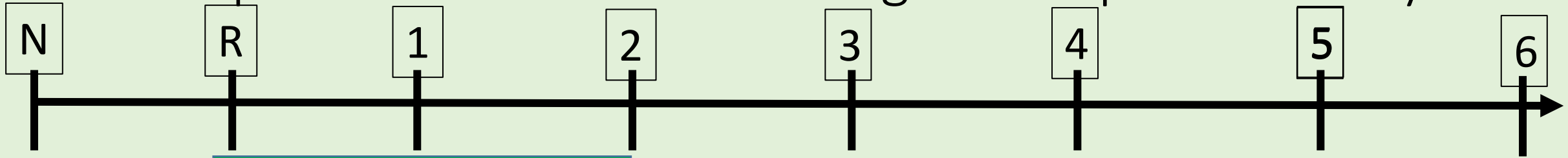
## Action 3: Half term themed author afternoons.

<b>Half term</b>	<b>Date</b>	<b>Author</b>
Autumn 2	24/11/21	Oliver Jeffers
Spring 1	26/01/22	Julia Donaldson
Spring 2	30/03/22	Michael Rosen
Summer 1	18/05/22	Isabel Thomas
Summer 2	29/06/22	Benjamin Zephaniah

# Independent and home reading – current activities



# Independent and home reading – to implement fully



Benchmarked ORT books- not matched to phonics levels. Children receive word cards prior to taking book home. No new words.

Phonics for those who did not pass.

Book marks for home reading

Badges for reading at home 4x per week

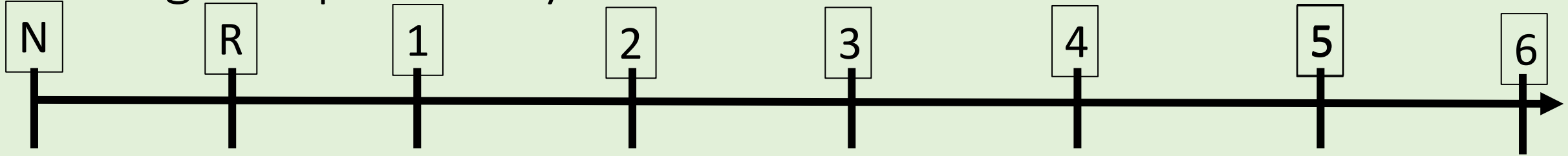
Word count challenges for AR- more prizes to engage

1:1 reading with children. Noted in red folders. TA's to read with bottom 20% daily.

Reading records written in by parents

Reading records to be accessed by children.

Reading independently...we cannot be successful without this.



Independent reading at entry to school and after lunch- AT LEAST 10 minutes per session.

Independent silent reading after break

Access to independent reading provision

To aid with this, create a good reading environment...  
Music/teacher reading/calmness





# In class- every class

- Each class has individual reading records. Teachers and other adults write as they read to and with children.



# 1:1 reading

## Teacher:

- Teachers hear EVERY child read independently as often as possible.
- This needs to be recorded in red folder.
- During this time, teacher should be teaching echo, choral and independent reading.

## TA:

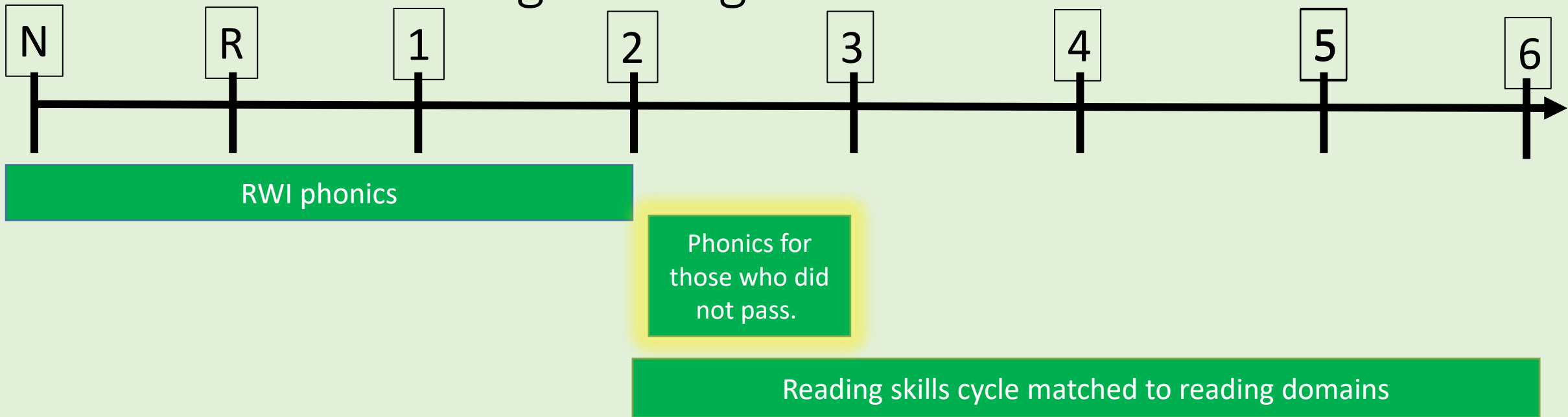
- Daily reading session with group.
- Needs to be recorded in red folders.

Year Group	Children
1	
2	
3	
4	
5	
6	

# Action 2: Word count challenges - individual

<b>Amount</b>	<b>Prize</b>
100,000	Book mark
500,000	Earn extra play for class
1,000,000	New book
2,000,000	Book token
5,000,000 (name down for collective prize)	Visit to Salts Mill bookshop with Mrs Foster
10,000,000 (name down)	Class party

# Teaching reading – current activities



RWI phonics

Phonics for  
those who did  
not pass.

Reading skills cycle matched to reading domains

# Teaching Early Reading and Phonics at CCA

# At CCA we use Read Write Inc to teach phonics



- This is done from Nursery for children identified as ready -with children playing fred games-for oral blending, listening for initial sounds in words, and identifying letters-corresponding sound
- The programme starts fully in Reception with children learning 3 sounds a week to start-building up to 1 a day in 20min sessions
- The programme is very systematic with all staff who teach it using the same RWI methods, hand signals and mime strategies
- There is an emphasis on all children participating
- Lots of praise and fun

# How is it taught?



- Children are assessed and grouped so that they are receiving the correct teaching with children who are at the same level
- Assessment is ongoing and movement within groups can be instant if required-all children assessed each ½ term and groups altered as needed
- The sounds are taught synthetically-children are taught to use soft sounds to make blending easier to hear
- Fred the frog is used to help children stay focussed and to make it fun.
- Fred games help children learn to blend orally

# A Systematic approach

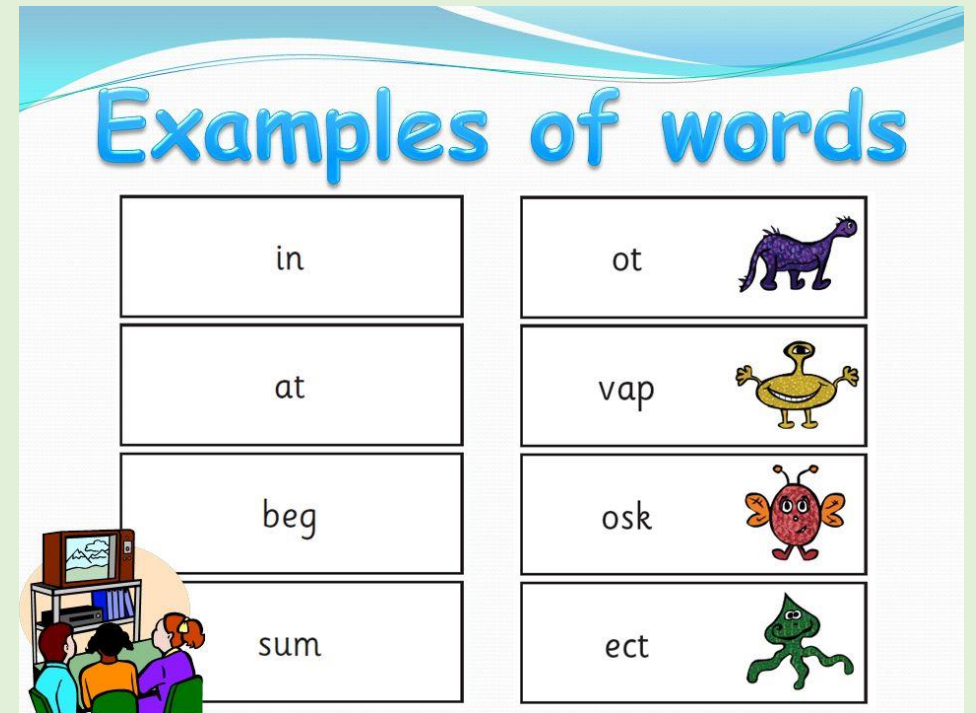
- The sounds are taught in a specific order with reading books to match the sounds/words taught
- Children should not be reading books with words that they cannot read
- In RWI lessons children will have time to read their RWI reading book and this book is also their class reader
- In lessons word time- is used to work on speedy reading- pace is increased as children become quicker and more confident
- Children who fall behind are identified straight away and these children have 1-1 catch up sessions(in addition to or in place of 1-1 reading in class)



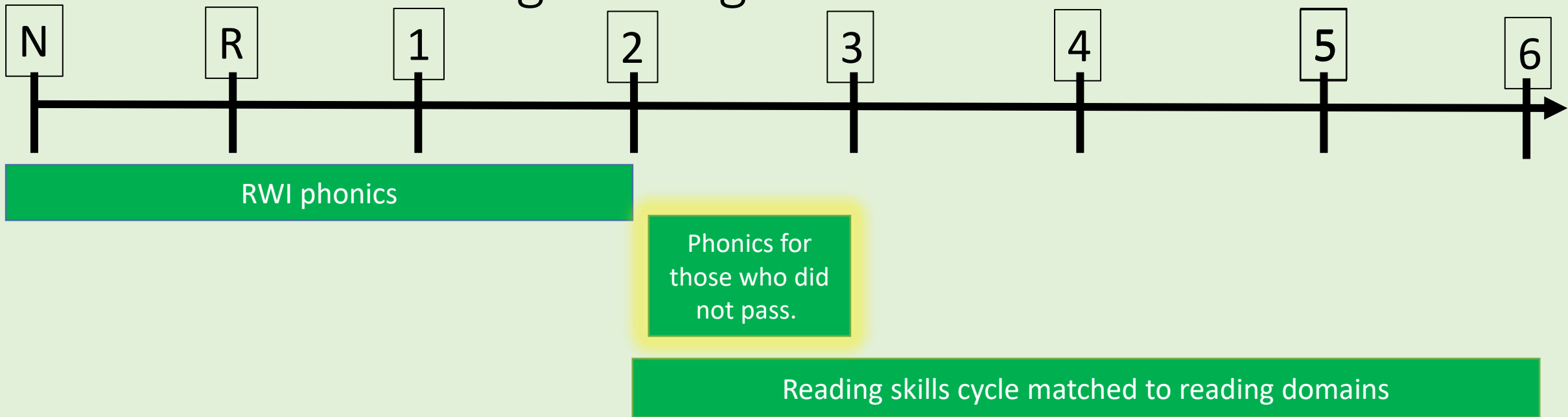


# Phonics Screen Test

- This is a Government National test which all children have to take in June
- This involves children being tested 1-1- they have to read 40 words, 20 real words and 20 nonsense words(alien words)
- The pass mark has been 32 in previous years
- To pass the test children need to know all the sounds taught in RWI and they need to be able to blend and segment the words for reading



# Teaching reading – current activities



# Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



End of KS2 ▾

Reading ▾

Only Priority Elements

- ✓ 1. The child as a reader
- ✓ 2. Give/explain the meaning of words in context
- ✓ 3. Retrieve and record information/identify key details from fiction and non-fiction
- ✓ 4. Summarise main ideas from more than one paragraph
- ✓ 5. Make inference from the text, explain and justify inferences with evidence from the text
- ✓ 6. Predict what might happen from details stated and implied

✓ 7. Identify/explain how informat

End of KS1 ▾

Reading ▾

Only Priority Elements

✓ 8. Identify/explain how meaning

✓ 9. Make comparisons within the

✓ 1. The Child as a Reader

✓ 2. Word reading, decoding and understanding

✓ 3. Comprehension (Retrieval)

✓ 4. Comprehension (Sequencing)

✓ 5. Comprehension (Inference)

✓ 6. Comprehension (Prediction)


# First, we need a prior knowledge harvest...

← Back to "Reading extracts and questions"


 Year 3-4 Reading extract and questions - Duel of the Scrapbots.docx

**Reading extract and questions:**  
**Year 2**  
**A Prickly Problem**  
**Set A/B**

Straight after tea, Jorjio ran out into the garden. After a few minutes, he shivered and ran back inside. He found his coat and pulled on his wellies, taking care to tuck his new school shoes out of sight so that they could dry without Dad noticing.



"Give us a hand," said Dad, who had been raking leaves. He had found a large, old cardboard box and was stuffing crunchy brown leaves into it. Together, they filled the box in no time. Before it got too dark, they tucked the box down the side of the house and covered it with an old plastic sack. "At least we'll have something dry to burn on bonfire night," said Dad.




A few weeks later, they were back in the garden. Dad had cleared a safe space for a bonfire and was gathering twigs and old wood. He brought the box over then went inside to get the matches and some paper. There was a strange noise. Jorjio listened. There it was again! It was a sort of scratching sound. Then it stopped.

Dad came back and scrunched up the paper. The plan was to get the fire going, then tip the dried leaves on top and place bigger sticks around it. "Soon," said Dad, "we'll have as good a bonfire as any in the park. We won't have to pay to see it, neither."

Jorjio sat by the box a safe distance away while Dad lit the paper. An orange flame flickered into life. Twigs crackled as they caught fire too. There it was again! The scratching noise!

"Stop! Wait!" cried Jorjio as Dad reached for the box. He grabbed it and tipped it upside down on the grass. A spiky little ball rolled out. "Just in the nick of time!" gasped Jorjio as Dad put on his gardening gloves and gently picked up the hedgehog. Soon, the little creature was safely placed under a bush, well away from the fire.

"I know they like to find somewhere warm and dry to sleep all winter, but I think that would have been a bit too warm!" grinned Dad.



**Questions for**  
**A Prickly Problem**  
**Set A**

**Vocabulary**

1. Look at the paragraph beginning "Give us a hand," .... Find and copy a word that means *scraping up*.

\_\_\_\_\_

2. ... *in no time* ... This means ... Tick one.

we're late	<input type="checkbox"/>	we have to go back in	<input type="checkbox"/>
the clock had stopped	<input type="checkbox"/>	very quickly	<input type="checkbox"/>

3. ... *An orange flame flickered* ... In this sentence, *flickered* means ... Tick one.

switched	<input type="checkbox"/>	exploded	<input type="checkbox"/>
sparked	<input type="checkbox"/>	burnt	<input type="checkbox"/>

**Identify key aspects**

4. When did Jorjio run into the garden?

\_\_\_\_\_

5. What two things did Dad go inside to get?

a. \_\_\_\_\_ b. \_\_\_\_\_

**Inference**

6. Why did Jorjio run back inside?

\_\_\_\_\_

**Sequence**

7. Number the sections from 1 to 4 to show the order in which they appear.

Dad cleared a space for bonfire.	
<u>Jorjio</u> tipped the box upside down.	
<u>Jorjio</u> hid his school shoes.	
Dad lit the bonfire.	

**Predict**

8. What do you think Jorjio will say next year if they collect leaves in a box for a bonfire?

\_\_\_\_\_

Identifies each skill

# Create a QLA – Year 6 last week.

	Vocabulary	Retrival	Inference	Summarise	Meaning	Author intent	Compare	Prediction	Explain
	Yellow	Yellow	Red	Red	Red	Yellow			
	Yellow	Green	Yellow	Green	Green	Yellow			
	Yellow	Yellow	Yellow	Yellow	Green	Yellow			
	Yellow	Green	Yellow	Green	Green	Yellow			
	Red	Green	Yellow	Green	Green	Red			
	Yellow	Green	Red	Green	Green	Green			
leii	Red	Yellow	Red	Green	Green	Red			
e	Yellow	Green	Yellow	Green	Green	Yellow			
a	Yellow	Green	Yellow	Green	Green	Red			
	Red	Green	Red	Red	Green	Red			
y	Red	Green	Red	Red	Green	Green			
	Yellow	Green	Red	Green	Green	Red			
	Yellow	Yellow	Red	Red	Green	Yellow			
	Yellow	Yellow	Yellow	Green	Green	Red			
	Yellow	Green	Red	Green	Green	Red			
ee									

Very important- retrieval, vocab and inference are the most important to teach.

Then you can start to plan.

# Reading Progression Overview- Year 5



Autumn 1	Texts		
Topic Link: Ancient Greece- Greek Mythology	Fiction- Perseus and Medusa	Poetry- Perseus and Medusa	Non Fiction- Poseidon report
Science Link: Space	Fiction- Cosmic- Frank Cotrell Boyce  (Key author link)	Song- Space Oddity- David Bowie	Non Fiction- Curiosity: The Story of a Mars Rover

Links into Science and Topic lessons.

Each text will take roughly 6 days to cover.

Mythology links into English lessons- teaches a new genre.

These should help y5 build upon their knowledge for each of the subjects.

# Cover sheet for unit

NB- retrieval, inference, words in context and explain are taught through mixed comprehension and dialogic activities in **every** text.

The focus skills are highlighted when specifically taught during skill sessions.

Children know link between texts.

Clearly marked text types and skill focus.

1. **Words in context**
2. **retrieval**
3. summarising
4. **inference**
5. prediction
6. explain
7. **language**
8. compare
9. The child as a reader
10. Fluency

We are reading to learn about:  
*Survival in the rainforest*



Non Fiction: The Usborne Outdoor Book	LI: To find words in the text with a closely given meaning. LI: To discuss a text
<b>Retrieval focus</b>	LI: To answer who, what, when, why questions on a given subject LI: To check whether statements are fact or opinion LI: To answer a range of comprehension questions LI: To complete a 3 in 3.



Fiction: The Explorer	LI: To find and copy words with given meanings. LI: To discuss the text
<b>Inference focus</b>	LI: To use clues from action, dialogue and description to interpret meaning. LI: To prove or disprove a statement about a character using evidence from the text LI: I can answer a range of comprehension questions LI: I can complete a 3 in 3.



Fiction: Kensuke's Kingdom	LI: To explain the meaning of unfamiliar words. LI: To discuss the text
<b>Language focus</b>	LI: To explain the effect of the author's language upon the reader. LI: To identify what impression words give the reader. LI: I can answer a range of comprehension questions LI: I can complete a 3 in 3.

No more end of unit link....children instead need to know what skills they are learning.

# 5 day text cycle

## Reading Skills KS2 at Christ Church Academy

Texts and skills chosen in advance, following prior knowledge harvest, to



### Day 1: Vocabulary.

Children to work on different skills identifying key and unfamiliar vocabulary:

- Find and copy questions
- Give the meaning of
- Closely matching words
- Synonyms/antonyms
- Using root words
- Match the description



### Day 2: Dialogic talk.

Discussion based reading day. Teacher models reading, teaches echo reading, choral reading and independent reading. Children taught to text mark and annotate.

- Mix of retrieval and inference questions
- Children taught to answer the 3 questions using evidence to back up responses.



### Day 3 & 4: Skill based questioning.

Whole class based skills lesson.

- Choose skill from domain-after diagnostic
- Choose one question stem and teach how to answer it (Specific strategies)
- Scaffold for lower attainers/SEN- they should still be accessing as much of the same text as they can.



### Day 5: Comprehension.

- A variety of questions about the text that you have studied.



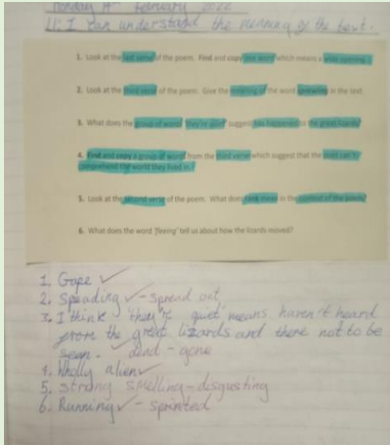
### Day 6: 3 in 3

Helps to improve speed readings  
Answering questions on unfamiliar texts  
Practicing a variety of skills.

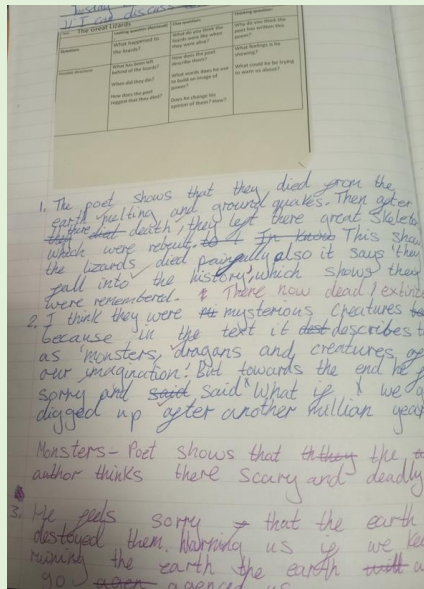


# An example weekly cycle

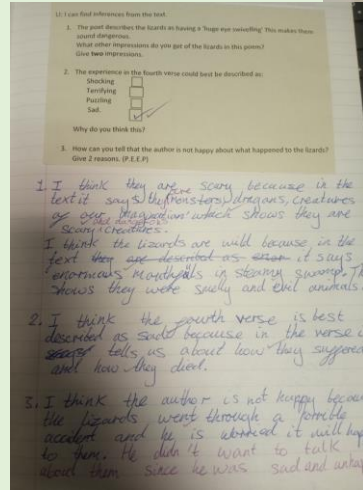
Working out the meaning of key words in the text.



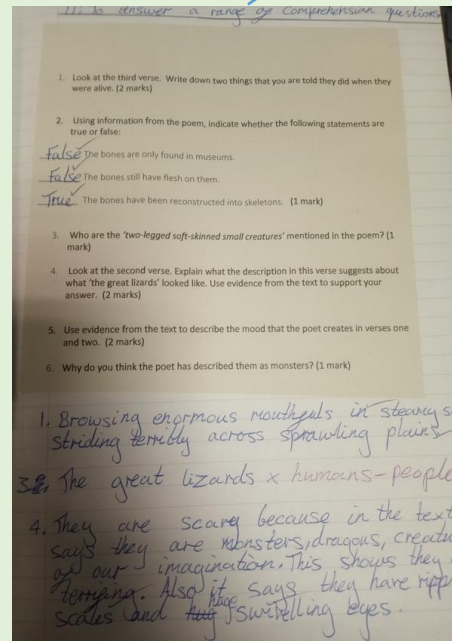
Dialogic day- focus on discussion and evidence.



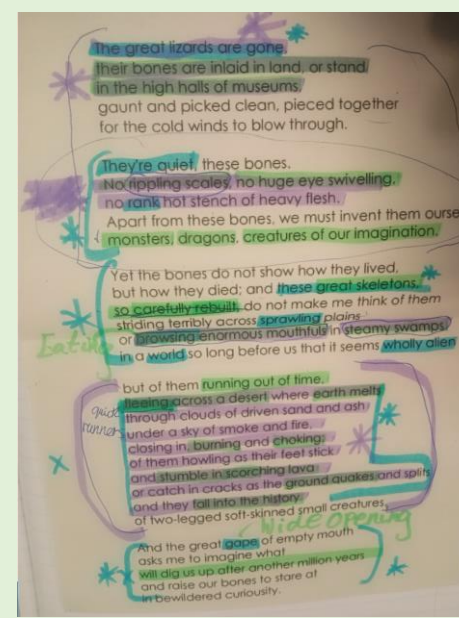
Skill days- focus on summarising



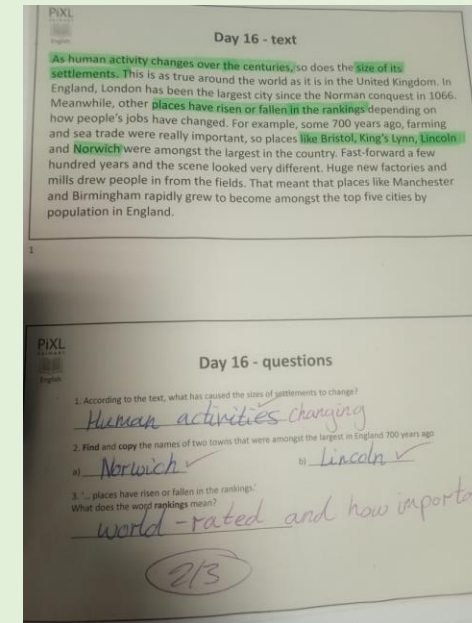
Mixed comprehension



Annotated text stuck in



Finish with a 3 in 3 for speed reading.



# Impact – end of KS2

In 2019, prior to out work on reading:

Key Stage 2 attainment summary July 2019				
	Working at or above the expected standard		Working at greater depth	
	2019 school results	2019 National results	2019 school results	2019 National results
<b>Reading</b>	33%	73%	3%	27%

In 2020 (School assessment):

Reading	At/Above	Greater Depth
	78%	19%

In 2021 (School assessment)

Reading	At/Above	Greater Depth
	75%	25%