



### Vision for reading at Berger

1. Reading is... creating experts: developing staff expertise and whole school enthusiasm.
2. Reading is... understanding: teaching reading and comprehension effectively.
3. Reading is... collaborative: engaging parents and the wider community.
4. Reading is ... confidence: pupil voice.
5. Reading is... visible: the reading environment and resources.
6. Reading is... fun! Promoting and celebrating reading.

At Berger we teach word reading -letter sound correspondence and comprehension. A linguist approach to reading and spelling. We follow a carefully structured program that follows a pattern of phonological language acquisition with each year group leading naturally and logically on to the next. We have built in time to go over tricky concepts and revisit where we need to. Each year group revisits the previous year groups' tricky concepts and year 1 and 2, 3 and 4, 5 and 6 have the same spelling patterns in line with the national curriculum - and enables the children to consolidate and become confident. Each year group also has specific words to learn to spell.

We want the children to learn that letters are symbols for sounds, so that when they see the letters < m > < a > < t >, they say and hear /m/ /a/ /t/ 'mat'. To begin with, we shall be working only with 2- and 3-sound words. Your child needs to say the sounds and **listen** to hear what the word is. For this reason, sounds need to be said very precisely. For example, when we see the letter < m >, we say /m/ and not 'muh'. Of course, some

sounds are much more difficult to say without adding a bit of an 'uh', but, with practice, it can be done.

### **What can you do to help your child learn to read?**

Playing games with the sounds in words can be good fun and will help your child to understand that everyday words are made up of sounds and that we can pull these sounds in words apart: thus, 'cat' can be separated into /c/ /a/ /t/; and we can put these sounds back together again to form recognisable words: thus, /c/ /a/ /t/ gives us 'cat'. Names often make useful example to begin with: 'Jack' would be /j/ /a/ /k/ and 'Emily' would be /e/ /m/ /i/ /l/ /ee/. If you are not sure, just close your eyes and say the sounds in a word to yourself.



#### **Nursery**

We ensure that: Comprehension instruction begins as soon as students begin to read. We focus on-

- Oracy / discussion - we have a big emphasis on this
- Setting up home school reading
- Group stories where -

- comprehension instruction begins as soon as students begin to look at books  
Pupils are encouraged to talk about the pictures in book- make predictions and ask questions- Teachers model this behavior. Pupils are encouraged to retell the story and to recognise story patterns - rhythms- and HFW
- Opportunities to buy books
- Parents are encouraged to share books with their children. Pupils and parents are encouraged to Read for pleasure to establish a love of reading
- Introduction to Reading Eggs



### Reception

- We build on the practice built up in nursery
- Oracy / discussion - we have a big emphasis on this
- Pupils read daily in the morning with their parents
- Daily group guided reading with teacher
- Students are encouraged to continually monitor their understanding during reading, and to apply repair strategies when breakdowns in understanding occur.
- Taught letter sound correspondence in small ability groups
- Children are encouraged to share books with each other - discussing story's and acting them out with adults - Also strong focus on being detectives finding HFW and using growing phonic knowledge to show adults words the children can sound out and blend back.
- Story at end of the day
- Big book focus in literacy
- Parents are encouraged to share books with their children. Pupils and parents are encouraged to read for pleasure to establish a love of reading

- Encourage use of Reading Eggs at home as well as home school books.
- Reading to gain knowledge across the curriculum



Throughout keystage 1 and 2 we have the same approach and structure- where possible.

The following **learning behaviours** are taught explicitly and embedded within our approach:

- Support and actively listen to others
  - Discuss and explain your ideas
  - **Positive interdependence** -children are given specific roles in paired reading
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We encourage

- **Individual and group accountability** - everybody participates and gives their best effort, no-one is passive.

Children work in pairs where they can this is because we are finding that pupils who have opportunities to work **collaboratively**:

- learn faster and more efficiently
- have greater retention of information
- feel more motivated about the learning experience
- develop better language skills and vocabulary
- display more independence
- develop more respect for fellow students



## Year 1

- Reading is taught through letter sound correspondence (phonics) and spelling rules. Pupils have a carpet session on that weeks/days letters/ spelling rules, children work in pairs with a specific sheet to reinforce and embed the taught session.
- Thinkaloud taught session- teaching a reading strategy
- **Group reading with a teacher- pupils are taught new reading and comprehension strategies.**
- Daily guided reading where possible with adult- pupils put in to practice their letter /sound knowledge for word reading and also start to use **to explicit comprehension strategy instruction - retelling, questioning etc. Adults follow the same satrapies as the teacher has taught previously.**
- Students are encouraged to continually monitor their understanding during reading, and to apply repair strategies when breakdowns in understanding occur.
- Dictated sentence as assessment to teachers if spelling patterns have been embedded
- Writing response to reading- to assess comprehension
- Home school reading
- Reading Eggs
- Pupils and parents are encouraged to read for pleasure to establish a love of reading
- Reading to gain knowledge across the curriculum

- Class story
- **Assessment**
- Assessment- book level and reading response journals.
- Phonic test
- Dictated sentences
- Teachers observations of pupils

## Year 2

We continue our approach focusing on effective comprehension instruction which helps students to become independent, strategic, and metacognitive readers who are able to develop, control, and use a variety of comprehension strategies to ensure that they understand what they read.

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- Daily guided reading where possible with adult- pupils put in to practice their letter /sound knowledge for word reading and also start to use **to explicit comprehension strategy instruction - retelling, questioning etc. Adults follow the same strategies as the teacher has taught previously.**
- Students are encouraged to continually monitor their understanding during reading, and to apply repair strategies when breakdowns in understanding occur.
- Dictated sentence as assessment to teachers if spelling patterns have been embedded
- Writing response to reading- to assess comprehension
- More formal written assessments in relation to reading - to assess pupils comprehension.
- Home school reading
- Reading Eggs
- Pupils and parents are encouraged to read for pleasure to establish a love of reading
- Reading to gain knowledge across the curriculum
- Class story
- **Assessment**
- Assessment- book level and reading response journals.
- Phonic test

- Dictated sentences
- Teachers observations of pupils
- SATs papers- children's pace and stamina
- Big picture
- Selfie
- Self Portrait
- Teachers observation/notes of pupils



## Keystage 2

- We continue our approach focusing on effective comprehension instruction which helps students to become independent, strategic, and metacognitive readers who are able to develop, control, and use a variety of comprehension strategies to ensure that they understand what they read. We continue with the collaborative learning behaviors set up in Keystage 1. We continue the same structure of learning. Students are encouraged to continually monitor their understanding during reading, and to apply repair strategies when breakdowns in understanding occur. Pupils are encouraged to think about what they already know before they start reading and during reading. Teachers teach strategies- we try to teach the same strategies each week throughout the school- but this changes as - age related- or when a year group is intensively focusing in on a few strategies-that are closely aligned with the text students are reading and
  - models and "thinks aloud" about what a given strategy is and why it is important
  - helps students learn how, when, and where to use the strategy
  - gives students opportunities to apply the strategy on their own
  - provides further opportunities for pupils practice the strategy in subsequent lessons.

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## Role of Teacher during independent paired reading

### Monday/Tuesday mixed ability pairs reading

#### Teacher as Facilitator

(Please note some children may well be operating at a level where they need some other intervention at this point)

- Moving around pairs of children- listening in- supporting facilitating use of taught strategy for that week.
- Monitor correct use of strategy.
- Making positive comments about pupils' use of strategy and the discussions that they are having.
- Reminding pupils to use posters and language stems.
- Praising good polite cooperative learning behaviour.
- Fixing any misunderstandings of strategy by modelling.
- Give support and challenge.
- Spelling is taught through LSCWL- strategy.
- Thinkaloud taught session- teaching a reading strategy
- **Group reading with a teacher- the teacher teaches new reading and comprehension strategies.**
- Daily guided reading where possible with adult- pupils put in to practice their letter /sound knowledge for word reading and also start to use **to explicit comprehension strategy instruction - retelling, questioning etc. Adults follow the same strategies as the teacher has taught previously.**
- Students are encouraged to continually monitor their understanding during reading, and to apply repair strategies when breakdowns in understanding occur.
- Dictated sentence as assessment to teachers if spelling patterns have been embedded
- Writing response to reading- to assess comprehension
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- Home school reading
- Reading Eggs
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- Reading to gain knowledge across the curriculum
- Class story



### Wednesday/ Thursday/ Friday

- Moving around pairs of children- listening in- supporting facilitating use of taught strategy for that week.
- Monitor correct use of strategy.
- Working with groups of children- no more than 10 minutes which will include
  1. Having discussions with children about use of strategy- why they are using it- their understanding of it.
  2. Commenting when children have met a target from the band- directing pupil to tick off band.
  3. Reinforcing word reading level work and strategies- read on, break word down etc.
  4. Listening to individual children to record fluency- re guidelines from national curriculum.
  5. Give support/facilitate learning/give challenge.
  6. Feeding back to children the skills that they have and using- discussing next steps/targets with children.
  7. This is also an opportunity to give verbal feedback- so they are aware of what/ why/they are doing and where they are on their learning journey.
  8. Some children may still need formal teaching of reading skills - this is to be done during this time.

(The written comments Teachers made about children in previous model- will now become discussions with children about what they can do- SMT will look for evidence of this by asking children about their reading.)

### Assessment

Formative assessment- Every Tuesday/Wednesday/Thursday- written response to reading

- Tuesday (mixed ability pairs) Wednesday/Thursday (levelled pairs)- for no longer than 5 minutes- children write their response to reading- using the language stems. No more than 3 examples. To be marked at this time by the teacher who is moving round the class- any misconceptions can be rectified the next day. Please not all 3 questions have to be marked- 1 tick as evidence that the teacher has seen work is enough- marking must be done at this time- as it is a opportunity to celebrate the children's use of strategy.
- Use this as evidence for children to tick off bands- remember that we should be returning to every strategy each term for a week- this is the children's opportunity to embed it.
- This is also an opportunity to give verbal feedback- so they are aware of what/ why/they are doing and where they are on their learning journey.

**Summative Assessment/Comprehension Lessons. -Every two weeks- Friday**

- This is a taught lesson on comprehension (understanding) skills.

It has 3 structures over the year- 1 for each term.

1. For autumn - Children work in mixed ability pairs- from text that is used on Monday/Tuesday. Teachers generate questions throughout the two weeks of teaching the strategy which they use for the Friday. Pupils only tested on the strategies taught during the previous 2 weeks. Important that teachers use questions stems taken from the examples that are used in KS1 AND KS2 SATs papers.
2. Spring term- children work in their levelled pairs- from text that is shared on Monday and Tuesday. Teachers generate questions throughout the two
3. weeks of teaching the strategy which they use for the Friday. Pupils only tested on the strategies taught during the previous 2 weeks. Important that teachers use questions stems taken from the examples that are used in KS1 AND KS2 SATs papers. Recommended that questions are differentiated by- easy ones first- moving to more challenging. Then

teacher can use 1 paper for all class. This is to be kept in the children's reading response books.

4. Summer second term- Children on their own from unknown levelled text- recommended that you use the different comprehension books that are throughout the school. Important that teachers add own questions taken from the examples that are used in KS1 AND KS2 SATs papers. This is to be kept in the children's reading response books.

#### **Once half term- Reading Portrait**

- At the end of each half term pupils complete a reading portrait. This is to be kept in their response to reading book.

#### **Every Term**

- Pupil Reading Audit- to be kept in teachers reading folder. Use this to build a picture of pupil- for example-if pupil reports that they do not read at home- follow this up etc.

You may also wish to take notes during the week on children.

#### **Comprehension Lesson structure.**

<b>Comprehension Lesson structure.</b>
<ul style="list-style-type: none"><li>• Explain focus of lesson is comprehension (understanding.</li><li>• Display extract of text</li><li>• Model answering a maximum of 2 questions referring back to the text (using language stems/P.E.E-Point. Evidence. Explain</li><li>• Encourage children to identify the type of question.</li></ul>
<ul style="list-style-type: none"><li>• Use same extract or continuation of text</li><li>• Ask children to work in partners to answer 2 or 3 question(one at a time) and discuss answers</li><li>• Use white boards for children to answer /write down the answer to 1 question. Children and teacher compare answers.</li></ul>
<ul style="list-style-type: none"><li>• Whatever the time of year- children to follow model structure, mixed pairs, levelled pair, on their own.</li></ul>
<ul style="list-style-type: none"><li>• Children to share and hear good models of answering questions</li><li>• Discuss which strategies will/have helped - how did they know what type of question it was?</li><li>• Encourage children during the sessions to remind each other to use P.E.E.</li></ul>

