

Reading Strategy for the IET Mat

Six Strategies to make reading work in the IET Mat.

Purpose

Amanda Spielman has said that if a child cannot read, they cannot learn and the gap in their learning will increase as they move through the KS levels.

The School Inspection Handbook contains key expectations which inspectors will consider when making a judgement about the quality of reading provision within a school. Among these expectations are:

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

This focus on phonics, though not new, is now more precise. Ofsted has specific expectations of how successful phonics teaching is conducted in schools and will form judgements based on these expectations. Inspectors will consider whether a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.'

Outstanding schools have placed reading and books at the centre of the curriculum. They believe that every child can learn to read with the right teaching and support. They acknowledge that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school. An outstanding school builds in time for all children to read independently, read aloud and be read to during the school day. They develop a coherent whole school strategy for promoting reading and spend money and time to support reading, including buying books. It is important for schools to see books as a consumable resource. Most importantly they devote time to training staff so they are equipped to support children's enjoyment of reading and involve parents to ensure the culture of reading that the school extends into the home.

We want children to become enthusiastic readers – not just readers.

Six strategies to build an outstanding reading school					
1	2	3	4	5	6
Supporting and educating staff	Teaching the reading curriculum	Developing the reading environment	Targeting Resources	Engaging Parents	Celebrating Reading
 Equipping staff with the skills and the knowledge they need to teach children to be accomplished and keen readers	 Making use of every opportunity the curriculum offers to teach children to become life-long readers	 Understanding the role the physical environment including book areas, displays and reading corners can play in teaching children to be enthusiastic readers and enjoy reading	 Using a wide range of different reading material to teach children to become enthusiastic readers. Having a specific Phonics Programme that has a numerous selection of phonic books to support reading	 Harnessing the enthusiasm of parents to ensure the culture of reading developed by the school extends into the home	 Involving the school community in special events to raise the profile of reading to engage children.

Supporting and Educating Staff to promote Reading

All Key Stages

- Annual Reading INSET delivered by the English Subject Leaders, focussing on Reading Skills lessons and reading across the curriculum.
- **Subject leaders to familiarise themselves with the Reading Framework and present CPD for the whole school.**
- Lesson Visits and feedback from the SLT and Subject Leader.
- Lesson Visits and Learning Walks by the school SENDco, observing those pupils who struggle with reading and giving feedback to the adults involved with them.
- TA and HLTA meetings with the SENco and Heads of Centre to support reading.
- Monitoring of Reading Skills books and planning.
- Whole-school Phonics training from an external agency. (KS1 and KS2)
- Other training opportunities are signposted and available to all teachers, if necessary.
- Support with Planning lessons given by the Subject Leader.
- CPD session offered to discuss reading and improve reading in the school.
- Online training, **Literacy for All Reading Project** offered by Surrey
- KS1 staff to offer CPD to other staff on the use of phonics.

Most importantly, do staff have a good knowledge of children's books and literature?

KS1 Staff – Phonics

- All KS1 and Lower KS 2 staff to be trained using Phonics International

Why Phonics International?

Phonics International is a generic, thoroughly comprehensive and extensive programme, and will address the reading and spelling needs of our KS1 pupils as well as our KS2 (y3/4) junior pupils as well as any needs of pupils with poor alphabetic code knowledge and weak blending skills.

Phonics International is a complete stand-alone programme or can be used to complement or supplement other synthetic phonics programmes which may not have breadth or resources which teachers often need. Many of our pupils come from schools that may have a different phonics programme to ours, Phonics International will complement their mainstream school phonics programme and allow the pupil to continue to progress through the phonics programme.

Phonics International is approved by the DfE as a systematic, synthetic phonics programme (SSP). Phonics international has been used successfully in secondary school to support pupil progress.

Teaching the Reading Curriculum.

All Key Stages

Create time that is sustainable for independent reading within the school day.

Developing reading through organising units of lessons around motivating books, plays poems and other texts. Reading journalistic writing with a range of different newspapers.

- Word reading – discussing new words, have word of the week and encourage pupils to use them in their writing.
- Comprehension
- Vocabulary and spelling

Encourage reading by using pupils to either read to adults or peers.

Reading to younger pupils.

Using reading mentors that can listen to younger pupils read.

Develop a culture where all students have a reading book for pleasure that is easily available.

Promotion of:

- Reading aloud
- Independent reading
- Guided Reading
- Reading for pleasure

Promote Reading through:

- International book day
- ERIC
- Roald Dahl Day
- What is the teacher reading this week?

Follow the progression of reading set out by the IET Mat.

Developing the reading environment.

- Create reading walls to promote reading
- Displays and book of the month.
- Reading corners in each class no matter the subject.
- Supply a variety of thought provoking books.
- Book club or reading Club together with a debate club.
- Report back about books read at school assembly or Key working. This can be students or staff. (all staff)
- Support students that struggle with selection of reading material.
- Provide reading material including newspapers, magazines.
- Topic book box in each classroom

Targeting Resources - Reading books are consumables!

Phonics:

The Floppy Phonic reading books will support the sounds taught in Phonics International. KS1 should have two books sent home each week. One that has the actual sound being taught and one that has the sound in the form of a story. The second book should be a revision of the previous sound taught. The Keep-up, Catch-up, Follow-up philosophy of Phonics International is consistent.

KS 2 should have a set work reader that is discussed in class and part of the English set work and a book for reading for pleasure at home. This book should be available and present on the pupils' desk. Reading records should accompany the home reader. Group reading and readers should be available to take home and re read to parents.

KS3/4 should have a set work reader that is part of the curriculum and a reading for pleasure book that is available at all times. This reader should be part of the everyday work tools for learning.

Lexia offers to all pupils to progress at their own level. The EEF study shows that pupils can make two additional months of progress in reading and word recognition.

Reading for pleasure – a range of books should be available for pupil selection. A range of fiction and non-fiction as well newspapers and other journalist material.

Therefore, the following books need to be available of all schools in the IET Mat.

- Phonic reading books
- Curriculum set work books
- Paired reading books set at pupils' level of reading.
- Reading for pleasure books
- News papers
- Journalistic material.

Engaging parents

- Inform parents of reading policy and the expectations of reading at home. Stress the importance of reading.
- Create a reading Policy for parents.
- Regular communication with regards to reading
- Create blog to suggest website with reading support and suggest reading material for pupils
- Have reading material suggestion on website which needs to be updated half termly.
- Provide support and advice to parents so that they are able to help their child.
- Invite parents into school for events connected with reading.

Celebrating Reading

- Reading certificates for reading
- Have World Book Day in the school calendar.
- Integrate Roald Dahl Day in the school calendar and other authors.
- Celebrate writers around the world.
- Provide book vouchers as part of the reward system set up at each school.
- Read opening paragraphs of several books and leave them as cliff-hangers.
- Celebrate students Top Reads
- Presenting books that have won book competitions or a staff member favourite.
- Look at local libraries for reading challenges in the holidays and celebrate these when back in school.
- Set reading challenges for holiday and celebrate with parents during parent day.