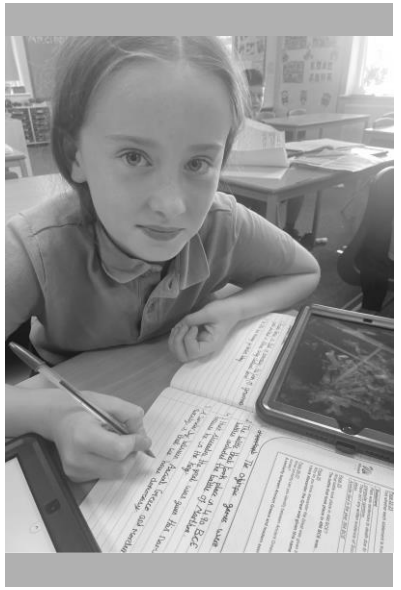
READING AT WILLOWPARK ACADEMY

INTENT

At Willowpark Academy, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure.

- We believe that all our children can become fluent readers and writers. This is why we teach reading through Read, Write Inc. which is a systematic and synthetic phonics programme. We start teaching phonics in the Summer term of Nursery and follow the RWI progression which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school



IMPLEMENTATION

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects

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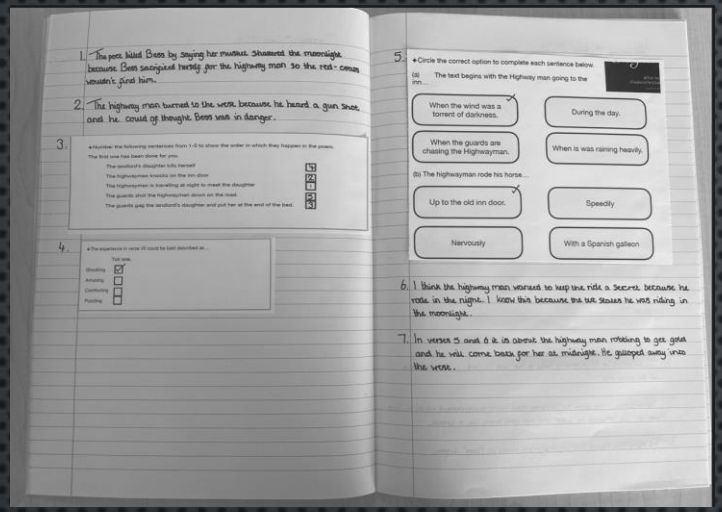
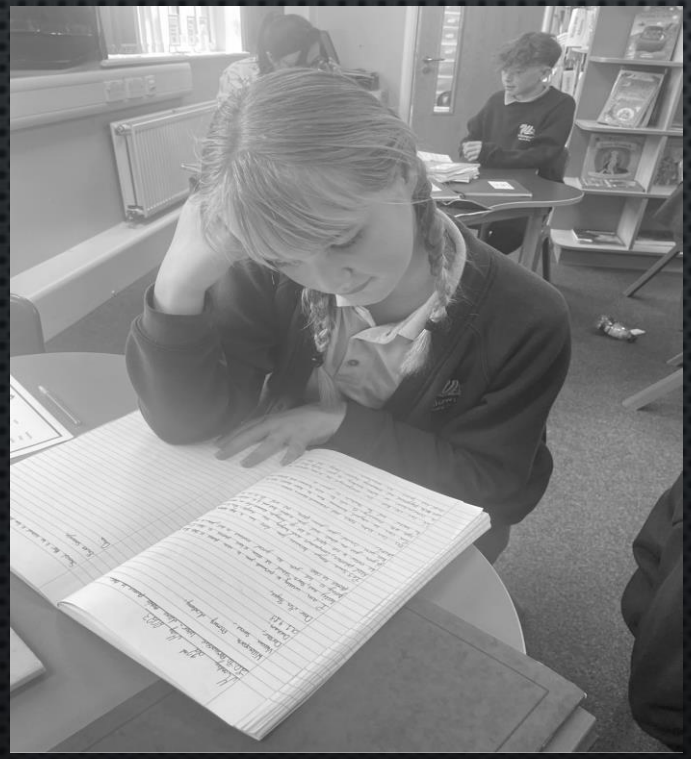
IMPLEMENTATION

Once our children have completed the RWI phonics programme, we teach reading through whole class reading. This develops listening skills, a love of story and reading for pleasure. VIPERS are used to develop and teach reading skills and familiarise children with different question types. This teaches children to take pleasure in reading by themselves, listening to someone else read, and sharing texts with adults and other children. Specific key skills linked to comprehension are taught explicitly to the children through discussions about texts, teacher modelling and opportunities to answer questions independently or with support where needed.

Weekly Lesson Structure





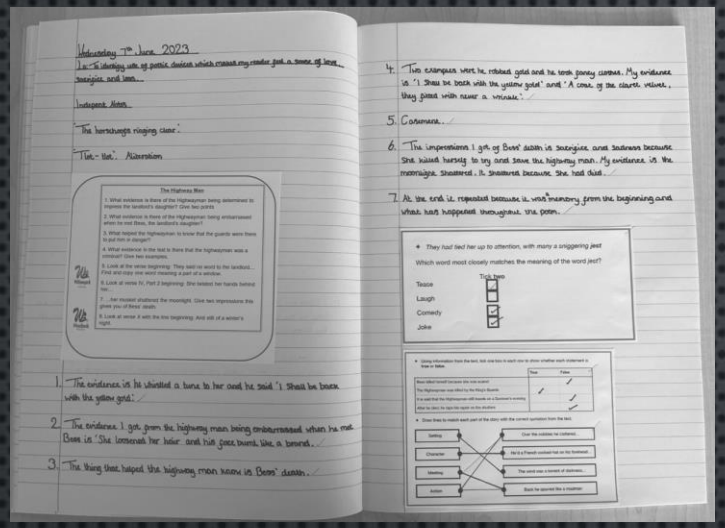
P.I.C.C

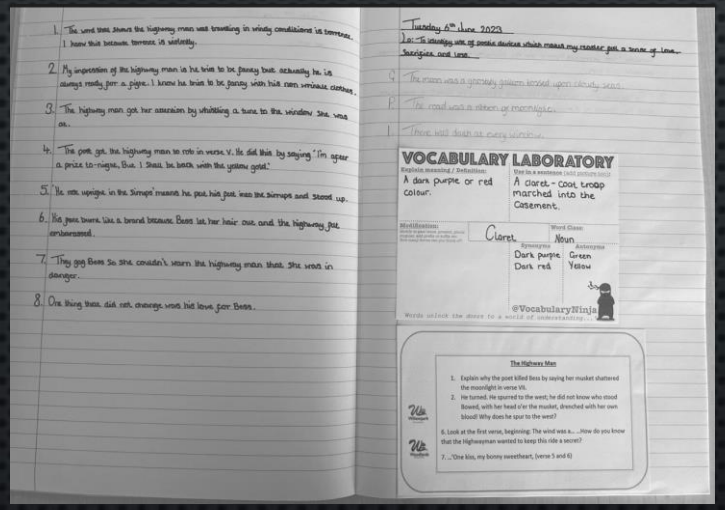
Predict → Interrogate

Interrogate → Capture

Capture → Create

Lesson Structure





We use the P.I.C.C approach to ensure reading lessons directly link and support writing.(see further explanation in writing section)

The first two stages of the P.I.C.C approach are prediction and interrogation of the text and these are carried out on our three reading days.

A typical week in English has the following structure.

Reading (Guided)	Reading (Partner)	Reading (Independent)	Writing and Spag (First Draft)	Writing and Spag (Editing and redraft)

This structure is underpinned by Oracy and Rosenshine's principles of direct instruction. There is an emphasis on the gradual release of responsibility throughout lessons.

Our Teaching Sequence

Day 1

PREDICT PHASE

- Children are hooked in to their learning
- Predictions are modelled and made and links are made/ background knowledge is given.

INTERROGATE PHASE

- Teachers model vocabulary taken from the text on the Vocabulary Vault
- Teachers model and guide how to extract key words and phrases from the text that meet the learning objective
- Teachers guide the interrogation of the text through modelling and guiding how to answer reading questions (VIPERS)

Our Teaching Sequence

Day 2

PREDICT PHASE

- Update/ review predictions

INTERROGATE PHASE

- Teacher models/ revisits teaching strategies for reading based on teacher assessment / feedback from last lesson
- Children work in partners to extract key words and phrases from the text that meet the learning objective.
- Children answer reading questions (VIPERS) in partners.
- Children assess eachothers reading using the fluency rubric

Day 3

PREDICT PHASE

- Update/ review predictions

INTERROGATE PHASE

- Children work independently to extract key words and phrases from the text that meet the learning objective
- Children answer reading questions (VIPERS) independently.
- Children assess reading using the fluency rubric.

Predict

Every P.I.C.C. a Text unit begins with a prediction. The Predict phase is a chance for children to use their inference skills to begin to make links between their existing knowledge and the content of the text. Prediction can be as simple as looking at the front cover of a text, or exploring the blurb; it can involve objects or images, film or role-play. What is important is that children make links and connections

Encouraging progression in prediction across a single session is key - making multiple predictions, adapting them as more information is provided. We approach this by starting from either a narrow or wide viewpoint. For instance, if predicting Somebody Swallowed Stanley, a wide viewpoint would be an image of the seabed. Children could make a prediction using only that information, being encouraged to link their ideas to prior reading. Over the course of the lesson, more information could be provided in stages (for example, different sea creatures, plastic materials, then film of plastic in the ocean), with the children adapting their prediction accordingly at each point. Likewise, a similar stepped prediction could be made from a narrow viewpoint to start, such as a jellyfish on the front cover of Somebody Swallowed Stanley, building to the front cover over time. We encourage children to justify their predictions, either in a verbal or written form. Talk throughout is key. By giving children time to discuss and justify their ideas, their prediction skills will improve immeasurably The Predict phase ends with sharing the text together as a class, giving children time to develop a personal response to the text and discuss whether their predictions were correct.

Interrogate

The Interrogate phase of our approach focuses on building understanding of the inspiration text, making links between it and the text children are going to write. This phase will typically last four lessons, however, the length of the phase is dependent on need. Interrogate is comprised of three parts: Reading, Genre and GPS.

The first focus for the Interrogate phase is Reading. Reading as a reader and familiarising themselves with the text is the main thrust of this part of the unit. If children need to develop their background knowledge to truly understand the text, now is the perfect time to do this. The lessons taught within this phase will depend on the R.A.F.T. and outcome for the overall unit. The reading children engage with should directly support the unit as a whole. For instance, if children are going to be writing a letter to an author which includes their personal response to the story, spending more time reading and discussing their response to the text may be important. If a child is going to be writing in role for a diary entry, working on inference about characters' thoughts and feelings would have the most impact.

Assessment for Learning

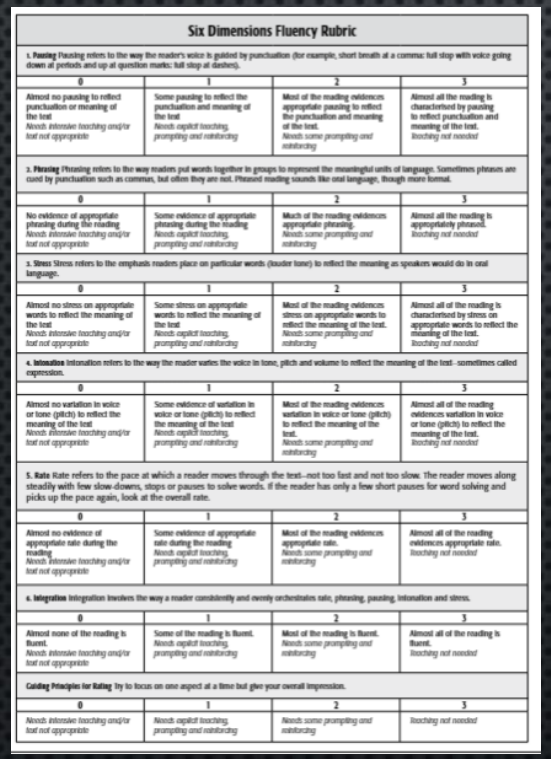
Thė programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. In this way, they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool.

Assessment is a critical element of our programme. The teachers' assess:

- Pupils' phonic knowledge
- The speed at which pupils are able to read the text
- Their understanding of the stories they read

- Teachers will give feedback as per our assessment policy. Often, this will take place during the lesson as teaching points arise, on a 1:1 or small group basis or the teacher will plan to address this at the start of the next lesson. (see teaching and learning policy for further information)

Reading Interventions and 1:1 reading



Six Dimensions Fluency Rubric

1. Pausing Pausing refers to the way the reader's voice is guided by punctuation (for example, short breath at a comma; full stop with voice going down at periods and up at question marks; full stop at dashes).

0	1	2	3
Almost no pausing to reflect punctuation or meaning of the text *Needs intensive teaching and/or text not appropriate*	Some pausing to reflect the punctuation and meaning of the text *Needs explicit teaching, prompting and reinforcing*	Most of the reading evidences appropriate pausing to reflect the punctuation and meaning of the text. *Needs some prompting and reinforcing*	Almost all the reading is characterised by pausing to reflect punctuation and meaning of the text. *Teaching not needed*

2. Phrasing Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Sometimes phrases are cued by punctuation such as commas, but often they are not. Phrased reading sounds like oral language, though more formal.

0	1	2	3
No evidence of appropriate phrasing during the reading *Needs intensive teaching and/or text not appropriate*	Some evidence of appropriate phrasing during the reading *Needs explicit teaching, prompting and reinforcing*	Much of the reading evidences appropriate phrasing. *Needs some prompting and reinforcing*	Almost all the reading is appropriately phrased. *Teaching not needed*

3. Stress Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.

0	1	2	3
Almost no stress on appropriate words to reflect the meaning of the text *Needs intensive teaching and/or text not appropriate*	Some stress on appropriate words to reflect the meaning of the text *Needs explicit teaching, prompting and reinforcing*	Most of the reading evidences stress on appropriate words to reflect the meaning of the text. *Needs some prompting and reinforcing*	Almost all of the reading is characterised by stress on appropriate words to reflect the meaning of the text. *Teaching not needed*

4. Intonation Intonation refers to the way the reader varies the voice in tone, pitch and volume to reflect the meaning of the text -sometimes called expression.

0	1	2	3
Almost no variation in voice or tone (pitch) to reflect the meaning of the text *Needs intensive teaching and/or text not appropriate*	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text *Needs explicit teaching, prompting and reinforcing*	Most of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. *Needs some prompting and reinforcing*	Almost all of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. *Teaching not needed*

5. Rate Rate refers to the pace at which a reader moves through the text--not too fast and not too slow. The reader moves along steadily with few slow-downs, stops or pauses to solve words. If the reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate.

0	1	2	3
Almost no evidence of appropriate rate during the reading *Needs intensive teaching and/or text not appropriate*	Some evidence of appropriate rate during the reading *Needs explicit teaching, prompting and reinforcing*	Most of the reading evidences appropriate rate. *Needs some prompting and reinforcing*	Almost all of the reading evidences appropriate rate. *Teaching not needed*

6. Integration Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation and stress.

0	1	2	3
Almost none of the reading is fluent. *Needs intensive teaching and/or text not appropriate*	Some of the reading is fluent. *Needs explicit teaching, prompting and reinforcing*	Most of the reading is fluent. *Needs some prompting and reinforcing*	Almost all of the reading is fluent. *Teaching not needed*

Guiding Principles for Rating Try to focus on one aspect at a time but give your overall impression.

0	1	2	3
Needs intensive teaching and/or text not appropriate	*Needs explicit teaching, prompting and reinforcing*	*Needs some prompting and reinforcing*	*Teaching not needed*

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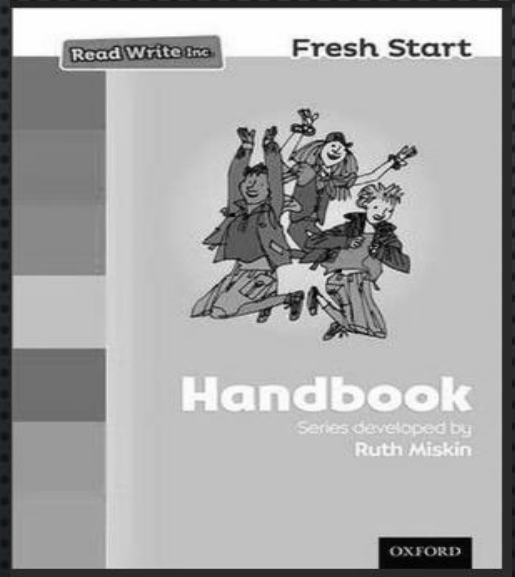
The lowest 20 %of readers in every class are identified by the Reading Leader. These pupils will read every day with an adult and 1:1 interventions via the RWI tutoring programme will be put in place where children are still on the RWI programme and focus on individual needs to ensure rapid catch up. Progress will be tracked by the Reading Leader, Phase Leader and class teacher. Each class will have a reading folder which will contain daily reader information and 1:1 tutoring individual progress records.

The reading progress of all other children in the class will also be tracked with children either reading 3 x weekly with adults or once weekly outside the course of timetabled lessons. This is dependent upon need. For these children, reading will focus on fluency using their individual fluency rubric or VIPERS style questions.

Fresh Start



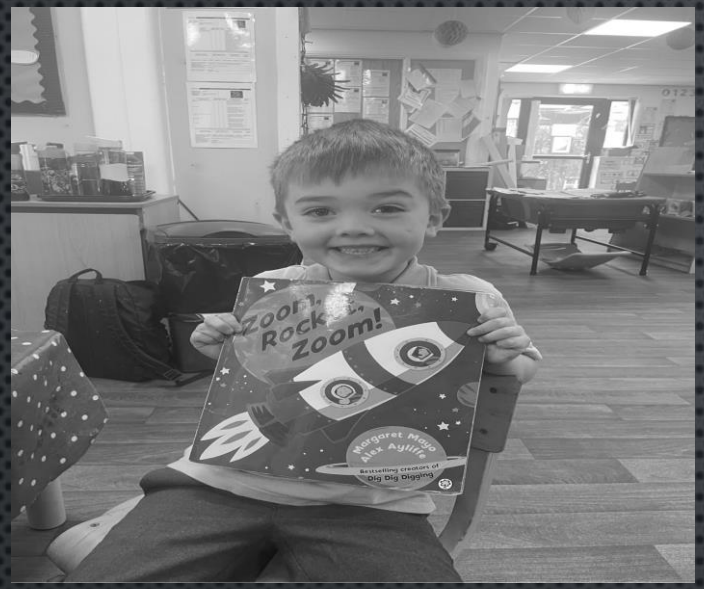
For struggling readers in Year 5 and 6 who have good comprehension but poor word reading and those who have poor comprehension and poor word reading, we use the RWI Fresh Start programme.

Read Write Inc. Fresh Start is a catch-up and intervention programme with proven results.

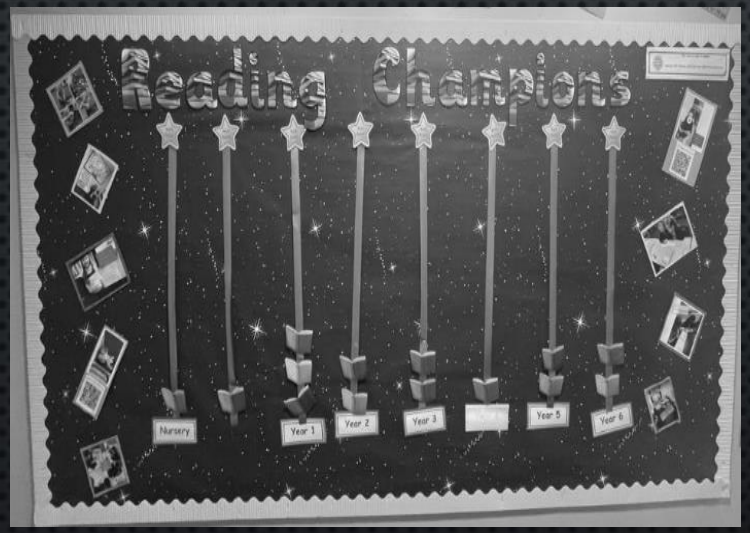
Students are taught at their challenge point, so they learn to read accurately and fluently. They will also develop good comprehension, spelling and punctuation skills through targeted activites.

Resources are age-appropriate, matched to students' increasing knowledge of phonics, and finely levelled to accelerate progress.

High-quality training, provided by Ruth Miskin Training, supports teachers, teaching assistants or tutors to deliver Fresh Start .



Reading for Pleasure



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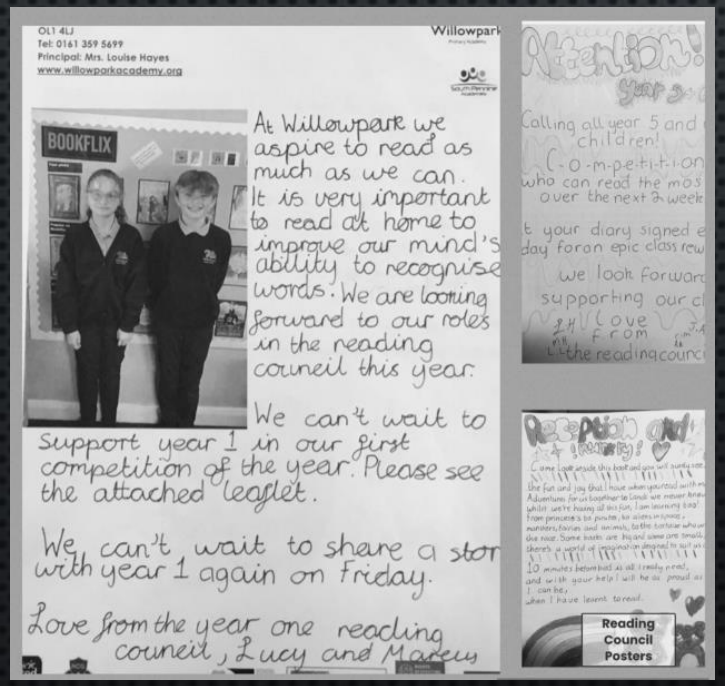
'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002) 'The will influences the skill and vice versa.' (OECD 2010) We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Willowpark and our local community as well as books that open windows into other worlds and cultures. Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. Many classes have visited the local library this year and we have ensured all children attended were given a library card. We have taken part in the Oldham Literature festival and had author and poet visits (including an author who has written storybooks for those beginning to learn French)



Reading Council

- Our reading council are children who have been chosen across Year 5 and 6 who show a dedication and passion for reading. Their role is to visit other classes to read stories and share books they enjoy.

They promote our reading initiatives such as ' The Golden Book' and help to make decisions about reading in school.

Home Readers after the Phonics Programme

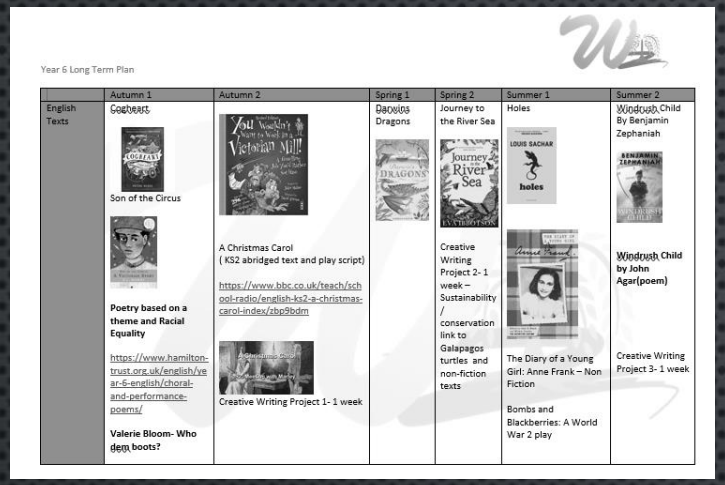
Children are expected to read daily at home with parents and have their reading diary signed. Home readers will be matched to phonic knowledge or reading age using York benchmarking tests where appropriate.

In addition, children can choose a reading for pleasure book from our library. Children therefore take home two books per week in KS2.

Fluent readers in KS2 who have reached a reading age of 12 years 5 months, will chose their own book guided by the teacher and matched to ability to stretch and ensure enjoyment.

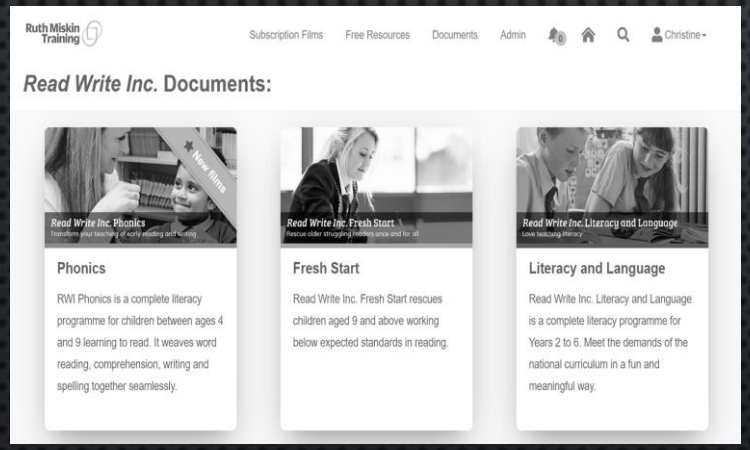
For information on home readers whilst on the RWI phonics programme , please see Phonics page.

Planning and Resources



Year 6 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Texts	~~Convert~~ Son of the Circus **Poetry based on a theme and Racial Equality** https://www.hamilton-trust.org.uk/english/year-6-english/choral-and-performance-poems/ **Valerie Bloom- Who dem boots?**	A Christmas Carol (KS2 abridged text and play script) https://www.bbc.co.uk/teach/school-radio/english-ks2-a-christmas-carol-index/zbp9bdm Creative Writing Project 1- 1 week	~~Dragons~~ Dragons	Journey to the River Sea Creative Writing Project 2- 1 week – Sustainability / conservation link to Galapagos turtles and non-fiction texts	Holes The Diary of a Young Girl: Anne Frank – Non Fiction Bombs and Blackberries: A World War 2 play	~~Windrush~~ Child By Benjamin Zephaniah **~~Windrush~~ Child by John Agar(poem)** Creative Writing Project 3- 1 week



- We have instead in the Ruth Miskin portal through which we have access to planning, training videos, virtual classroom and much more. This enables us to offer high- quality CPD to staff outside of our 3 x yearly visits from our advisor at RWI.

From Year 1 -6 we have developed a comprehensive reading spine for each year group. This sets out whole class texts for English lessons, class novels, author studies, books linked to whole school initiatives and books relating to sensitive mental and health and wellbeing issues.

Please see reading spines for more information

Author Studies

Each class studies books from one author every half term. These have been chosen carefully to reflect whole class teaching , story time or school initiatives. Children are given the opportunity to discuss texts, make comparisons, read and share authors work.

Impact

KS1 results 21-22	Willowpark Primary Academy	Oldham Local Authority	National %
% of students in Y1 achieving ARE in Phonics Screening Check % Students in Y2 meeting ARE in Reading, Writing and Maths			
Phonics (Y1)	**86%** Well above LA & National	**72%**	**75%**
Reading (Y2)	**64%** Above LA and broadly in line with NA	**60%**	**67%**
Writing (Y2)	**56%** Above LA and broadly in line with NA	**48%**	**58%**
Maths (Y2)	**63%** Above LA and broadly in line with NA	**60%**	**68%**