



Wardley CE Primary School Curriculum Inclusion Strategies - Reading



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in science. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Reading is of the highest priority at Wardley CE Primary School. It is at the heart of the curriculum in an attempt to foster a life-long love of learning and ensure that all children read with accuracy, fluency and automaticity.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> - Teachers read to their class every day. Age-related texts are read aloud to all pupils; this includes pupils who cannot read such texts by themselves. - Powerful and diverse books model act as excellent models of language and grammar, often linking to other subject areas to increase knowledge. Texts are carefully chosen to appeal to children and nurture their love of books and writing. - Adults model positive book behaviours and habits, encouraging pupils to do the same. - Adults use blank level questioning, appropriate to each child. - Speaking and listening is at the heart of the curriculum to encourage articulation of ideas and questions. - Our KS2 library is available for pupils to use at break times. - Our community library is available at the end of the school day for parents to borrow or give books to. - Pupils are encouraged to read at home to practise their reading skills. Pupils will be heard to read daily within school when this is not the case. - Learning is re-visited and understanding deepened before moving on. - Data, both formative and summative, informs pupils' next steps in learning. - Resources on the interactive board are displayed on pale coloured backgrounds to support our dyslexic and colour-blind pupils. - Overlays are used for those pupils who can see and read maths more confidently with the use of one. - When sheets are used, pupils who require it, are given a copy on pale blue or pale yellow paper. - Lined writing books with blue paper available for those children who require one. <p>Decoding</p> <ul style="list-style-type: none"> - The systematic teaching of synthetic phonics programme (Read Write Inc - all key stages) is delivered by highly trained staff, to all pupils, until they become a fluent and proficient reader. - The same RWI visuals are used and displayed, ensuring fidelity to the scheme. This consistent approach will aid memory retention and recall.

	<ul style="list-style-type: none"> - Fast Track Tutoring is for children who are in the lowest 20% who need extra daily practice in reading sounds and words. It is also for children with special educational needs and disabilities (SEND). <p>Comprehension</p> <ul style="list-style-type: none"> - Focus on the linguistic knowledge of: vocabulary, grammar and knowledge of the world, ensures that children become good comprehenders. Teachers facilitate high quality discussions and model by reading aloud: <ul style="list-style-type: none"> - Teachers activate prior knowledge to make links with the text – image, video, object. - Teachers model and scaffold disciplinary knowledge – reading with prosody, model use of graphic organiser, use visualisation, model skimming, scanning or close reading. - A ‘Reciprocal Reading’ approach is followed (predict, clarify, question, summarise) during all reading. This repeated process helps to embed these key reading comprehension skills, for pupils to then apply when reading independently. - ‘Class novel’ sessions model <i>how</i> to read. Teacher’s model to structure pupil thoughts and responses. Pupils have individual copies of the text which are printed on to coloured paper for those who require it. This allows pupils to annotate and record responses as seen in the teacher model.
<p>Early Years Foundation Stage</p> <p>is linked to the Reading Development Matters area of learning.</p>	<p>Within a session</p> <ul style="list-style-type: none"> - Set 1 sounds – provision & adult led activities to promote curiosity around early reading skills - Upskill parents through the use of workshops & meetings. Parents feel empowered to support early reading - ‘Keep up, not catch up’ mantra that promotes success in early reading - Regular assessments of phonic knowledge. Children needing additional intervention are grouped and targeted swiftly - Structured RWI groups <p>Within continuous provision</p> <ul style="list-style-type: none"> - Use of diverse texts throughout the EYFS provision. Focus texts are carefully considered to offer broad themes - Blank level questioning opportunities which can facilitate a variety of response types. - Skilled & informed support staff that know and understand the children’s next steps in learning. - Adapted tasks that provide appropriate phonic challenges in the provision. Children feel successful in learning.
<p>Key Stage 1 & 2</p>	<p>Reading – KS1</p> <p>Decoding – Phonics RWI</p> <ul style="list-style-type: none"> - 5 times a week reading groups – decoding, prosody and comprehension; delivered by staff trained in Little Wandle. - Pre read opportunity for targeted pupils to support fluency. - Daily Fast Track Tutoring interventions for the lowest 20% of children. - Mirrored RWI resources e.g wall charts and sound mats. - All staff in school encouraged to ask children to recall their GPC/ tricky word <i>e.g lunchtime supervisors</i>.

- Grapheme cards clearly displayed on the Working Wall.
- Sharing RWI resources to use at home e.g QR codes with links to teaching videos, flashcards and green word cards
- Daily 1:1 targeted readers of RWI texts.
- Planned opportunities across the curriculum to practise decoding skills.

Comprehension

- Targeted questioning using Blank Level model specific to individual needs.
- Adult led modelling of suitable responses using book talk prompts.
- Using dramatic techniques to develop story sequencing/character development/comprehension.
- Every class uses a 'core text' which is carefully selected and acts as a stimulus for writing lessons.

Reading - KS2

Decoding – Phonics – RWI

- Phonics remains a main reading focus until the child is a reader. Every child will be on the same phonic journey but some may be at a different stage or working at a different pace to their peers.
- Daily phonics provided when necessary, either by the one to one TA support or by attending the EY/KS1 session.
- Time-limited and carefully monitored intervention – Mr Good Guess KS2 is available for pupils who need to secure their reading fluency.

Comprehension

- The Wardley English Curriculum document structures the key skills in reading from Y1 to Y6, *eg. pupils in Y2 will listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.*
- *. In Y4 this progresses to drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence . In Y6 retrieve, record and present information from non-fiction texts and predict what might happen from details stated and implied .*
- The Wardley Reading Teaching Toolkit is used to teach disciplinary knowledge and is progressively more challenging from Y1 to Y6, *To develop skimming, Y2 introduce this as a shared activity whereas by Y4, pupils skim read a short chapter to gain an overview.*
- Texts are carefully chosen to provide challenges in content and vocabulary.
- Children have time to practise their reading fluency using Reading Plus as well as comprehension through carefully planned questions. My Book Blog and Reading Plus allows pupils to work at an individual and assessed pace, answering vocabulary and comprehension questions based on their individual choice of text, books and the class novel.
- Class Novels are carefully selected texts that act as a stimulus for writing lessons.
- 'Challenge Guidance' offers a degree of complexity and becomes progressively more complex in language and content. Parents/carers can read these books to their child if the child cannot read it for themselves though we do encourage independent reading and teachers support pupils when selecting their books when necessary.

Vocabulary

- Working Walls display interesting and more complex vocabulary which the children have identified within texts. Pupils are encouraged to incorporate these words contextually into their writing. Reading is widely applied to lessons to increase exposure to vocabulary that is not encountered in everyday speech.
- Pre-teaching new vocabulary wherever possible for links to be made. *For example through use of word maps, spidergrammes, mind maps (see other ELKLAN resources for extending vocabulary)*