

In this session, the children study the novel that they are reading in their 10 minute daily sessions (see grid above for more detail).

The teacher models how to construct and compose strong comprehension answers using 'demonstrative comprehension'. Within each session, the lessons look into three lenses from the reading rainbow (1 fantastic, 1 stylistic and 1 analytic).

When modelling answers, teachers will give the children insight into what they're thinking to build a worked example that includes high utility words to illuminate their thinking. The children make jottings while the teacher models and then write their own high quality answer to the same question after seeing a quality model.

Independent Comprehension (30 mins):

In this session, the children have the opportunity to apply what they have learnt in the whole class comprehension sessions to a cold text (which may be differentiated).

The children read the text independently and then answer three questions. The questions are based around the same lenses that were modelled in the whole class comprehension session previously.

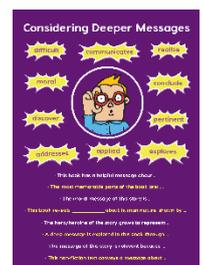
This session allows us to accurately assess the children's understanding and check which children are transferring their knowledge to new, unfamiliar texts.

Book talk (30 mins):

In this session, pupils sit in 5 attainment groups with a set of texts in line with their reading level.

The children are given 'three reasons to read' from the reading rainbow in each session (a fantastic, a stylistic and an analytic). The children are told which lens they are focusing on and will then read spend 6-7 minutes reading their text whilst focusing on this lens. The children are then given a sentence stem from the reading thinking kits and a bonus talk word (high utility word) that they need to use to explain their thinking around this lens. The groups will then have high quality discussions around this lens. Each group then feeds back and gains points for quality answers. This is then repeated with the next two lenses.

The teacher will sit with a different group each session and assess their reading during this time.



Reading: Home Reading



Home Reading (Oasis Academy Warndon Loves To Read)

'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.' Education Endowment Fund (2017)

Across our academy, the expectation is that children will read for a minimum of 5 times a week for a minimum of 10 minutes. Each child has their own reading record, which must be signed by an adult; in key stage 2, children must also complete the daily task in their reading record. Children who do not have their reading record completed by an adult at home, will read to an adult in the academy the following day.

Choice

In EYFS and Year 1, each classroom is fully stocked with books. Children are given a book which is directly in line with their phonics ability. The books provide children with a wide variety of literature and nonfiction texts. In Year 2 and above, the library is stocked with a wide range of age appropriate high quality texts which are levelled based on Accelerated Reader ZPD levels.

Incentives

A daily class record is kept of regular readers and a weekly class percentage of regular readers is monitored. The class across EYFS and each phase with the best percentage each week will be rewarded by the class teacher. Each half term, there will be prizes given to regular readers. At the end of the academic year any child who has read regularly for every academic week will be entered into a prize draw to win a kindle.

Parents/Carers and The Home Environment

Through our Oasis Academy Warndon Loves To Read reading records, we support and encourage parental engagement in home reading. The reading records are personalised to individual children's reading levels and encourage discussion between child and adult in selection of books. Suggested questions are also included to support children's comprehension of the book they are reading. When books are forgotten a whoops slip is sent home to remind parents to send books in the following day.



Reading: Accelerated Reader

Spread the Joy of Reading:



The fundamental mission of Accelerated Reader is to bring the joy of reading to every student. Once students experience the magic of reading, they willingly and happily read. In fact, it becomes hard to stop them from reading and their reading skills grow dramatically.

Accelerated Reading is not about the quizzes, the points, or the technology; it's about turning kids on to books!

All children will complete 2 Star reading tests each term. This will assess their comprehension and vocabulary skills. From each test, they will be given a ZPD (reading band). Each time they take a Star reading test, progression within their ZPD should be made.

Children are quizzed on completion of a book providing teachers with information of comprehension and word level. The pass level is between 80-100% as this shows that the child has read the book accurately. The pass scores and teacher judgement will be taken into account when moving children up to the next reading level.

100 % passes should be recognised. 100% readers will be put into a prize draw each term.

Class word counts will be sent out every other week- these results should be shared with the classes to show progress/create competition between classes/ year groups.