A picture containing text, clipart

Description automatically generatedA guide to Reading at Carlyle Infant and Nursery Academy

***‘****Making sure that children become engaged with reading from the beginning, is one of the most important ways to make a difference to children’s life chances.’* DfE - The Reading Framework January 2022

**Read aloud- (Story Time)**

* Huge factor in a young child’s success in learning to read.
* The teacher or TA reads aloud to children for enjoyment and meaning.
* Favourite stories/texts, rich in language and meaning, can be read aloud many times.
* Provides opportunities for children to experiment with listening and speaking skills.
* Develops strategies important for a variety of listening and speaking situations.
* Adult provides a high level of support while the children are the listeners experiencing and contemplating texts they cannot yet read
* Children might also read aloud in class, or read aloud to each other or in small groups

**Shared Reading- (EYFS/Yr1)**

* Important to build up listening comprehension skills in EYFS/KS1
* An interactive reading experience that occurs when children join in or share the reading of a big book or other enlarged text while guided and supported by a teacher
* Children observe an expert reading the text with fluency and expression. The text must be large enough for all of them to see clearly, so they can share in the reading of the text.
* It is through Shared Reading that the reading process and reading strategies that readers use are demonstrated.
* In Shared Reading, children participate in reading, learn critical concepts of how print works, respond to texts and begin to perceive themselves as readers
* Model active engagement with the text e.g. rehearsing prior knowledge, creating mental images, making connections with other texts, explain understanding
* Plan opportunities for children to interact and collaborate, ask ‘why’ questions, ‘I wonder’ discussions, make comparisons within text
* Plan opportunities to interpret and respond to the text e.g. using inference and deduction
* Plan direct instruction so that children can develop wider vocabulary, understand word spelling patterns and learn to read and spell and increasing number of sight words

**Guided Reading Groups- (Intervention/booster)**

* A group session in which a teacher supports each reader’s development of effective strategies
* For progressing through texts at increasingly challenging levels of difficulty
* The teacher selects and introduces the text to the students in a small group where each child has similar instructional needs and can read similar text with support.
* All children are reading the same material at the same time though individual pacing may vary.
* The teacher provides a rich yet short introduction of the text to be read.
* Support children as they apply word level learning to decode words, actively engage with the text; monitor their own understanding and prompt them to utilise different strategies
* Scaffold opportunities to use different reading comprehension strategies and apply across texts
* Opportunity to work briefly with individual children as they read through the text
* Encourage children to explain how they solved a word problem
* Encourage personal response and reflection

**Guided Reading Comprehension Session (Year 2)**

* 2-3 sessions per week with a clear build-up of skills throughout each session
* Session 1- Text orientation and discussion of genre features. Opportunities should be given for dictionary and thesaurus work where appropriate to explore language and vocabulary choices
* Session 2- Should begin whole class with a shared read where explicit skills are taught and modelled by the teacher e.g. skimming and scanning, reading round, etc. The children should continue to read the text independently before answering comprehension questions. The session should finish with a whole class response to the text and opportunities for peer marking or self-assessment where possible
* Session 3- One higher order skill should be explicitly taught using scaffolds or graphic organisers as a guide if needed
* All sessions are linked closely to KS1 Reading Domain with use of Reading Owls to reinforce skills.
* Opportunities to use a variety of different question types and scaffolds to support learning
* Children are exposed to high quality texts, often cross curricular or linked to different text types

**Individual Reading- (Whole school)**

* Provides time for children to read a text without the need of assistance.
* Children are drawn to texts that are interesting, eye catching and meaningful to their lives.
* Children need to learn how to select appropriate reading texts for independent reading practice.
* Expect children to use word level learning independently
* Children to monitor their own understanding and choose appropriate strategies
* Engage with and respond to texts through use of reading record

**Wider Reading environment**

Encourage extensive reading through

* Regular opportunities for independent, extended reading
* Access to a wide range of reading materials
* Opportunities and resources to read for a range of purposes across the curriculum
* Use of story props, puppets and artefacts for retelling stories
* Class Book areas, use of real texts, our library, visits to the local library
* Book events such as Book Fair, World Book Day and Bringing Books to Life workshops
* Celebrating personal reading achievements e.g. Reading Champions

**Comprehension**

**Lesson 2 – Word Meaning**

* Re read the text independently. Ask children if any of their ‘I wonders’ have been answered now that we have read the entire text
* Choose 3 of the 6 key words that they are going to be focusing on in this lesson to look at as a class
* Encourage children to skim and scan for the word, read around the word and look for clues and then come up with a meaning for that word
* Children to complete word-meaning table where they work on their dictionary skills and inference
* Children to complete vocabulary questions exposing them to a variety of question types

**Lesson 3 - Comprehension**

* Re read the text for the third time as a class
* Recap any key words from yesterday and any other words that the children may have come across that they weren’t sure of the meaning of
* Talk through the question types that they will be faced with today, explaining that all questions will cover a range of the domains
* Look at how to answer the range of questions e.g. true/false, tick one, order
* Encourage children to think about how much detail is needed for each answer
* Children to complete the comprehension questions

**Lesson 1 - Text orientation**

* Engage the children in what they see in the cover picture and what they think it tells them about the text
* ‘I wonder’ questions as a class to add to working wall
* Children to read first three sentences from the text and come up with their own ‘I wonders’
* Read the text out loud, choosing different children to read different parts
* Complete ‘the gist’ questions in the booklet to assess the children’s understanding

**Independent Reading**

* Begin to read the book independently aloud
* Model skills focusing on/ skills child having difficulty developing
* Stop for predictions/clarification
* Listen/ Look for use of specific reading skills

**Response to the Text**

* Question enjoyment/favourite parts- ‘Book Talk’
* Clarify comprehension and check inference skills
* Complete comment linked to reading skills and/or target
* Child to take new book home to read