

WAVE Trust: Approaches to the Teaching of Reading – Glendinning Academy

Why? Why is reading such a priority to us?

Reading is at the core of the curriculum, and of lifelong learning. Through enabling students to develop the skill of reading we can change lives and make some of the biggest differences to our young people, families, and wider communities. Our intent is around preparing pupils for their next steps and life in modern Britain and this is one of our biggest levers for change in creating social justice. This document lays out for stakeholders how we are prioritising the teaching and development of reading and language in our settings, and our high expectations. Due to the smaller numbers of pupils in classes compared to mainstream and the opportunities for adaptive teaching, we leave no stone unturned in our drive to support confident readers. We swiftly assess pupils for any gaps and to understand the nature of these gaps, in order to precisely and effectively address them.

To support this:

In 2021, our Trust commissioned bespoke support for our sector through the DfE English Hub. In 2022-3, our Cornwall and Devon Academies with large Primary settings are Medium Level Support Schools through the DfE Accelerator fund. In 2022, all Primary teachers and Teaching Assistants received training in the chosen Synthetic Phonics Programme - Read Write Inc (following previous training in 2016 and 2019) and have 'Development Days' booked throughout the year to support implementation. We have developed, and continue to develop, our expertise as teachers of reading. This includes training for secondary leaders of reading too, where Fresh Start is in place, or must be accessed via regional training as needed. Principals attended Reader Leader training alongside, and the training portal enables staff to access training all year round.

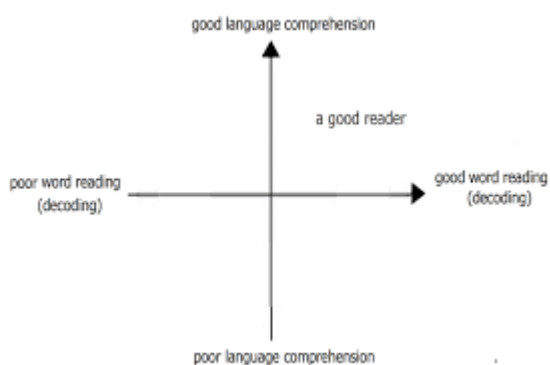
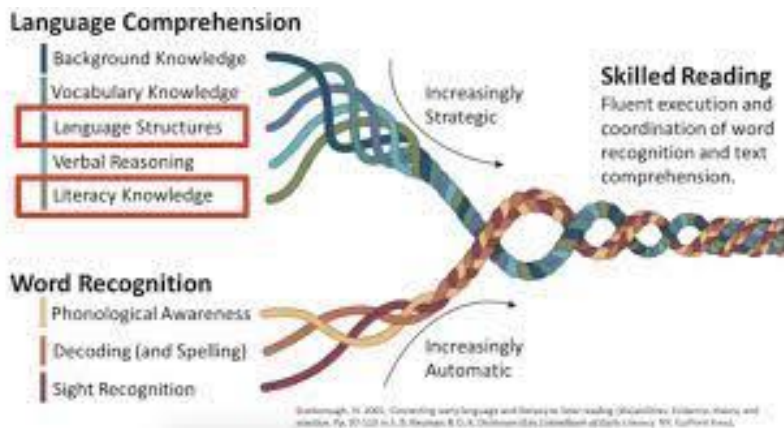
The importance of our approach

Various PISA studies suggests that finding ways to engage students in reading may be one of the most effective ways to close the attainment gap.

We understand at WAVE and know first-hand, children do not just 'become' readers, or enjoy reading by 'doing it more'. We work with young people who often have become frustrated and disengaged as an increasingly demanding curriculum in mainstream is not fully accessible to them and compounds a sense of failure.

Many pupils join us who, due to a number of factors and discontinuity in the educational journey prior to placement at Glendinning Academy struggle with reading; in terms of decoding, language comprehension and fluency. We know if we are to tackle reading effectively, we must support BOTH word recognition, and language comprehension.

Our approach and intent outlined below defines how we tackle each of these components.



Supporting Decoding- Developing effective word readers

Our chosen Systematic Synthetic Phonics programme is Read Write Inc. We have chosen it due to the rigour of the scheme and training available. This supports word reading and decoding.

Decoding refers to:

- reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently
- reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously.

Pupils at Glendinning Academy receive phonics lessons daily, as appropriate, as part of the RWInc programme. Children learn to write through one to one and small group teaching of phonics, bespoke to their starting point upon entry, and as assessed every term through the programme. Our teachers and Teaching Assistants are trained in RWInc, and for new staff, our Reading Leader will support them to access the online training regularly through the online training portal.

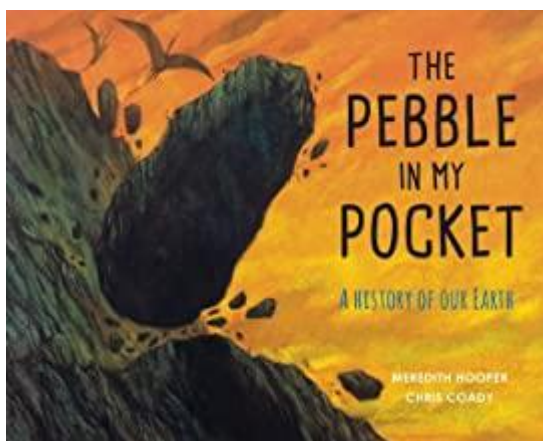
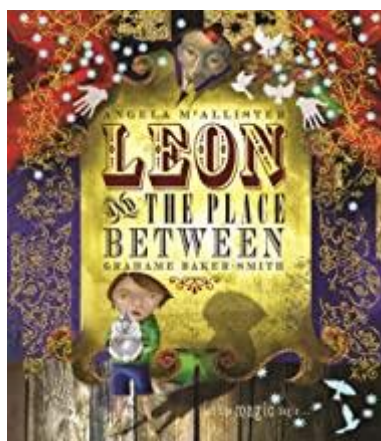
Read Write Inc.

Our approach to Developing Language Comprehension and Composition

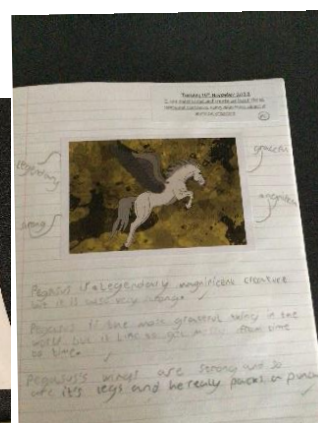
As well as phonics, as we know, language comprehension is the other significant strand we seek to address.

When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Some pupils who join us have limited vocabulary in comparison to their mainstream peers. We therefore place high emphasis on developing language through listening and speaking, whilst they are being taught to decode through phonics.

Through our KS2 English curriculum we expose students to a range of high quality texts, both as texts that teach and also class readers. These high quality texts enable students to encounter Tier 2 vocabulary, so that pupils understand new words within the context of their learning. Our topic based KS2 curriculum enables key vocabulary to be identified at the planning stage and taught explicitly in a cross curricular approach topic. Students continue to engage with high quality wide ranging texts as they move across the school, through their English lessons and class readers.



Key subject vocabulary is identified within the medium term plans for all subject areas to ensure that students are exposed to key words and are supported in their understanding and use of these.



Equally we know that before children can write independently, they need to be able to say (aloud or just to themselves) what they want to write. A wide spoken language gives them more that they can write about and more words for what they want to say. Their expressive and receptive language develops through talk and listening. Following the Read Write Inc programme in Primary, children learn to spell familiar words accurately and how to form letters. When they can do this, and can spell

any word in a way that is at least phonically plausible, they can begin to write down what they want to say.

The English curriculum draws on a range of sources, including the Devon Book Writes Teaching Sequences and LiteracyShed to practice and consolidate learning, using stimulating hands on activities to develop reading, writing, speaking, listening and grammar skills.

To support Language Comprehension, our curriculum places a strong emphasis on developing talk.

Adults talk to pupils in a language rich classroom environment throughout the day. Our small group and high adult to pupil ratios enable this, and TAs are supported by Teachers to know their important role in quality and purposeful questioning and talk. Key vocabulary is planned for within our schemes of learning that are shared between class teachers and support staff. Blank Language Level Assessment and Attention Level Assessments are baselined at the beginning of each year to ensure that the abstract comprehension level that a student can access is known by staff and also their ability to attend within the classroom environment.

High quality dialogue and teaching supports our pupils to articulate what they know and understand and develop their knowledge across all areas of learning, using the vocabulary they need to support learning.

Techniques you will see in our Primary classrooms involve adults:-

- paying close attention to what the children say
- thinking out loud, modelling new language for children
- rephrasing and extending what the children say
- validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- asking closed and open questions
- answering the children's questions
- explaining why things happen
- deliberately connecting current and past events ('Do you remember when...?')
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences.

Our emphasis on quality planning in developing reading and comprehension

In our planning of learning around developing pupils' language in primary and our literacy schemes of learning, we are clear on

- What do we want children to know and think about?
- What vocabulary is associated with this knowledge and thinking?
- How can we engage the children in back and forth talk that supports their knowledge and thinking?
- What photos could we take that would reinforce the vocabulary and language after an activity or visit?
- Which books could be read aloud and shared before and afterwards?

Sharing non-fiction stories:

We broaden pupils' knowledge and understanding of the immediate and local through sharing high quality non-fiction books too, linked to our curriculum planning. For example, books about Space, other cultures, diversity and difference, food, history. Our students are encouraged to visit our library where they can select books of interest to them. Our Immersion Room enables the students to become immersed in the topic which they are studying. This provides a link between concrete experience and abstract knowledge and language.

We support pupils to learn to listen and to interact through our consistent focus on developing social skills as part of our core intent.

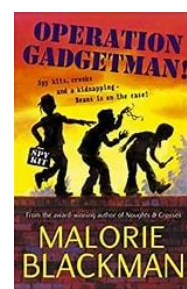
All of our students have a primary need of Communication and Interaction. As such Speech, Language and Communication Needs are supported using identified needs and provisions within EHCPs. Recommendations from the Speech and Language Therapist or specific agencies who have worked with the students. All staff receive ELKLAN training to ensure that they are well equipped to support students with their language and vocabulary acquisition. As previously stated key baseline assessment inform staff on individual starting points. Programmes such as Talkabout, Language Builders and Language for Thinking are used to support the development of Social Communication and Social Interaction.



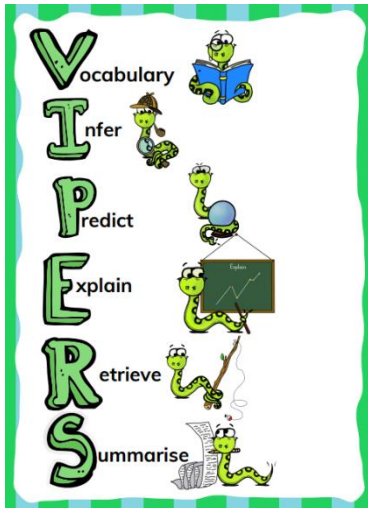
Class Story time

Underpinning all of the above, and as part of our curriculum throughout KS2-4, we believe in the power of shared stories. Enjoying stories together. To this purpose, we have created our own Reading Spine. This shows many of our carefully selected books that we will read and talk in class reading time over the year. We have chosen them carefully for our pupils –to broaden, enrich, develop empathy and appreciation of diversity and inspire. These book choices have been informed by the Centre for Literacy and Primary Education resources, and wider subject networks for book recommendations, so they are able to match books to interests, as well as inspire and extend. As teachers, when reading aloud to a class, we recognise that we have the privilege to make a difference.

[Glendinning Academy Reading Spine](#)



Through stories, our pupils encounter vocabulary that they are unlikely to hear in everyday conversation but will come across in writing, once they can read for themselves.



Reading VIPERS are used during structured class reading sessions and class story time to encourage the development of student's comprehension skills. The key skills; understanding vocabulary in context, making inferences and predictions, explaining, retrieving information from and summarising a text, are explored, modelled and practiced, generating discussion and building understanding and confidence as well as encouraging engagement from the students during class story time.

Our Library

Our library is a welcoming and enticing space which has been lovingly developed and stocked to provide a wealth of engaging texts which reflect the interests of our students. Texts have been selected to challenge student's thinking, to raise key issues relevant to citizens in a young modern Britain.



Lucy the Therapy Dog

On a Tuesday and Thursday morning we are joined by Lucy the Therapy Dog, who reads with students in the library.



How do we make adaptations for pupils with SEND?


We are guided by the DfE Reading Framework and latest evidence and research ‘that the best reading instruction for children with SEND is Systematic Synthetic Phonics’. We are ambitious for all pupils that pupils are taught to read and write; after all pupils have to navigate the same written language, unlock the same code, learn the same skills and body of knowledge as their peers, making reasonable adjustments in line with the Equality Act of 2010. We must prepare all for this critical skill for life. ‘SSP, rather than a whole-word approach, provides children with moderate to severe and complex needs the best opportunity to gain functional literacy’.

How do we support older pupils with reading?

In upper Key Stage 2 and in Secondary, through teacher identification, and where the reading entry test highlights need, a phonics screen may be considered appropriate. This is done on a one to one basis with a trained teacher or teaching assistant. If need is identified, pupils receive individual RWInc Fresh Start catch up teaching on a one to one basis beyond English lessons, and careful thought and attention is given about how to sensitively manage this so that pupils get the support they need without this need being highlighted to others. Where fluency and extra practise is an identified need beyond the taught curriculum, again, a bespoke package might be appropriate. Our screening enables us to determine the most effective support. The importance of our well planned and taught KS3 and 4 curriculum, with focus on developing language, oracy, comprehension in small groups is also key. We rescreen in order to understand the impact and effectiveness of our interventions.

How we support reading and language development and comprehension across the curriculum in Secondary?

We are mindful of the recommendations of the Education Endowment Foundation report below.



IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

- 1** **Prioritise 'disciplinary literacy' across the curriculum**
 - Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
 - Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
 - All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
 - School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.
- 2** **Provide targeted vocabulary instruction in every subject**
 - Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
 - Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
 - Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
 - Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.
- 3** **Develop students' ability to read complex academic texts**
 - Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
 - To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
 - Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
 - Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.
- 4** **Break down complex writing tasks**
 - Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
 - Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
 - Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
 - Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.
- 5** **Combine writing instruction with reading in every subject**
 - Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
 - Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
 - Students should be taught to recognise features, aims and conventions of good writing within each subject.
 - Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.
- 6** **Provide opportunities for structured talk**
 - Talk matters: both in its own right and because of its impact on other aspects of learning.
 - High quality talk is typically well-structured and guided by teachers.
 - Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
 - Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.
- 7** **Provide high quality literacy interventions for struggling students**
 - Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
 - Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
 - Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
 - Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

How do we encourage a love of reading for our older pupils?

Our Secondary curriculum is rich in story, where pupils develop writing and reading skills concurrently and coherently, along with a high focus on developing oracy, language and vocabulary. The texts are selected to promote discussion and to challenge thinking around topics which students may encounter throughout everyday life and may become aware of through the media. For example the text 'Ghost Boys' deals with the themes of white privilege, racial stereotypes and the notion of making change happen. Our class readers, similarly address current issues and can be viewed on our Reading Spine.

Within the Key Stage 4 curriculum, we also teach English Literature, allowing us to offer the same opportunities as their mainstream peers. We adapt learning through individualised scaffold and support whilst maintaining high expectation of attainment for all of our students.

Developing fluency and comprehension

For our older pupils in secondary and primary, we have pupils who have learnt to decode, yet are not yet secure, or where language comprehension and vocabulary still remains a barrier. Through our curriculum planning, we address fluency with many opportunities to read together in class and support comprehension and Tier 2 explicit vocabulary instruction. We screen pupils on entry, and ensure we have decodable texts matched to reading abilities for extra practise, and to move pupils progressively forward rather than casting adrift as 'free readers' once assessed off needing phonics. Equally, our planning at Key Stage 3 reflects ambitious and difficult texts, to prepare for demands of GCSE. Our subject specialists support pupils' fluency. Interventions where needed can support extra practise.

Fluency gives the reader the choice to read at a speed that allows for comprehension and can be adapted to the purpose of the reading. Beginner readers, however, do not have a choice about speed because they are still engaged in decoding the words on the page. Children do not pass through a magic barrier and suddenly become fluent. There is no point in children reading speedily if the words they read are wrong – for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension. Both accuracy and speed are essential.

The Standards and Testing Agency says that around 90 words per minute is a good indicator of when children 'start to read with sufficient fluency to focus on their understanding'. However, it also says that some children might read more slowly than this while still being able to understand what they are reading.

The planned English curriculum, based on the full National Curriculum objectives; accurate assessment to identify gaps; our skilled and adaptive teaching, small teaching groups, high pupil to adult ratios, mean that pupils move forward from starting points.

Accelerated Reader

Once students are fluent and confident and have secure comprehension skills they are introduced to the Accelerated Reader programme. Star Reader Tests are used to assess their starting points and to set their Zone of Proximal Development. Students are then able to select from texts that will provide them with continued challenge. Students can make their book selection from a wide range

of specifically levelled texts and will then complete an end of text comprehension quiz which enables them to demonstrate their understanding.

Our approach to Assessing reading comprehension While children are learning to read, most of their attention and working memory are directed to decoding words. 'Decodable' books and other material written for them to practise reading are likely to be below the level of what they can actually understand. They are also unlikely to be reading at a speed that is sufficient for them to focus on the meaning of what is written on the page. It is therefore neither necessary nor desirable to assess their reading comprehension using summative assessments before they are reading fluently. This is why, when children are learning to read, they should listen to and talk about books that include words beyond those they can read for themselves. When they can read, they are then more likely to have sufficient vocabulary and other knowledge to understand the books they can read for themselves.

How do we support the leadership of the teaching of reading in our Academy?

All Academies have an identified Reading Lead in Primary, who liaises with the English Secondary Lead or Secondary Reading Lead. Coaching of staff in the teaching of reading is given explicit time in staff meetings. Appraisal for reading leaders is needs driven. Reading Leads in Primary agree with Principals, and working with the support of the Hub, what progress is expected of each individual pupil from their starting point on the systematic synthetic phonics programme, and this is tracked through the SSP tracker and portal. The English Hub supports this, as do the Development Days with RWInc. Practise and coaching work hand in hand, and the reading lead supports teachers and teaching assistants to do this. As expertise develops, leadership can be further shared and made sustainable. One of the reasons to do with the section of the Read Write Inc programme is to do with workload around planning, in that it is so well resourced it gives teachers 'time to think about how to teach rather than what to teach and enabling them to focus on the needs of individual children'

How can you support at home?

As we are a small setting we are able act in role of the 'home reader' to support you and your child in school as part of the family school approach. And sometimes, we may advise you not to read at home with your child where this may be causing upset and difficulty, (particularly where we may be working with you to rebuild confidence with reading where pupils in primary join us on referral and disrupted educational journey) we will do this in school with support staff. However, here are 10 top tips if needed.

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library

Libraries in England are able to open from 4 July, so visit them when you're able to and explore all sorts of reading ideas. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See [Libraries Connected](#) for more digital library services and resources.

7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

For more advice and videos on reading with your child visit : <https://www.booktrust.org.uk/>

How can I find out more about reading?

Recommended Books:

[Who next?: A Guide to Children's Authors](#)

[Book Trust: Best Book Guide](#)

[Waterstones: Guide to Kid's Books](#)

[70 Tried and Tested: Great Books to Read Aloud](#)

Recommended Websites:

www.booksforkeeps.co.uk

www.cool-reads.co.uk

www.ukchildrensbooks.co.uk

www.booktrusted.com

www.redhouse.co.uk

www.lovereadings4kids.co.uk/

www.readformyschool.co.uk

www.oxfordowl.co.uk