



## Archbishop Cranmer CE Primary Academy's Reading



### Pedagogical Approach and Strategies

- Follow our Progression of Skills document, which is cumulative, well planned, and sequential – it builds on prior learning taking in to consideration future learning to ensure the children are knowing and remembering more. Concepts are built upon eg KS1 begin with sequencing and by KS2 this leads into summarising. The intent is determined for ALL children to succeed regardless of background.
- Aim to use a 'Five-a-Day' Approach:  
Explicit instruction: Teacher led • Clear explanations, modelling, checks for understanding • Guided practice • Independent practice • Cognitive and Metacognitive Strategies: Managing cognitive load • Focus on long term memory • Pupils to be able to plan, monitor and evaluate their learning  
Scaffolding: • Supportive tools and resources • Frame, partial examples • Decreasing  
Flexible Grouping: • Groups are temporary • Skill focus • Re-join main class  
Using Technology: • Modelling • Learning, practice, recording of learning • Visualiser
- Bug Club Phonics – fidelity to scheme. Teachers' subject knowledge is strong: all understand the principles underpinning the teaching of word reading (decoding) and spelling (encoding)
- Decodable books matched to phonics scheme separate from the colour banded 'RfP' books
- Weekly, formal comprehension lessons using Headstart and Complete Comprehension – these give children opportunity to revise previous units of learning and repeat learnt material
- Weekly whole class Reciprocal Reading
- Class read to by an adult with a class book- quality text usually linked to Topic.
- PM Benchmarking colour book banding
- Weekly reading interventions
- Grab ad Grow 'keep up' interventions
- Comprehension homework – marked as a whole class (Y6)
- 3x reads with an adult at home for homework
- Time to 'Read for Pleasure' every day
- Engaging children with a range of text types, themes and high-quality vocabulary – language rich.  
- modern, Shakespeare, scripts, parliament papers, classic texts, poetry
- Build on prior learning
- Scaffold up rather than down (Up2s and Go4s evidence this)
- Pupil Voice



	<ul style="list-style-type: none"><li>• Provide targeted vocabulary instruction in every subject. 3.</li><li>• Teach reading comprehension strategies through modelling and supported practice.</li><li>• Support pupils to develop their reading fluency.</li></ul>
<b>Environment</b>	<ul style="list-style-type: none"><li>• Creative and engaging reading areas in all classrooms</li><li>• Access to free reading books (for pleasure) in every classroom</li><li>• Librarians – pupil leadership roles</li><li>• Outdoor library</li><li>• Teachers create an atmosphere that encourages a love of reading – eg Starbooks Café</li><li>• Library area for F, KS1 and KS2</li><li>• Word rich environments – vocab/language displayed around the school/classrooms</li><li>• Good range of different reading materials available, including audio books</li><li>• Reading is celebrated and encouraged at every opportunity</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Teachers use a diagnostic assessment to address learning gaps</li><li>• Opportunities to reflect on pupils' thinking, strengths, and weaknesses.</li><li>• Indicate areas for development with individual pupils or across classes and year groups.</li><li>• Teachers know why they are conducting assessments: what information and what is the use of this information</li><li>• Baselines and ongoing teacher assessments are well structured, impactful and acted upon</li><li>• PM Benchmarking colour banding system</li><li>• Termly summative assessment tests for each year group</li><li>• Passed SATs papers in year 2 and 6</li><li>• Learning walks, moderations, observations – staff involvement with reviewing reading systems in school</li><li>• F entry baselining</li><li>• Y2 and Y6 baselining</li><li>• Yearly governor visit to monitor reading teaching and talk with the children</li><li>• O'Track updated termly to inform future teaching/ PLE</li><li>• Target teaching and support by accurately assessing pupils' needs.</li></ul>



<p><b>Timetabling</b></p>	<ul style="list-style-type: none"> <li>• Weekly reciprocal reading whole class lesson per week and weekly comprehension lesson</li> <li>• Weekly intervention groups - small group (flexible)</li> <li>• Teacher led class book reading</li> <li>• Regular 'RfP' reading</li> <li>• 3 weekly reads at home</li> <li>• Comprehension weekly homework as teacher discretion with whole class marking</li> </ul>
<p><b>Interventions and provision for vulnerable groups inc. EAL</b></p>	<ul style="list-style-type: none"> <li>• Reciprocal reading small group interventions – bottom 20% teacher support.</li> <li>• Reading comprehension interventions – expert delivery of targeted academic support 8-20 weeks at a maximum so children are re-integrated back into class.</li> <li>• Focus Group sessions to ensure 'keep up' not 'catch up'</li> <li>• Librarians</li> <li>• Reading gladiators used to deepen reading for GDS whilst enhancing reading and the love of reading for vulnerable groups</li> <li>• Bottom 20% and GDS interventions</li> <li>• Say Hi Translate App available so all children can access the full curriculum at their level</li> <li>• Use high quality structured interventions for those pupils who are WTS/B</li> <li>• Catch-up and keep-up provision is non-negotiable, timetabled, TARGETed and run by skilled staff for all children WTS/ B</li> </ul>
<p><b>Staff CPD and induction</b></p>	<ul style="list-style-type: none"> <li>• Termly staff meetings to disseminate training and practice</li> <li>• English lead attends Reading Networks and feed back to staff</li> <li>• CDP courses throughout the year accessible to all</li> <li>• Shared PPA used to feedback and set new learning</li> <li>• Subject Facilitator meetings across the MAT</li> <li>• Whole-school reciprocal reading training</li> <li>• Whole-school training in PM benchmarking</li> <li>• CPD training for SoW – Reading Lead shared with teachers in the MAT</li> <li>• ECTs and new staff including teachers in the MAT observe demo lessons</li> </ul>
<p><b>Phonics</b></p>	<ul style="list-style-type: none"> <li>• Early Intervention Gaps Intervention</li> <li>• Early ages of reading not stages</li> <li>• Daily phonics across Key Stage One and Foundation Stage with fidelity to the scheme</li> <li>• Bug Club Phonics</li> <li>• Regular practical and hands on experiences to deepen the pupils' learning.</li> <li>• Spelling Play planning to teach the children spelling patterns and rules In Year 2</li> <li>• Development of spelling rules as outlined in the National Curriculum.</li> <li>• Bug Club Phonic Assessment Tracker</li> </ul>



	<ul style="list-style-type: none"><li>• Phonics Tracker</li></ul>
<b>Language</b>	<ul style="list-style-type: none"><li>• Reciprocal reading used to enhance children's understanding of words and how to structure sentences</li><li>• New words drawn out through topic work and class books</li><li>• Rich vocabulary through quality texts</li><li>• Language rich environments</li><li>• GPS lessons – Nelson SOW</li><li>• Key words / word banks accessible for all</li><li>• Shared/guided writing used to develop use of more complex language</li><li>• Themed days/weeks</li></ul>
<b>Reading Community</b>	<ul style="list-style-type: none"><li>• 3 times a week to read at home for homework and complete reading comprehension, giving parents a better understanding of expectations</li><li>• Reading events such as: Scholastics book fair, World Book Day, Breakfast with Books</li><li>• Half price book fair in school giving every child the opportunity to own their own, new book</li><li>• Termly library visit for every class</li><li>• Library Van</li><li>• Reading certificates – celebrated in classes at the end of every term</li><li>• Reading volunteers in school</li><li>• Parent Workshops</li></ul>