

# Bringing Learning to Life

Our approach for reading at Avanti Park  
School



## Reading at Avanti Park

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### Reading Strategy at Avanti Park School

#### Vision

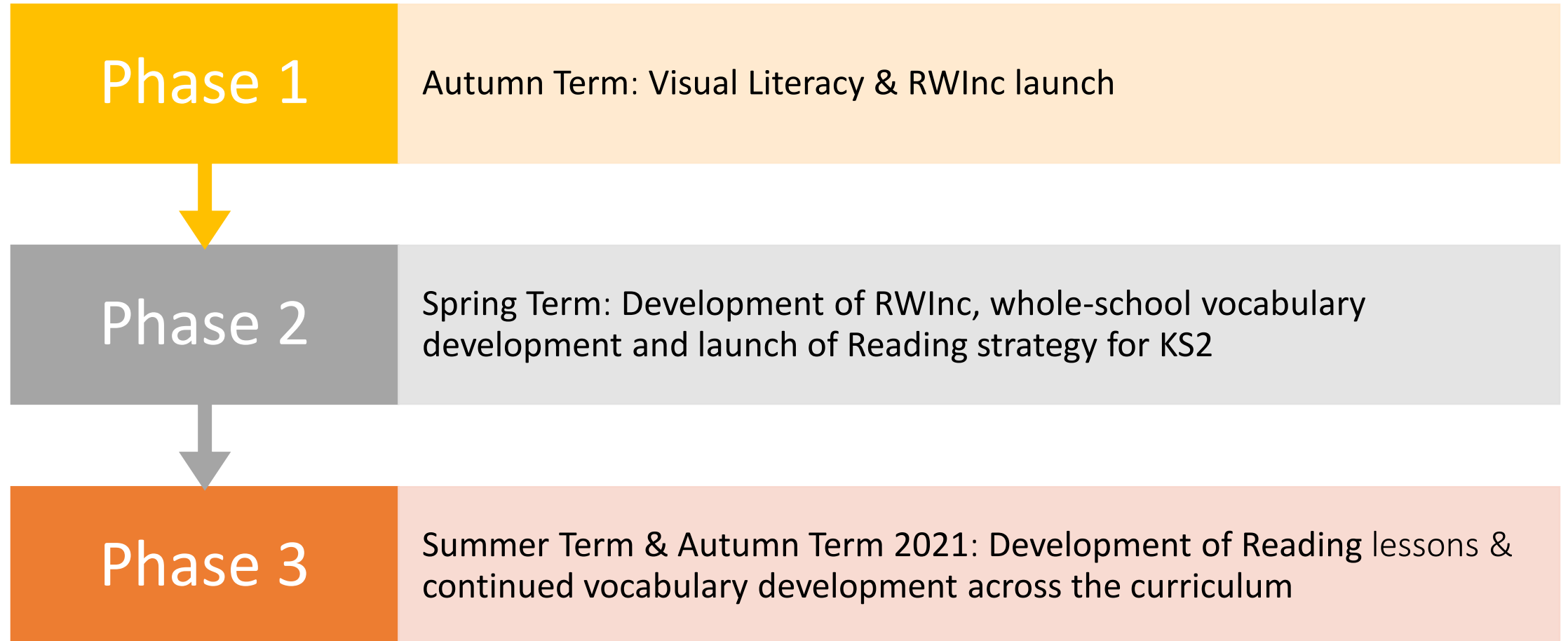
We believe being a reading centric school supports social justice, opens contexts beyond children's own experience and backgrounds and enables access to the wider curriculum and the world around them. We understand the critical importance of fostering a love of reading, supported by encouraging and positive staff who help our children build their resilience and focus.

#### Aims

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding.
- We aim to employ a full range of reading cues – phonic, graphic, syntactic, contextual – to monitor, correct and make sense of their own reading.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.



# Reading Timeline at Avanti Park



# Words:



Provide us with the means to express ourselves



Enable us to make sense of the world around us



Help us to understand and be understood



Connect us and help to form and build relationships



Help to bridge the social divide



Learning how to  
read



At APS, we use the Read Write Inc. (RWI) programme to get children off to a flying start with their literacy. Read Write Inc. Phonics is a method of teaching reading and writing, which is centred around learning the sounds of the letters (phonics) and then blending them together to read words. The children also learn to break down words into individual sounds in order to write them.



When using RWI to read the children will:

- Learn to read effortlessly so that they can put all their energy into understanding what they read.
- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using Fred Talk.
- Learn to read words by blending the sounds together.
- Read lively stories featuring words they have learnt to sound out.
- Show that they understand the stories by answering 'Find It' and 'Prove it' discussion questions

# Our Goal

We teach and learn using a systematic, synthetic phonics approach (Read Write Inc). Our goal is for all children to be reading fluently at an age-appropriate level by the end of Year 2. Many children will achieve this earlier, where their breadth of content is widened. Groups are fluidly set so that teaching is closely matched with children's phonetic knowledge. This is informed through constant formative assessment alongside half-termly summative assessments.

# Developing vocabulary in the Early Years and Year 1

Teaching words that are read aloud to children rather than by children.

Focusing on Tier 1 and 2 words

Text Talk/Book Talk

Enhance comprehension through interspersed open questions

Enhance vocabulary development.



# SHARING STORIES



## Every Minute Counts

Child 'A' reads  
1 minute each day

180 minutes in a  
school year

8,000 words



Child 'B' reads  
5 minutes each  
day

900 minutes in a  
school year

282,000 words



Child 'C' reads  
20 minutes each  
day

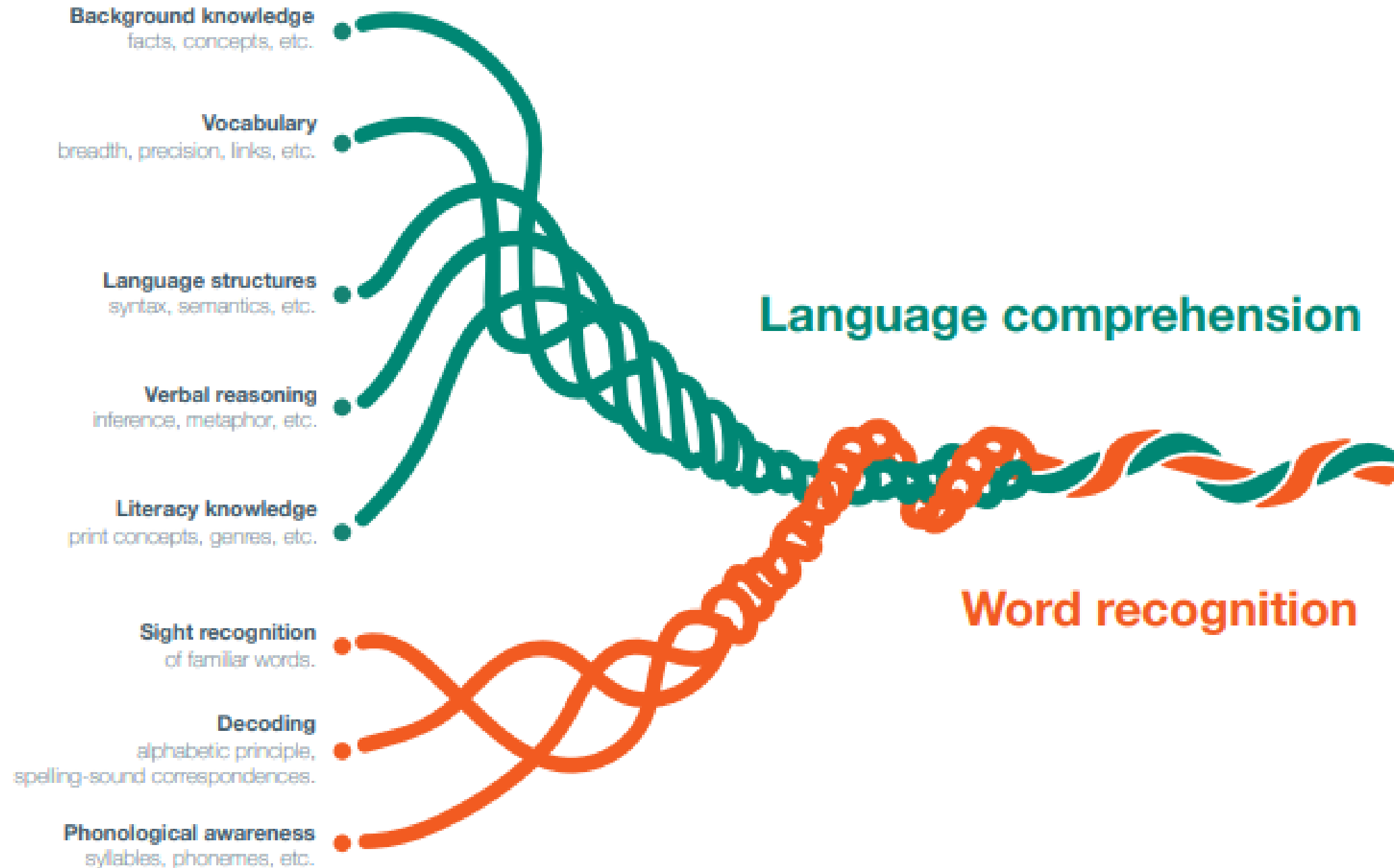
3,600 minutes in a  
school year

1,800,000 words



# Developing Comprehension and Fluency

**FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING<sup>7</sup>**



# WCR – Whole-Class Reading



1. Vocabulary Work



2. Teacher Led



3. Student Led



5. Review of learning

# Foundations

Developing a Love  
of Reading



Developing Cultural  
Literacy



Ensuring a breadth of  
contexts are covered



Assessment





'The Polar Express' – Chris Van Allsburg



'Winnie the Pooh' – A.A. Milne

'Little People, Big Dreams – Marie Curie



'The Lost Thing' – Shaun Tan



'Little People, Big Dreams – Martin Luther King - Jr



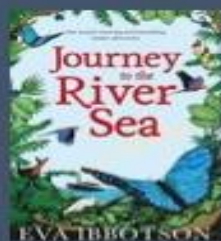
'Here we are & What we'll build' – Oliver Jeffers



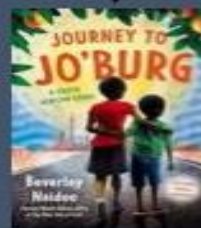
'Emil and the Detectives' – Erik Kastner



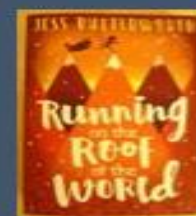
'Cloud Tea Monkeys' – Mal Peat & Elspeth Graham



'Journey to the River Sea' – Eva Ibbotson



'Journey To Jo'Burg' – Beverley Naidoo



'Running on the Roof of the World' – Jess Butterworth



A stack of several open books is shown, with their pages fanned out. The pages are a warm, yellowish-cream color, suggesting they are old. The books are layered on top of each other, creating a sense of depth. The background is a solid, dark teal or forest green color. The text 'Reading at KS3' is centered over the middle of the books in a white, sans-serif font.

# Reading at KS3

## Approaches to Reading

- Reading independently
- Reading aloud
- Listening to oral reading



Reading at KS3



Reading at  
KS3

Predicting

Questioning

Reciprical  
reading

Clarifying

Summarising

Reading at  
KS3

# Close Reading

```
graph TD; A[Close Reading] --> B[Layered reading – reading the text more than once]; A --> C[Establish meaning via text dependent questions]; A --> D[Analyse meaning also via text dependent questions]; A --> E[Process insights in writing]; E --> F[Read - write - discuss cycle]; E --> G[Stop and jot];
```

Layered reading –  
reading the text  
more than once

Establish meaning  
via text dependent  
questions

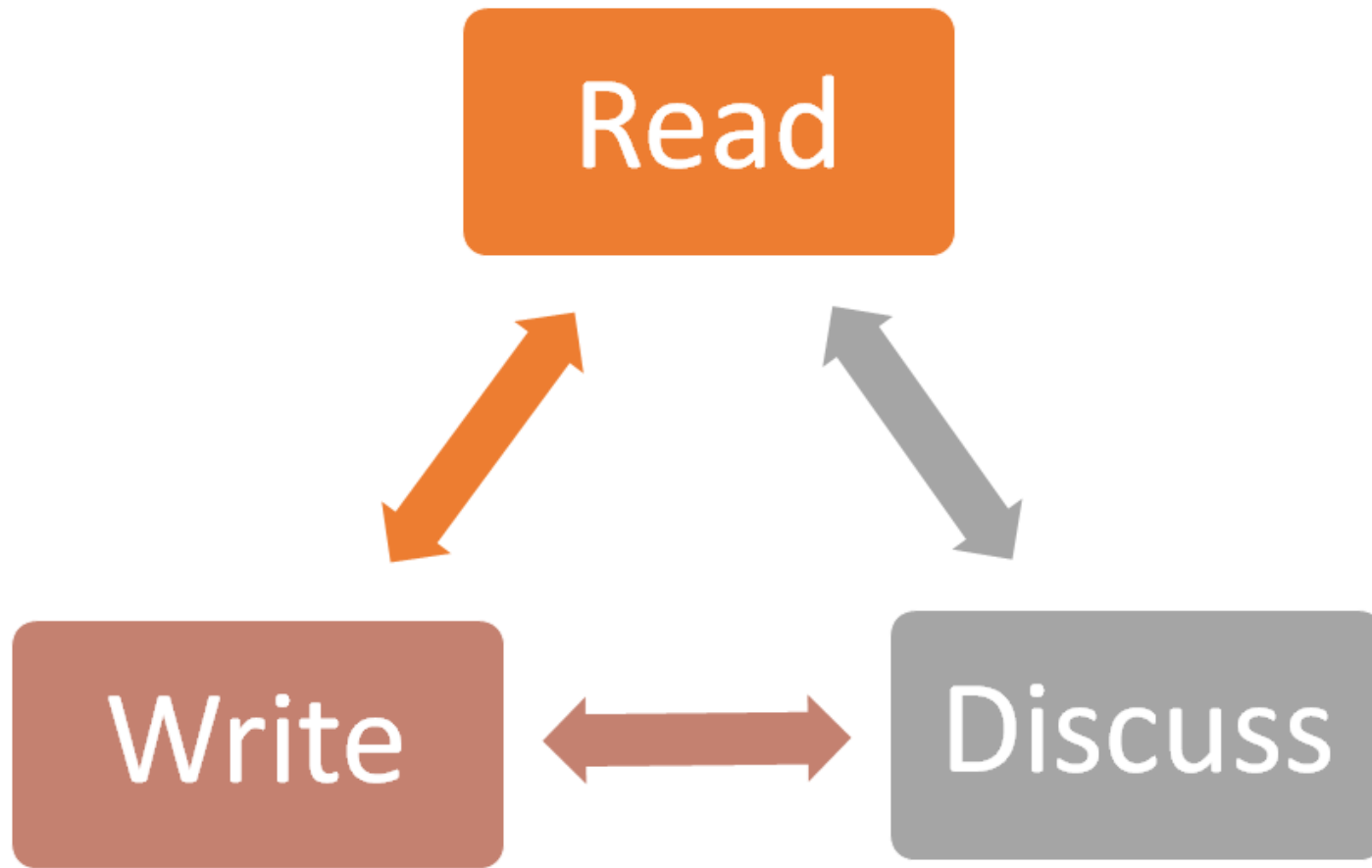
Analyse meaning  
also via text  
dependent questions

Process insights in  
writing

Read - write - discuss  
cycle

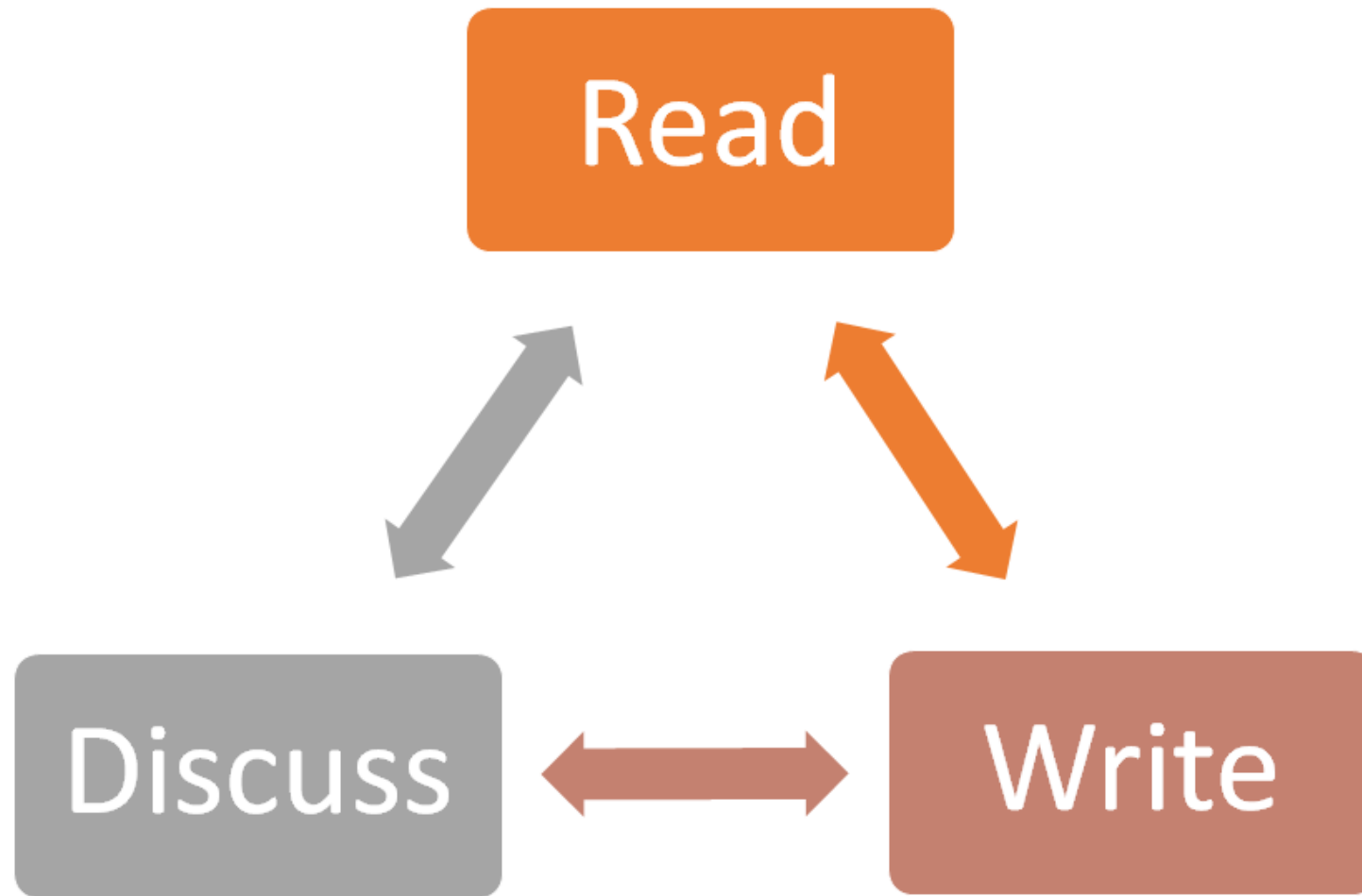
Stop and jot

Reading at KS3



Reading at  
KS3





Reading at  
KS3



Reading at  
KS3





Reading at  
Home

# Phonics and Early Reading support at home


**Read Write Inc. Phonics**

## Reading at home Booklet 2

Your child is learning to read with *Read Write Inc. Phonics*, a very popular and successful literacy programme. This **second booklet** shows you how you can get your child off to a quick start.

Your child will learn to read in a very simple way. He or she will learn to:

1. Read **letters** by their 'sounds'
2. Blend these sounds into **words**
3. Read the words in a **story**.




**Read Write Inc. Phonics**

## Reading at home Booklet 1


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1. Read **letters** by their 'sounds'
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**Ruth Miskin Training**



Information for Parents: How to say the sounds

2:41

# Reading Records

## Using the Reading Record book at home

To ensure your children receive the right level of support, our reading team have been working extremely hard to assess the children's reading current abilities, using a range of assessments to determine both gaps in both fluency and comprehension skills.

The reading record book is a fantastic way for you to record the reading that your child does with you at home. Inside the record book, you will find lots of useful information about ways to help your child with their reading. Please see the table below for some examples of useful and informative examples of comments that you could write in the Reading Record to communicate this learning with your child's class teacher.



KS1



KS2

Comprehension skills	Word skills	Attitude and interest
<ul style="list-style-type: none"><li>• Understood the story well.</li><li>• Good discussion about events in the story.</li><li>• Retold the story in detail.</li><li>• Could talk about the story confidently.</li><li>• Answered questions about the content.</li><li>• Needs to read again to improve understanding.</li><li>• Used the pictures to assist understanding.</li><li>• Needs lots of help to understand the main events.</li></ul>	<ul style="list-style-type: none"><li>• Read all the words correctly.</li><li>• Found some words difficult.</li><li>• Tried hard to work out new words.</li><li>• Good word building.</li><li>• Needs to practice again to reinforce the words.</li><li>• Read accurately and confidently.</li><li>• Was able to work out new words using picture clues.</li></ul>	<ul style="list-style-type: none"><li>• Read eagerly.</li><li>• Enjoyed the story because .....</li><li>• Fantastic expression.</li><li>• Would benefit from reading again to improve fluency.</li><li>• Has learnt all about ..... and could explain in own words.</li></ul>



# How to support developing readers at home:

Try

Try to listen to and read with your child regularly, 10 minutes a day is better than a longer session once a week. It can help if a regular time is set aside so that it becomes part of a routine.

Find

Find a quiet place to share books where you can feel comfortable and relaxed – learning to read needs to be a positive experience - build their confidence by praising their efforts.

Encourage

Encourage your child to have a go at reading words, by using phonic skills to read any unfamiliar words, and by working on building up their sight vocabulary.

# How to support developing readers at home:



Talk about the meanings of words to help to develop your child's understanding and use of language.



Encourage your child to read a range of texts such as stories, newspapers, comics, labels, poetry, non-fiction, tickets, signs, leaflets etc.



Read books to your child as well; if they see you enjoying a book it will encourage and motivate them to want to learn to read.



Ask them questions about the text to develop their understanding.



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