

Reading at the Mulberry Primary School

<p><u>Our reading approaches – The Mulberry Reading Diet</u></p> <ul style="list-style-type: none">• Book Talk and Shared Reading• Core Books• Mulberry Phonics• Daily Supported Reading (DSR)• Destination Reader (DR)• Interventions: 1-2-1 reading, phonics, inference training	<p><u>Purpose</u></p> <p>By the time they leave Mulberry, children are successful readers because they</p> <ul style="list-style-type: none">• read accurately and fluently• enjoy reading a range of text types, authors, genres and themes• are prepared for reading across the whole curriculum
<p><u>Rationale</u></p> <ul style="list-style-type: none">• Our reading approaches are appropriate for our context: a lack of home reading support and high level of EAL means our children benefit from frequent reading with adults and an instructional reading approach grounded in strong language development.• Our reading approaches are backed by high-quality staff training and development which ensures consistency in teaching reading across year groups and the whole school.• Our schemes are research-informed approaches with proven effectiveness.	
<p><u>SEQUENCED CURRICULUM</u></p> <p>Mulberry Phonics</p> <ul style="list-style-type: none">• progressively challenging phonemes and graphemes are mapped. The skills of blending and segmenting progress with increasing challenge as children complete all of the phonic phases. <p>DR</p> <ul style="list-style-type: none">• Curriculum Map: High-quality texts, informed by the CLPE reading spine, are sequenced so that children become familiar with an increasingly challenging progression of text types, authors, genres and themes, with meaningful and purposeful links made to the wider curriculum.• Contextual information slide (text type, author, genre, theme): Teachers use the DR context slide and reading display to teach children contextual information (text type, author, genre and theme) about each book. This allows children to gain scholarship, preparing them for future academic success.• ‘Why this? Why now?’ slide / washing line of previously read texts: Teachers use the ‘Why this? Why now?’ slide and washing line of previously read texts to teach the children why they are learning that specific text at that specific point. This allows children to make meaningful and purposeful links made to their wider reading and curriculum.	<p><u>LANGUAGE DEVELOPMENT AND VOCABULARY ACQUISITION</u></p> <ul style="list-style-type: none">• In EYFS Book Talk and Core Book sessions, target language is planned out by teachers and taught to children in context. Children are then able to explore and apply it meaningfully. <p>Destination Reader</p> <ul style="list-style-type: none">• Vocabulary slide: teachers teach the children explicit vocabulary from the vocabulary slide to enable them to understand that lesson’s text. This allows children to improve their language development by acquiring new vocabulary and applying it accurately in their reading lessons and beyond.• Sentence stems: teachers support learning with sentence stems (on the slides, reading displays and in DR books) which allow children to give full, articulate answers to questions, improving their language development and oracy.• Banded Book reading: Teachers use vocabulary teaching strategies (e.g. substitution and reading the wider context) to build children’s vocabulary when reading banded books with children.

CONSISTENT PEDAGOGY

Modelled reading strategies

- In Book Talk and Shared Reading, teachers model how to infer meaning from text and illustrations to prepare children for making inferences about what they read.
- In Phonics, teachers model phoneme-grapheme correspondence as well as how to segment and blend words to read successfully.
- In DR, teachers model reading strategies when reading aloud to the children. Specific reading strategies are on curriculum maps, the reading display, the DR slides and DR reading albums. Children apply the modelled reading strategy with increasing independence in both the input session and banded book reading.

Questioning (supported by cold calling, think pair share, say it again better and probing questions)

- In Phonics, teachers use targeted questioning to test children's knowledge of graphemes.
- In DSR, questions are planned to increasingly challenge children's comprehension of a text.
- In DR, teachers ask a range of question types (e.g. retrieval, vocabulary, inference, evaluation) pitched to specific children to assess how well they understand what has been taught, allowing the teacher to adjust teaching accordingly.

Retrieval

- teachers start reading lessons with retrieval questions about previously read text and learnt vocabulary to support children in storing and retrieving information from their long-term memory, making them better readers.

ADAPTATION AND AMBITION FOR ALL PUPILS (INCLUDING SEN)

Questioning (challenge, support and engagement)

- In reading lessons, teachers ask a range of question types (e.g. retrieval, vocabulary, inference, evaluation) pitched to specific children to ensure all learners are supported and challenged, as well as engaged in their learning.

Scaffolding (sound mats, sentence stems)

- In Phonics lessons, children have access to **sound mats** to support them with their phonic awareness, which builds increasing independence
- In DR, **sentence stems** on the slides, reading displays and in DR books support all pupils by scaffolding their answers and responses to questions about texts.

Reading in class with a teacher (DSR, DR)

- In the DR banded book session, teachers read with all children over a two-week period
- In DSR and DR, adults read with children at their **instructional level**, asking targeted questions and giving specific feedback – this is **tracked and recorded**. All children are continually challenged to read at their instructional level and therefore make progress which is monitored children's reading progress over the year with the **Banded Book tracker**.

Home reading (Star Reader, Accelerated Reader and the library)

- In EYFS and KS1, children take home two books: a **decodable book** at their phonic level and a **book of their choice**. Home reading is checked daily via a **reading record**.
- From Year 3 upwards, teachers use the **Star Reader** test to identify children's instructional reading level. Teachers then support children to borrow a wide variety of books from our **library**, reflecting authors from diverse backgrounds. Children take **Accelerated Reader** quizzes to test their comprehension of the texts and make progress in their reading.

Interventions (1-2-1 reading, phonics, Inference Training)

- In EYFS and KS1, children who are falling behind with their reading are **read with 1-2-1** by adults daily.
- In KS2, children receive closely-monitored afternoon interventions from well-trained TAs in **phonics** and then graduate to **Inference Training** to improve their reading level so they more successfully access reading lessons.

Celebration of Reading

- cherished book corners
- class story time
- reading rewards including small prizes and trips
- book fairs
- World Book Day