

Reading at Kingsmoor

Our approach to reading at Kingsmoor Academy is through multi-skills and multi-sensory learning experiences. Phonics is supported and supplemented by a range of other learning opportunities. The core focus is on using visual clues (pictures), which are discussed with the children, as well as focusing on sound recognition, whole word recognition, learning high frequency words and reading for meaning. The aim is for children to become independent readers who can de-code and read for meaning and understanding. Children are given a reading book according to their ability; initially this will be a Phonics book that contains the sounds and words being introduced. As their skills progress, these books will become more challenging (with more words and tricky words, e.g. where). The class teacher will regularly assess their understanding and readiness to progress onto higher levels. In addition to the Phonics books, children can have a class or library book to take home. This is important as children still need to read a range of different 'real' books and reading material so that they get used to recognising and reading the common words (high frequency sight words) in different contexts, as well as being exposed to more varied and rich vocabulary.

In the Foundation Stage (Reception Class) the focus is on individual reading with the class teacher. In Key Stage One (KS1) and Key Stage Two (KS2), children are taught key reading skills through the Reading A-Z scheme. These lessons take place daily. This scheme focuses on a text for 2 weeks. Initially, the children focus on book talk before reading the text focusing on key reading skills. At Kingsmoor, we have developed our own Reading lenses which are the key skills which signify what the outcome of that session will be. The reading skills taught will then be reinforced through individual reading or with an additional adult if further support is needed. The focus is not only on reading the text but also on developing a sound understanding of the meaning of the text which is tested through regular reading comprehensions. Children also move on to Grammar aspects within the book as well as having regular opportunities to discuss the text. We have also worked hard to develop the use of P.E.E (Point, Evidence, Explanation). This involves children making a point, locating evidence to support their point and explaining the evidence using their own words.

We will continue to look for opportunities to involve parents in the life of the school and in seeing reading/learning in practice by offering 'drop-in' sessions during the school day and parent workshops, so that we can explain and model our teaching methods and approaches. We encourage our children to read with their parents on a daily basis.

<p>P Point</p>	<p>Sum up the main idea in your paragraph.</p>	<ul style="list-style-type: none"> • In my opinion... • Arguably... • The writer uses... • Similarly • Firstly... • Secondly... • Both... • In contrast... • One of the language features used is...
<p>E Evidence</p>	<p>Provide Evidence for the point you are making.</p>	<ul style="list-style-type: none"> •For example... •An example of this is... •This is shown... •This can be seen... •This is demonstrated when... •We know this because... •The evidence for this is...
<p>E Explanation</p>	<p>Why is the quotation significant? What effect does the quotation have on the reader? Why has the writer used this technique?</p>	<ul style="list-style-type: none"> • This shows • This suggests... • This implies... • This is effective because... • The writer has chosen this technique because... • This would make the reader feel... • This has been used because...