



MacIntyre Academies  
Quest Academy

**Quest's Reading Guidance**  
"Community of Readers"

## **Introduction**

Quest Academy is committed to providing an education of the highest quality for all of its learners. The first stage in helping learners to become confident readers and enjoy books is teaching them the key skills that they need. Our philosophy is driven by our determination that every learner at Quest will learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home and their special educational needs and/ or disabilities.

We passionately believe that the whole academy community has a responsibility for promoting reading: parents, carers, learners and all school staff as well as other professionals involved in learners' lives. To support us achieve our mission we have created a reading and literacy action plan which is monitored on a monthly basis to ensure we review our practice and evaluate the impact made.

## **Academy's Roles and Responsibilities**

All staff at Quest Academy have a key role to play in supporting and promoting reading and work to provide an environment in which learners are able to learn and feel valued members of the learning community. Staff also have a responsibility to set a good example by modelling reading and using the staff library.

## **Aims**

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- Help our learners to develop a lifelong enjoyment of reading taking pleasure from what they read.
- Give our learners the reading skills they need to access all areas of the curriculum.
- Enable learners to access, understand and begin to manage information.
- Help learners to understand the meaning of what they have read and what is read to them.
- Enable learners to make responses to what they have read and to be able to justify those responses.
- To give the learners an opportunity to immerse themselves in other worlds; both real and imagined.
- To further maximize reading opportunities by taking part in national initiatives such as world book day.
- To ensure that all staff are active promoters of reading and seize upon opportunities to contribute as part of their lesson planning.
- To make explicit the opportunities for reading by creating an environment that is conducive
- To celebrate the success of readers through our end of term celebration assembly, website and newsletters.

## **Our Commitment to reading**

To facilitate our "Community of Readers" ethos the school has invested in developing a lower school library, upper school learning resource, outdoor reading areas, books and computer based programmes.

## Community of Readers

All staff are expected to promote our 'Community of Readers' Ethos by:

- 1) Ensuring that they plan reading opportunities in their subject areas. Examples include: reading & comprehension activities, word aware, close procedures, matching activities, use of computer based programmes.
- 2) Modelling and communicating their love of reading through:
  - Story time
  - Creating opportunities for silent reading across the whole school, KS2, KS3 and KS4.
  - Shared, guided and reciprocal reading.
  - Providing exciting reading areas that inspire our learners to read.
  - Reading with individual learners who require further support
  - Providing mentoring and reading buddies, including reading to Sydney the reading therapy dog, across the Key Stages.
  - Sharing their own love of reading through sharing and modelling

## The Teaching of Reading

Reading is a multi- strategy approach to understand the written word. It involves the ability to read alongside being able to understand what has been read and applying this knowledge throughout the different genres of texts available to them. Competence in reading will enable the learners to take ownership of their learning and become independent learners. Therefore the teaching of reading should be given high priority by all staff.

Success in reading will have a direct effect on progress in all areas of the curriculum and is crucial in developing the self - esteem, confidence and motivation to learn for all learners.

### Learners should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning
- Develop the skills required for critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of strategies for reading including:
  - ❖ Phonics (sounding the letters and blending them together.
  - ❖ Visual ( whole word recognition and analogy with known words)
  - ❖ Contextual (use of picture and background knowledge)
  - ❖ Grammatical (which words make sense)

These are to be taught during shared and guided reading.

In addition to this learners should;

- Be encouraged to listen attentively
- Gain awareness of the close link between reading and writing activities.

## **Shared Reading**

The teacher's role (as stated in the Roles and Responsibilities section, all staff are teachers of reading) is to make overt what good readers do and encourage the learners to actively be involved in reading in the moment. During shared reading the learners can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to a deeper understanding of the text. It should have a specific focus and all ability levels should be included in any discussion by the use of differentiated questioning.

Shared reading should be taking place within the daily English lessons and also through the reading of information texts relating to other curriculum areas.

## **Guided Reading**

The class should be divided into ability groups for this session. The appropriate targets for each group should be shown on the Mid-term Plan (MTP) and supported by questioning and resources. Lower ability groups should be targeted toward further interventions outside of the English lesson. (See intervention section)

## **Book introduction**

This provides the context for the reading. The teacher will activate the learners' prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

## **Strategy Check**

Prior to independent reading the teacher needs to reinforce the need to focus on and apply key strategies whilst reading independently. (Model)

## **Independent Reading**

Learners will read independently whilst the teacher supports, monitors and assess each individual as they read.

## **Returning to the text**

The teacher will ask differentiated questions if needed, will promote discussion about the text and interact with the learners to extend their thinking and develop their responses to the text.

## **Follow Up**

This is where an element of the text is used to teach a specific skill within the current English lessons.

## **Independent Reading**

Each learner within the school has access to the school library and many of the classrooms have their own classroom library.

Each learner needs to be given the opportunity and encourage to read independently, this will enable them to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Learners should be reading three times a week for 20 minutes, one of these should be for independent reading. The learners should be encouraged to select their own choice of texts to read and to take responsibility for the book whilst they are reading it. They should be keeping a record of what they are reading linking it with the school reading diary, once they have completed each book the learners should be encouraged to complete a book review. Learners will earn an empathy point for each book review completed and submitted to their form teacher.

Learners should have access to a wide range of text via the school library and are to be encouraged to make links with the local town library.

Each learner within Lower school have access to the school library and BUG CLUB. Upper school have access to the school library, where they are able to access appropriate levelled books for them to read at school and home. They can also access books via the internet or by taking a hard copy of the book from school. We are able to monitor the number of learners' accessing this service out of school.

We are developing a read at home ethos and at every opportunity encourage parents and carers to share reading time with their children and use the home/school reading diary, where each time a learner reads at home the parent will comment on how they have engaged with the text. The learner will receive an empathy point for each entry in their home/ school diary. (Yes I can EMPATHY point). Learners who do not read at home, receive time with an adult or an older learner to read individually with them.

Reading should not be seen as just a school activity.

### **Read Aloud**

Hearing a book being read to them with enthusiasm, will encourage and influence independent reading. Teachers of all year groups should find time to read aloud to their class on a regular basis.

### **Children reading aloud**

This is an opportunity given during the shared and guided reading sessions. Whilst in school learners are taught the skills they need to become effective and skilled readers.

Learners should have the opportunity to read aloud to a variety of audiences, including their own age group, younger and older learners. NO ONE should be made to read if they feel uncomfortable.

### **The school reading environment.**

Classrooms and all school areas should be a print rich environment (displays) to promote the importance of reading and develop learners' enthusiasm to try different authors and genres. Reading displays should form part of the environment, these could include, book corners, favorite book collections, book reviews, this class is reading, similar theme books.

We also are lucky enough to have an immersive classroom, which can be used as a reading area, the technology in there can be programmed to match scenery within books as well as provide

additional reading opportunities through the different programmes available. This resources is therefore an invaluable resource which immerses the learners to reading via all senses.

Within Lower school our Speech and Language Therapist works with some of the classes, focusing on language and development of this within a whole class setting, working on the Word aware wall, which introduces new vocabulary and scaffolds the understanding and use of the word. The classes have also been working on a Class Book of Knowledge, using nonfiction texts, based on subjects the class are interested in, they then find three interesting facts and write them in their own words and share with the class, these are then added to the Class Book of Knowledge and displayed in their classrooms as a reference.

## **Reading Interventions**

Using GL Assessment and accelerated learning where appropriate, the literacy coordinator is able to target learners who are significantly below their reading age through use of a range of interventions which are based around phonic knowledge, dyslexia and reading skills. Interventions are delivered through 1:1 interventions and /or in small groups which are based on specific targets and recorded to a learner's Personal Development Plans so that all staff can focus on the specific targets during other learning opportunities. (PDP's)

Each learner has their own targets to work towards and these are carefully assessed by the teaching staff, once the learner has achieved the target (I can statement) four times independently then this will be marked as achieved and a new one will be set. Interventions run for six weeks and at the end of this each learner is assessed again.

Examples of interventions include:

### **Lexia**

Lexia is a computer-based approach to improving reading. Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension.

### **Colourful Semantics**

This is aimed at helping children to develop their grammar but is rooted in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.

The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

1. WHO – Orange
2. WHAT DOING – Yellow
3. WHAT – Green
4. WHERE – Blue

## **Toe by Toe**

*Toe By Toe* is a small red book designed for anyone who finds reading difficult? This includes weak readers who struggle to decode or those with dyslexic difficulties.

## **Community Link**

Rugby Independent School are working closely with a small group of learners initially, and will read with them as mentors.

## **Assessment and Recording**

A whole school approach to assessment and record keeping is paramount within Quest and so all staff record learners' progress through our bespoke assessment system Odyssey.

GL Assessments are used for reading and spelling twice a year, once in the autumn term and again at the end of the summer term. This provides invaluable information to staff in terms of where learners' skills and progress are in relation to national statistics. The assessments also provide detailed information about each learner's strengths and areas for development.

Accelerated Readers, is a reading scheme, which allows us as a school to monitor the learners reading progress. Parents can also monitor this through the learner's online account.

This allows the school to monitor progress over the year on a termly basis.