

Reading at Sir Alexander Fleming Primary School.

Planning Inclusive Lessons

At Sir Alexander Fleming, reading offers a progression of knowledge beginning with phonics, developing reading fluency and then reading for meaning through comprehension activities. In order for reading to be accessible and inclusive for all, teachers anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation. Reading is the fundamental skill for unlocking knowledge and understanding in a wide range of subjects, so rightly, it receives the largest emphasis from school staff and resources to ensure all children are able to develop both the reading fluency and love of reading which will enable them to find their own passions, interests and abilities.



Creating an Inclusive Environment

Within the classrooms and the Whole School Library, we ensure there is a range of texts which meet the needs of all learners. These are well organised to support learners with browsing and making choices. We support and teach learners, especially those who find it more challenging and feel less confident, how to navigate book areas/corners and where to find the texts they will be able to and will want to read. In addition, we ensure that learners with the greatest need read twice to an adult each

week. It is essential that they are reading matched books, so use the Jolly Phonics scheme of phonically decodable books until learners have reached reading fluency. Learners who struggle with reading also receive an additional daily intervention to support with phonics. We have a range of Hi-Lo texts which engage children who find reading difficult by having complex, age-appropriate themes at a lower reading level.

Teachers consider the important background knowledge necessary to understand texts being studied, for example the historical and geographical setting for a story can help learners' comprehension. We consider the physical environment and making displayed print accessible to all learners, using our own SAF font in lesson materials. We ensure that print which forms part of classroom displays are words that learners have been taught to read or are words that will be taught. Our 'Working Wall' for reading display is built up as learners are taught throughout the week. Each classroom displays vocabulary that has been taught across the curriculum and will support learners with both reading and writing these words.

How do we plan for inclusive lessons?

We read for a range of reasons: for fun, for excitement, for relaxation, for information, amongst many others.

We explicitly teach the phonic alphabetic code and practise applying it.

We share the learning objective and reading strategies being used. (Explicit instruction.)

Teachers model through reading out loud, but also through thinking out loud, explicitly modelling the reader's comprehension processes.

We pre-teach vocabulary to children who need support with comprehension.

Some children read the text prior to the lesson in order to support their reading and understanding.

Scaffolds are put into place such as resources on the learning wall, visual aids, skills ladders and phonics mats to aid memory. Where needed children have coloured paper and windows to support them in following the text. In some lessons sentence stems are used to reduce cognitive load.

Teaching assistants are deployed effectively to ensure maximum impact. They move away from children to support their independence.

How do we increase motivation and engagement?

Ensuring success for readers by making sure they are reading texts which are closely matched to their phonic knowledge.

Choosing core texts which will interest our learners and support their understanding in other curriculum areas.

Giving opportunities to self-select and be guided by a teacher to books that interest them, that will broaden their reading experience or expose them to different authors. This is delivered through a weekly Book Club and during Independent Readers.

Paired or 'buddy' reading.

How do we support learners who struggle with developing fluency?

Where learners are not yet secure, we assess their phonic knowledge and teach daily lessons correctly pitched, using the same scheme used in EYFS, and KS1 where necessary.

Teachers use strategies to support reading fluency within lessons such as repeated reading. They talk about the Reading Rubric regularly to support children's fluency and awareness of this.

Adults model reading fluently in lessons and during independent readers.

We make available taught or familiar books for individual learners to independently revisit during reading for pleasure, buddy reading or if reading with parents.

Learners have sufficient practice in reading, and rereading, decodable books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.

How do we support learners who struggle with attention?

Wherever possible and practical we allow the learner choice in the reading material. We use props or guides to support learners to focus on following the print in the text in front of them. Visual supports may be needed to support understanding.

We design activities which aid comprehension while ensuring children are active.

For younger learners we use story sacks and props representing characters or objects in the story in order to support with maintaining attention, as well as deepening understanding. We act out stories using Helicopter Stories and use actions when singing stories, nursery rhymes and practising the Poetry Basket aloud.

We timetable reading sessions so they are short and frequent.

Teaching considerations		
Early years	Key stage 1	Key stage 2
<p>To become readers, learners need to crack the alphabetic code; They must know the 42 letter-sounds set out in Jolly Phonics and they need to acquire the skills which enable them to read words through blending these sounds together.</p> <p>In the EYFS learners access daily phonics lessons. We have a 'whole class' approach so that there is a high expectation for all and that children are not left behind.</p> <p>Decodable book group reading is streamed so that children access a book which matches their individual knowledge.</p> <p>Learners hear stories being read out loud, developing their knowledge of language patterns, text structures and broaden their vocabulary.</p> <p>In nursery this happens more than once a day.</p>	<p>In Key Stage 1, learners take part in decodable book reading in which they are reading texts closely matched to their phonic knowledge.</p> <p>In Year 1, and if appropriate, in Year 2, learners also access daily phonics lessons.</p> <p>They develop their comprehension through Rainbow Reading sessions in which 5 reading domains are taught. Texts are selected to support children's knowledge in the wider curriculum.</p> <p>Learners also hear stories being read out loud, developing their knowledge of language patterns, text structures and broadening their vocabulary, in addition to developing their enjoyment. We reread class favourites.</p>	<p>For learners in Key Stage 2 with significant gaps in their phonic knowledge, we continue the daily phonics lessons in The Hive.</p> <p>Children who have not yet secured fluency in the Jolly Phonics programme participate in a daily phonics intervention in which adults address the grapheme phoneme correspondences children are not recognising securely. They also read their Independent Reading book to an adult at least twice a week.</p> <p>During daily reading lessons, we explicitly teach individual reading comprehension skills using our Rainbow Reading approach. Teachers define and explain each skill through modelling during reading aloud and thinking aloud. Background knowledge, vocabulary and grammatical knowledge are addressed.</p> <p>Learners listen to texts being read aloud by adults in a daily story time, continuing to develop their knowledge, and understanding of language and broadening their vocabulary.</p>