

Reading at Dothill Primary School

Planning Inclusive Lessons

At Dothill, reading offers a progression of skills 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 Key Stage 2 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 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 have daily reading with adult support. It is essential that they are reading matched books, so use the Read, Write Inc scheme of phonically decodable books until learners have reached reading fluency. Where learners are having additional intervention to support with phonics, these should be in addition to daily reading, not in place of it.

We make modelled, shared and peer talk core to our reading. Talking through any important background knowledge necessary to understand the text, 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 Comic Sans as our standard 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 explicitly taught new words. Topic-related vocabulary that has been taught 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 code and practise applying it.
- We share the learning objective or reading strategy.
- Teachers model through reading out loud, but also through thinking out loud, explicitly modelling the reader's comprehension processes.

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.
- 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.
- 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 Year 1 .
- Whilst phonics should be the first strategy for common exception words, if learners have difficulty retaining words we consider using precision teaching interventions, flashcards and word recognition games.
- We make available taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.
- Learners have sufficient practice in reading, and re-reading, 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, allow the learner choice in the reading material.
- Use props or guides to support learners to focus on following the print in the text in front of them.
- For younger learners, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding.
- Sharing the reading between the learner and the adult supporting,
- Timetable reading sessions so they are short and frequent.

Teaching Considerations

EYFS	KS1	KS2
<p>To become readers, learners need to know how the letters of the alphabet represent the sounds in words both individually and in combinations, and they need to acquire the skills which enable them to read words through blending these sounds together. In EYFS learners access daily phonics lessons. Phonics groups are streamed, so teaching is matched to learners' individual phonics knowledge. Learners also hear stories being read out loud, developing their knowledge of language patterns, text structures and broadening their vocabulary.</p>	<p>In Key Stage 1, learners are part of daily reading lessons in which they are reading texts closely matched to their phonic knowledge.</p> <ul style="list-style-type: none"> • In Year 1, and if appropriate, in Year 2, learners also access daily phonics lessons. Phonics groups are streamed, so teaching is matched to learners' individual phonics knowledge. • 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 re-read class favourites to help them learn the rhythms and tunes of language. 	<ul style="list-style-type: none"> • For learners in Key Stage 2 with gaps in their phonics knowledge, we continue the daily phonics lessons. • During daily reading lessons, we explicitly teach individual reading comprehension skills (using VIPERS), through defining each skill and modelling during reading aloud and thinking aloud. Learners also need to have background knowledge, vocabulary knowledge and grammatical knowledge. • Learners listen to texts being read aloud by adults, continuing to develop their knowledge, and understanding of language and broadening their vocabulary.