

READING ACROSS THE SCHOOL

FOCUS: EFFECTIVE STRATEGIES FOR PARENTS

WHY DO WE USE METACOGNITION STRATEGIES TO EMBED AND CONTINUALLY DRIVE STANDARDS IN READING IN OUR SCHOOL?

Bloom's Taxonomy

create

Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Bloom's Taxonomy (left) and Metacognition Thinking Prompts (below) help parents and teachers with asking questions that will aid children to think, recall facts, organize their thoughts to give good responses to questions asked (orally or written) and help them to progressively use and apply skills that deepen their understanding of any text in reading and comprehension. We must engage all their senses when reading or listening to them.





WHY METACOGNITION?

THE EDUCATION ENDOWMENT FUND (EEF) RESEARCH TEAM FOUND THAT :

Evidence indicates that the use of ‘**metacognitive strategies**’ – which gets pupils to **think about and think through their own learning**, using and applying specified **task analysis and problem solving skills** driven by questioning what they are learning, to foster deeper understanding – ***‘can be worth the equivalent of an additional +7 months’ accelerated progress when used and guided effectively by teachers*** particularly for disadvantaged pupils. When linked effectively to the use and application of **Bloom’s Taxonomy** the impact can be even more far reaching.

‘Metacognition Strategies engages all the senses in the learning process (seeing, feeling, imagining, noticing, wondering, using and applying, assessing...)’ and so is as effective with younger children as it is with those who are older. EEF 2022

OUR SCHOOL'S EARLY READING PROGRAMME, PROCESS & PRACTICE IS GROUNDED IN THE RWI METHODOLOGY USED FROM EYFS, KS1 TO KS2 FOR THOSE WHO ARE **JUST LEARNING TO READ IN THE LOWER SCHOOL AND **NEW TO ENGLISH** IN ANY CLASS**

- **WE USE THE RWI PHONICS & COMPREHENSION PROGRAMME AS IT HAS PROVEN TO BE VERY EFFECTIVE**
- **PHONICS IS TAUGHT DAILY & SYSTEMATICALLY ACROSS EYFS, KS1(YRS 1&2) & ACROSS KS2 (YRS. 3-5) AS NEEDED**
- **ALL CHILDREN IN THE PROGRAMME ARE ASSESSED REGULARLY TO TRACK THEIR PROGRESSION**
- **ALL ARE GROUPED ACCORDING TO PROGRESS LEVELS**

THE SCHEME IS COLOUR CODED & PROGRESSIVE (RED TO GREY)

- **STAFF TRAINING IS HELD CONSISTENTLY TO BUILD STAFF KNOWLEDGE & SKILLS TO DELIVER THE PROGRAMME**
- **STAFF DEVELOP SOUND RWI UNDERSTANDING, KNOWLEDGE & THE PRESCRIBED TEACHING SKILLS**
- **TRAINING CONTENT AND SKILLS TAUGHT BY THE PHONICS LEAD ARE USED AND APPLIED IN ALL SESSIONS DAILY. KS2 CHILDREN USE THE 'FAST TRACK' APPROACH**

Ditty Stage - reading a few words together

Green Stage

Purple Stage

Pink Stage

Orange Stage

Yellow Stage

Blue Stage

Grey Stage

WHOLE SCHOOL READING PARTNERSHIP WITH PARENTS FROM VIRIDIS TO YR 6

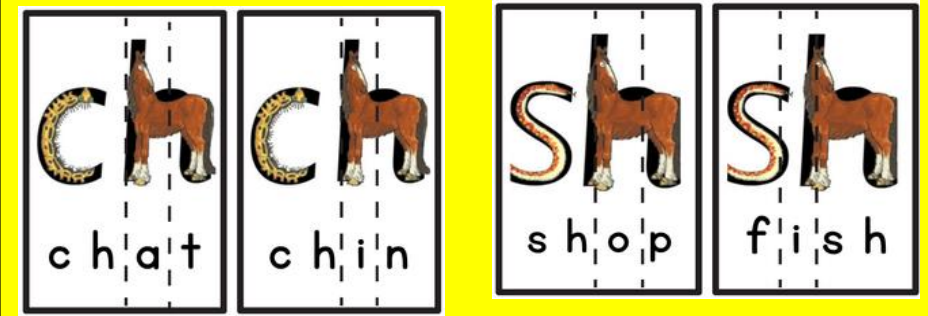
SCHOOL EXPECTATIONS OF PARENTS AS THE FIRST TEACHERS OF THEIR CHILDREN:

- PARENTS OF CHILDREN IN RECEPTION TO YR. 2 ARE ASKED TO ENSURE THAT THEIR CHILDREN ARE DEVELOPING:
- WORD-READING FLUENCY-** CAN RECOGNISE AND READ COMMON SIGHT WORDS RELEVANT TO THEIR AGE AND STAGE

- BLENDING-** HAPPENS WHEN CHILDREN CAN PUT SOUNDS TOGETHER TO READ A WORD ...for example: B-A-T =BAT

at · ·	mad · · ·
sad · · ·	dad · · ·
sat · · ·	mat · · ·

Children learn sound blending using 'Fred Talk'



They also learn blending using 'special friends' such as the 'ch' and 'sh' sounds at the start or ends of words as in sh-o-p = shop and f-i-sh =fish

Red Ditties RED WORDS	Green Band RED WORDS	Purple Band RED WORDS	Pink Band RED WORDS	Orange Band RED WORDS	Yellow Band RED WORDS	Blue Band RED WORDS	Grey Band RED WORDS
I of my to the no put for he	the your said you my I he are of no	the of to I my me go he baby said are you your he	all my the like I've want you call we be no her are of me said he she some be there so washing to	what they do said you the me be want my go he no old are we so was be of all she her	one saw her to go the all was some she be he they watch watches me said my want you school are of small do by wall there what no so your who tall call brother their any fall I'm I've were	any what other two one all her there said could they would want their watch some anyone over who does school once through here son you're why were brother whole humans was small tall	should where were here there call someone who another want walk come what small through any here many son would are other two you said school school mother to they father watch anyone whole water great brother above

WHOLE SCHOOL READING PARTNERSHIP WITH PARENTS FROM VIRIDIS TO YR 6

SCHOOL EXPECTATIONS OF PARENTS AS THE FIRST TEACHERS OF THEIR CHILDREN:

- PARENTS OF CHILDREN IN RECEPTION TO YR. 2 ARE ASKED TO ENSURE THAT THEIR CHILDREN ARE DEVELOPING:
1. **WORD-READING FLUENCY-** CAN RECOGNISE AND READ COMMON SIGHT WORDS RELEVANT TO THEIR AGE AND STAGE

2. **BLENDING-** CAN PUT SOUNDS TOGETHER TO READ A WORD EG. B-A-T...BAT

✓ **SEGMENTING AND
DECODING SKILLS**

**TO ACCESS NEW
VOCABULARY**

WHOLE SCHOOL READING PARTNERSHIP WITH PARENTS FROM VIRIDIS TO YR 6

SCHOOL EXPECTATIONS OF PARENTS AS THE FIRST TEACHERS OF THEIR CHILDREN:

- PARENTS OF CHILDREN IN RECEPTION TO YEAR 2 TO ENSURE CHILDREN ARE DEVELOPING:

- ✓ **WORD-READING FLUENCY-** CAN RECOGNISE AND READ COMMON SIGHT WORDS
- ✓ **BLENDING-** CAN PUT SOUNDS TOGETHER TO READ A WORD EG. B-A-T...BAT
- ✓ **SEGMENTING AND DECODING SKILLS**

TO ACCESS NEW VOCABULARY

- **CHILDREN GIVEN ENOUGH CHANCES TO PRACTISE TO EMBED READING SKILLS DAILY AT HOME**
- **PARENTS TO LISTEN TO CHILDREN READ DAILY TO DEVELOP THEIR FLUENCY: READ-READ-READ.**
- **PARENTS APPLYING METACOGNITIVE STRATEGIES AT HOME TO ENSURE MASTERY AND FLUENCY LEVELS IN READING AT AGE APPROPRIATE LEVELS ARE BEING DEVELOPED ACROSS THE SCHOOL**
- **PARENTS ATTENDING READING TRAINING WORKSHOPS AT SCHOOL TO GET TO KNOW THE CONTENT AND SKILLS BEING TAUGHT AND BEING USED AND APPLIED IN CLASSES DAILY.**

- **PARENTS TO UNDERSTAND WHAT OUTSTANDING READING & COMPREHENSION LOOK LIKE AT THEIR YEAR LEVEL?**
- **ARE CHILDREN BEING SUPPORTED AT HOME TO DEVELOP THEIR FLUENCY IN READING DAILY?**
- **IS THERE A READING TIME IN PLACE AT HOME WHERE READING TAKES PLACE DAILY AT HOME?**
- **IF NOT LET'S DO THIS.**

EYFS PHONICS & EARLY READING PROGRAMME PROCESS & PRACTICE:

Mrs White (EYFS Lead) - Early Reading & Phonics Mentor/Model

- **EYFS USES RWI PHONICS PROGRAMME DAILY**
- **SESSIONS HELD AT 10am EACH DAY**
- **PHONICS LESSONS MOVE AT A PACE AND RATE THAT IS AGE APPROPRIATE**
- **PUPILS GROUPED ACCORDING TO SUPPORT NEEDED TO DEVELOP THE CORE SKILLS**
- **SCHEME IS COLOUR CODED/PROGRESSIVE BUT EYFS MOVES MORE SLOWLY THROUGH THE FIRST 3-4 STAGES**
- **STAFF TRAINING/MENTORING/MODELLING HELD WEEKLY TO BUILD STAFF KNOWLEDGE AND SKILLS WITH DELIVERING RWI PROGRAMME**
- **STAFF DEVELOP RWI UNDERSTANDING, KNOWLEDGE AND PRESCRIBED TEACHING PROCESS /SKILLS**
- **RWI MODEL/TRAINING CONTENT AND SKILLS AVAILABLE ON- LINE USED TO SUPPORT BOTH PUPILS AND PARENTS**

Ditty Stage - reading a few words together

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COMPREHENSION MODEL ACTIVITY USING METACOGNITION STRATEGIES

Theme 1 Weather Report

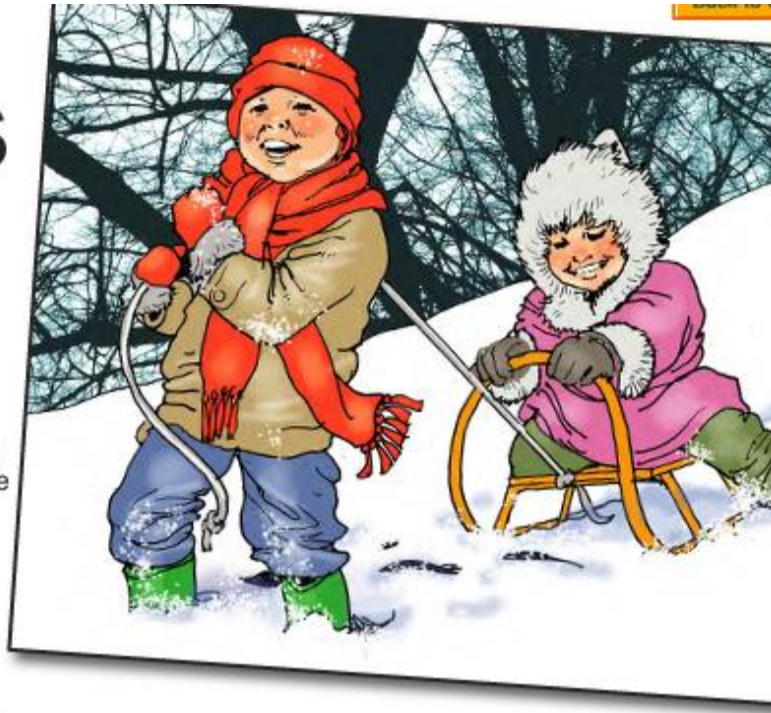
Snow Chaos in Britain

Last winter, heavy snow caused all sorts of problems in Britain.

Many airports had to be closed because the snow fell more quickly than the runways could be cleared. Planes had to be sent to other countries to land. Some passengers were trapped inside planes on runways because they were already on board when the snow fell. The ground crews could not even get the steps back to the planes.

Fresh snow falling on icy roads made them very slippery. People struggled to get to work in their cars because of the traffic moving so slowly and the many accidents. One report told of a man phoning the police to report a jack-knifed lorry on the south bound carriageway of the M6 Motorway when suddenly, another lorry jack-knifed on the north bound carriageway! The road ended up completely blocked.

Hundreds of schools up and down the country were closed because of the snow. Local radio stations were used to inform parents about school closures. Many teachers got stuck on the roads and so were not available to take classes.



One Lancashire headteacher, Roger Wilson, skied to his school when the weather became really bad!

Many families decided to take advantage of the unexpected time off. Parents and children could be seen shooting down hillsides on sledges, making giant snowmen and having huge snowball fights. However, it was reported that swimmers in Budleigh Salterton did not change their plans because of the snow. "I swim in the sea every day of the year," said Mary Waters. "A bit of snow is not going to put me off!"

- What kind of writing is this? **What genre?**
- How do you know? What evidence do you see?
- Can you **recall** the **main features** of a Newspaper Report? **Quickly list main features**
- "What does '**Snow Chaos**' make you think? Discuss with a partner ... then share your thinking
- Can you find any **words** or **sentences** that indicate that there was '**chaos**'? List 3 examples from the text
- Now **look at the picture** what are you noticing?
- **Explain how the picture tells a different story** to the headline
- **I'm wondering** why the author chose that headline?....
- **What do you think?**



HOW ARE WE GETTING ON WITH READING AT HOME? DISCUSS & SHARE. LETS ASSESS WHERE WE ARE& WHERE WE NEED TO BE

• **HOW OFTEN DO YOUR CHILDREN READ AT HOME?**

• **DO YOUR CHILDREN GET QUALITY TIME TO READ DAILY?- NOT HOW LONG- BUT HOW WELL THE READING TIMES ARE STRUCTURED, LED AND MONITORED**

• **DO YOU TAKE THE TIME TO READ TO AND WITH YOUR CHILDREN?**

• **TO LISTEN TO YOUR CHILDREN READING?**

• **WHY SHOULD WE NOT JUST SAY GO AND READ TO A CHILD?**

• **DOES YOUR CHILD HAVE ACCESS TO BUG CLUB? PLEASE CHECK?**

• **WHAT DOES YOUR CHILD'S BUG CLUB ENGAGEMENT LOOK LIKE ONLINE?**

• **BUG CLUB HAS E-BOOKS FOR EVERY AGE GROUP TO READ ON-LINE AT HOME**

• **PARENTS SHOULD BE CHECKING :**

✓ **IF THEIR CHILD IS ON BUG CLUB**

✓ **WHAT LEVEL OF BOOKS THEIR CHILDREN ARE ON**

✓ **IF THEY HAVE BEEN GIVEN BOOKS APPROPRIATE TO THEIR AGE AND READING ABILITY**

✓ **HOW OFTEN WORK ON BUG CLUB IS DONE AND MONITOR THEIR CHILDREN'S LEVELS OF ENGAGEMENT?**

ENGLISH LEAD'S ACTIONS- Miss Baptiste

- **LOWEST 20% IN ALL CLASSES CONTINUE TO BE SUPPORTED VIA BESPOKE INTERVENTIONS TO BUILD READING SKILLS DAILY-ADAPTIVE TEACHING IS APPLIED HERE**
- **HIGHEST 20% ARE FURTHER STRETCHED AND CHALLENGED DAILY ...ALTHOUGH WE CHALLENGE EVERY ABILITY GROUP DAILY-GIVE THIS GROUP FURTHER CHALLENGE**
- **WE WILL CONTINUE TO DO TOE-BY-TOE WITH PUPILS WHO NEED THIS INTERVENTION (MID-PHASE, EAL, LOWEST 20% BOYS & SEND ETC)**
- **WE NOW BUY IN TO RWI COMPREHENSION SCHEME FOR KS1 AND LOWER READERS IN YEARS 1, 2, 3 AND 4. WE WILL CONTINUE TO USE CLASS NOVELS TO DRIVE READING FLUENCY**
- **WE CONTINUE CARRYING OUT READING ASSESSMENTS TO IDENTIFY THE READING AGE OF ALL PUPILS FROM YEAR 1-6. THEN PLAN OUR NEXT STEPS BASED ON OUTCOMES**
- **EYFS &KS1 WILL CONTINUE TO SEND HOME BOOKS &RWI CONTENT COVERED IN EYFS AND KS1 TO FACILITATE PARENTAL PARTNERSHIP WITH READING & CONTINUE LIBRARY VISITS**
- **WE HAVE STARTED A YEAR 5&6 BOYS' READING CLUB ONCE PER WEEK TO CLOSE THE GAP BETWEEN THE GENDER GROUPS AT THIS LEVEL WITH THE INTENT TO ROLL THIS OUT FOR OTHER YEAR GROUPS IN SUMMER 1 &2 2025**
- **WE WILL BEGIN AWARDING PUPILS AGAIN WITH CERTIFICATES FOR READING – IN CLASS AND IN ASSEMBLY TO BOOST PUPILS INTEREST IN THIS AREA GOING FORWARD**