

## Delta Reading Strategy

### Aims:

- To ensure that ALL children across the trust have access to challenging, quality, age-appropriate texts.
- To provide a consistent approach in the teaching of reading comprehension skills. (Word Reading skills are taught IN ADDITION to this strategy)
- To develop 'depth' in pupils' responses to their reading.
- To ensure that ALL children are being exposed to rich and varied vocabulary.
- To provide a clear structure for teacher's delivery of reading which ensures full curriculum coverage and a progression of reading skills across all Key Stages.
- To ensure that reading is given sufficient curriculum time across the trust.
- To develop a common framework to allow for better collaboration between academies across the trust-building the capacity to improve.

### To ensure that ALL children across the trust have access to challenging, quality, age-appropriate texts.

Texts have been selected from Exemplar units from Ros Ferrara literacy consultant, research and criteria based selection process. The next texts will be discussed and evaluated at year group meetings and a group of volunteer teachers will create the next skeleton plans.

### To provide a consistent approach in the teaching of reading comprehension skills. (Word Reading skills are taught IN ADDITION to this strategy)

Many schools were teaching reading very differently across the Trust however ALL schools felt that reading was a key area for development for staff. The approach sets a high standard and expectation of comprehension skills in each year group. It does not however, teach word reading- all schools have ensured provision for this in ADDITION both at KS1 and at KS2.

### To develop 'depth' in pupils' responses to their reading.

Traditionally, reading comprehension has been delivered by asking the children lots of questions from each content domain for reading. With this approach teacher's focus on one domain (or skill) and develop it in more depth mirroring the mastery curriculum approach that has been successful in maths

### To ensure that ALL children are being exposed to rich and varied vocabulary.

Many pupils who struggle with reading, often find themselves reading low level, reading scheme books. Yet these are the pupils who often need to make accelerated progress! This strategy ensures that these children have access to books which they may not necessarily be able to read for themselves, but which will develop their vocabulary and comprehension skills as well as their desire to read.

**To provide a clear structure for teacher's delivery of reading which ensures full curriculum coverage and a progression of reading skills across all Key Stages.**

Many teachers across the trust were feeling vulnerable in their teaching of reading they were acutely aware that children were not consistently achieving well in reading. This strategy gives them a clear structure and skeleton plan to work their way through the text. Each year group's plan increase in complexity so it ensures a clear and consistent progression of skills.

**To ensure that reading is given sufficient curriculum time across the trust.**

All classes will have a 30 minute reading comprehension session (using the set texts). In addition to this, KS1 may also have a 20-30 minute session which is more like a traditional 'Guided Read' where pupils read a book which is at their reading level in order to apply their decoding skills learnt in phonics. At KS2, for those pupils who are working below ARE, it is also expected that provision is made for these pupils to read a stage appropriate text to develop their fluency and independence.

**To develop a common framework to allow for better collaboration between academies across the trust-building the capacity to improve.**

Some academies within the trust there are many pockets of excellent practice. Termly year group meetings will ensure that this is shared trust-wide so that all schools can move forward quickly. Clusters of schools will be asked to organise year group moderation meetings.

Already children are animated about their reading – it was a feature of the reports of last two inspections we have had and this was reinforced by leaders, teachers and most importantly children

Although still in its early infancy, the feedback from schools about the strategy has been extremely positive. In the schools visited so far, there is a marked difference in pupils' reading response books already.