

CASE STUDY OF EFFECTIVE PRACTICE IN READING

NAME OF SCHOOL: ARK CONWAY; READING CONTACT: HANNAH BRIDGES, ENGLISH AND UPPER KS2 LEAD

THE CORE CURRICULUM	PERSONAL DEVELOPMENT
KEY COMMENT <ul style="list-style-type: none">- The fluency diagram I have created shows how we separate decoding from comprehension. Actually, both elements are key components in literacy. We link fluency to:<ul style="list-style-type: none">reading for pleasure,being read to,having conversations about texts, genres and authors.	KEY COMMENT <ul style="list-style-type: none">- We have built our parents confidence as well as our reading initiatives by inviting children who are in the year groups that have not returned to school to come in weekly to have a story read by their class teacher. It took us a while to get the story time going for each class. We had to think outside the box! Parents were clearly worried in the beginning, but our numbers have significantly increased as the time went on.
TEACHING AND LEARNING	SAFETY AND SAFEGUARDING
KEY COMMENT <ul style="list-style-type: none">- Children in Years 4, 5 and 6 have been given a valuable resource to encourage them to develop their language comprehension skills as they read for pleasure. We deliberately bought Moleskin journals for them to encourage them to name the value we all want to attach to what is read and then written about. We have scaffolded the responses they make with our sets of questions to help them use word meaning and information retrieval, inference, evaluation and application, and analysis skills.	KEY COMMENT <ul style="list-style-type: none">- During lockdown we used technology to keep all of us safe but still reach out to pupils to encourage reading and positive reading behaviours. We were able, by telephone to keep in touch with pupils and encourage them to read to us and talk about their reading.- These telephone conversations with children were very important to us. They were called pastoral calls, because they enabled us to find out how well children and their families were doing, but also had the agenda of developing reading.

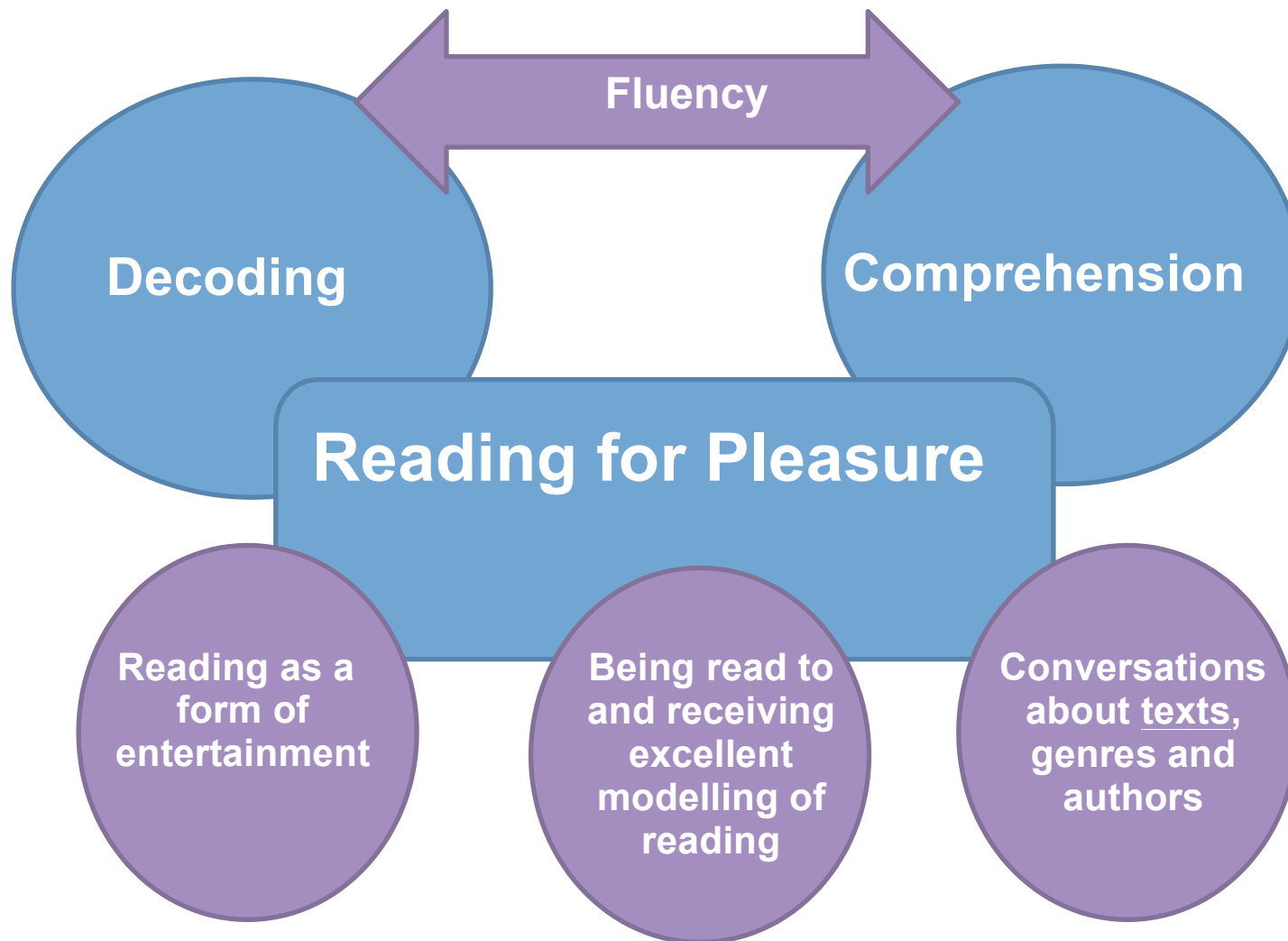
FURTHER DETAILS ABOUT READING DURING LOCKDOWN AT ARK CONWAY

Reading focus	Comment from the school
<p>Identifying the challenges with remote learning for our own school cohort.</p>	<p>Our school identified a number of issues that might have hindered the smooth move from school based to remote learning in reading. Disadvantaged children and those who do not speak English as a first language were particularly affected. Some of the challenges included:</p> <ul style="list-style-type: none">- Families who owned very few books and so these children did not have access, or had very limited access to appropriate texts.- Often linked to the lack of books is that some of our younger children are not regularly read to at home.- A number of our parents do not speak English as a first language, so reading can be difficult here. Often parents do not read to children in their own community language either.- At home, children can be easily distracted from reading. We felt that children would suffer from the lack of whole class discussion around key books. This was particularly the case around book recommendations from their own friends and school staff.- Children regularly read in school. We thought that the lack of reading practice at home would limit their developing fluency, or make fluency already achieved weaker. When more effort is needed to read, this can lead to less enjoyment.
<p>How did we shape reading during lockdown to deal with the identified challenges?</p>	<p>Right from the start we regularly kept in touch with children and their families. We made pastoral calls that included hearing children read. We spoke about books when we called them.</p> <p>Even before lockdown, we had already linked children to the LBHF e-library. This enabled them to have free access to high quality children's reading materials.</p> <p>We uploaded our own teachers reading audio books and videos of them reading picture books to Google Classroom. We have encouraged children to 'read along' with these recordings. Additionally, we have invited children to make comments about the material they have read. A teacher checks the uploaded comments to make sure they are suitable for all the children to read before they are made public on the e-feed.</p> <p>We had a competition to encourage children to choose books by voting for their favourite author.</p>

Reading Provision During the COVID-19 Pandemic

Hannah Bridges
English Lead and
UKS2 Teacher

**What are your strategies for
developing a love of reading?**



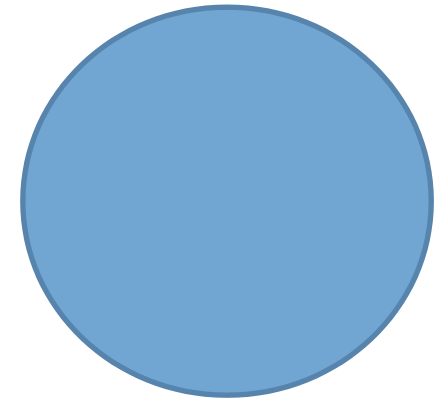
Challenges

- **Children not having access to texts at home.**
- **Parents not able to read with children at home for a variety of reasons (working from home, other children to care for, bereavement among the reasons)**
- **Home language for many children is not English-
parent misconception that texts/stories should only be heard in English.**
- **Distractions from reading.**
- **Inability to come together as a class to share a story and discuss.**
- **Less or no opportunity to recommend/get recommendations from peers and from staff.**
- **Lack of reading practice leads to decrease in fluency, therefore more effort needed to read and comprehend, risks becoming a chore.**

During School Closure

- **All children read to their teacher once a week over the phone, during pastoral check in.**
- **Conversations about books (that would normally take place in school built into weekly pastoral call – particularly effective in KS2.**
- **Link and instructions sent out to all parents for how to sign up to Hammersmith and Fulham e-library. Encouragement to do this from class teacher where needed.**
- **‘Audio Books’ and ‘Read Along Picture Books’ created by all class teachers. KS1 – picture book per week, KS2 – chapter or two per week.**
- **‘The Ultimate Children’s Author’ ... knock out style tournament on Google Classroom, where children are given a choice of two authors and must virtually vote for their favourite.**

Read Along – KS1



comments ✕

22 May
can we do "Herbert the fox" next time

Add class comment...

The class teacher reads a story:

<https://www.youtube.com/watch?v=DgJR2hJUn4g&feature=youtu.be>



Audio book – KS2

Comments



[Redacted]

It's amazing when will you post the next part?

[Redacted]

This was soo exciting! I can't wait to hear more. By the way I think I know who the person is 😊😊

[Redacted]

I'm glad you like it guys! Next episode is coming today!

[Redacted]

THAT WAS AWESOME

[Redacted]

I can't wait for the next episodes

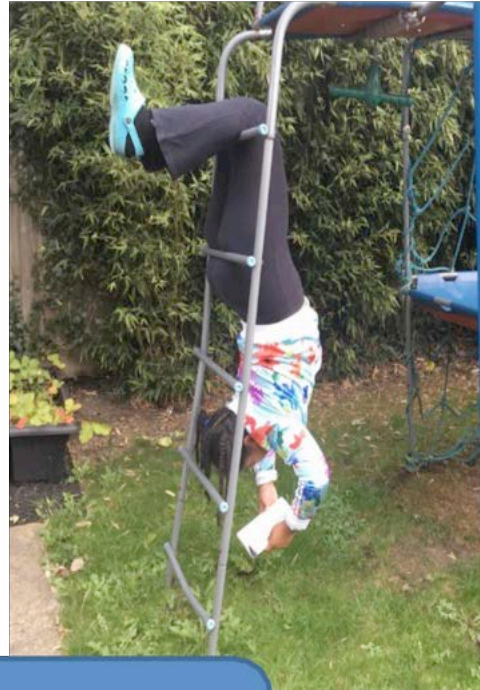
[Redacted]

I think the person is uhhh the cold lady from the bus part

Add class comment...



Get caught reading competition



Where do you like to read?

Reopening

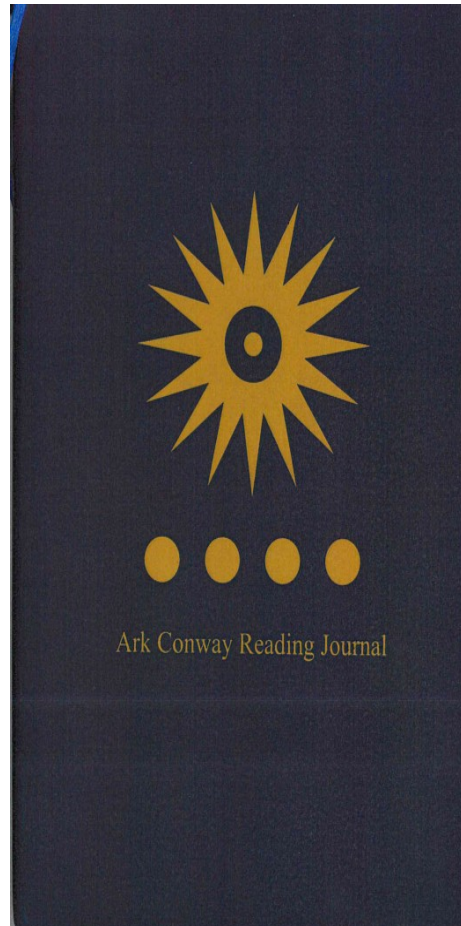
R, Y1, Y5, Y6

- Shared reading time at least three times a day – non negotiable. Y5 and 6 to be able to follow along at least once a day.
- 1:1 reading with teacher or co-teacher at least once (and ideally twice) a week.
- Waiting lists
- Getting caught reading revived.

Reading Journals

What should I write in my DEAR journal?

BRONZE	1. Explain what you can infer about a character in your book. Use evidence and analyse it in your answer. (KS2 content domain 2d)	2. Imagine a character in your book was a colour/building/type of weather/animal. Explain what they would be and why. (beyond KS2)	3. Make a prediction about what you think will happen in your book next. Try to justify your prediction using evidence and analysis. (KS2 content domain 2e)
SILVER	4. Explain what you can infer about the atmosphere created in your book. Use evidence and analyse it in your answer. (KS2 content domain 2d)	5. What was the most important moment from your book today? Explain why you think it is important in terms of the rest of the book. (KS2 content domain 2f)	6. Imagine a character in your book was a meal. Write either a menu or a recipe, explaining why you have chosen each ingredient. (beyond KS2)
GOLD	7. Find an example of powerful words or language techniques. How has the writer used them to create a particular feeling or impression? Use evidence and analyse it in your answer. (KS2 content domain 2g)	8. Explain how one of the characters in your book has changed and suggest why this has happened. Use evidence and analyse it in your answer. (KS2 content domain 2b)	9. Imagine your character has been transported to a different time period, either before or after the book is finished. What do you think they would be doing and how would they feel? (KS2 content domain 2d)
PLATINUM	10. Explain what you think the writer's message is in this book. Use evidence and analyse it in your answer. Do you agree with their message? Is there more than one? (KS2 content domain 2f)	11. Explain how the events in your book link to any other books you have read and why. (KS2 content domain 2h)	12. Find an example of conflict in your book. How does this moment create conflict? Why do you think the writer chose to do this? (KS2 content domain 2g and beyond KS2)



Word Meaning and Information Retrieval	Inference	Evaluate and Apply	Analysis
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I read pages 139-146 of Inkspell by Cornelia Funke.

Question 2

If Farid was an animal then I think that he would be a baby fox. This is because a fox is very sly and steals things and kills other animals. Farid knows how to persuade people to do what he wants. In the book he came from (101 Arabian Nights) he was taught to and made to steal and although he can't kill people he can still hurt them pretty badly. However he still can't do everything and follows Pasteringer around like a stray dog and still needs a bit more help which is why he is a baby fox.

For those who have not yet returned

- In the summer term, we have continued with all the provision that was available during lockdown.**

- Years 2, 3 and 4 invited into the school playground for half an hour to listen to their class teacher read to them (socially distanced). Parents are welcome to attend with their child.**



