



Kings' Academy Brune Park Principles of Reading and our Reading Toolkit

We know how important reading is to our students' future life chances and happiness. As a consequence reading has been a significant part of this school's CPD over the last two years. We are fully committed to every teacher being a teacher of reading. The following toolkit has been created, taught and revisited to ensure all our colleagues have the skills necessary to support students in their understanding of text and in the improvement of their reading ages.

Strategy	Explanation
Direct instruction of tier 2 and tier 3 vocabulary	Define the words. Identify prefixes, suffixes and root words to build understanding. Practise saying the words to get pronunciation right. Read the words in context. Practise using the words both verbally and written. Plan for retrieval activities to ensure students remember and can use the words.
Pre-teaching vocabulary	Identifying words, both tier 2 and tier 3, that might inhibit the understanding of a text and ensuring students know what they mean before they encounter them in a text. This might be the first time students have encountered such words or a reminder of meanings.
Find the morphemes	Every word has a meaning behind it. Each part is a root word with a link to either Latin or Greek. Knowledge of this will allow you to find out more about words you are unfamiliar with and build schema.
Modelling fluent reading	The teacher reads texts aloud to the students. Reading aloud enables students to access, understand and enjoy texts beyond their ability. Teachers provide a role model of expressive reading. It widens students' vocabulary and supports comprehension and improves background knowledge. It creates 'texts in common' to build a reading community and most importantly it ensures that students who struggle with reading have access to quality texts and the full curriculum.
Checking for understanding and comprehension	Before reading: • Asks questions about a text • Activates prior knowledge • Makes predictions During reading: • Monitors understanding • Makes connections within and beyond the text • Makes mental models of the text • Updates and makes new predictions After reading: • Clarifies understanding of the text



	• Revisits and revises predictions • Asks further questions • Reflects on their own reading
Dual coding	Texts can be coded through the use of infographics, widget or visual images to support understanding and remove barriers to decoding.
Decluttering	Texts, slides and materials need to be accessible. By removing unnecessary information and words this supports access.
Skimming and scanning	Modelling and supporting students to skim and scan for the 'very important parts' of the text supports understanding and supports decluttering thoughts and responses to texts. It also ensures the focus is on comprehending a text.
Echo reading	Where a text is read out and students repeat it back, this could be in unison or in a small group again.
Reciprocal reading	Using the following key elements: prediction, clarifying, questioning and summarising, will give students a great opportunity to interrogate and actively engage in a text and discussion of its meaning. If students can successfully do this they will have a strong understanding of what the text is asking of them.
Effective use of reading data	Data on our students to support our understanding of their reading ability and specific reading needs
Readability of texts	An awareness of the reading age of the text and the complexities readers will face when approaching it. Students will often be exposed to texts above their reading abilities but our reading strategies will ensure they can access the content and meaning. We should not be giving our student texts that are lower than their chronological age, we need to scaffold the text to make it accessible.