

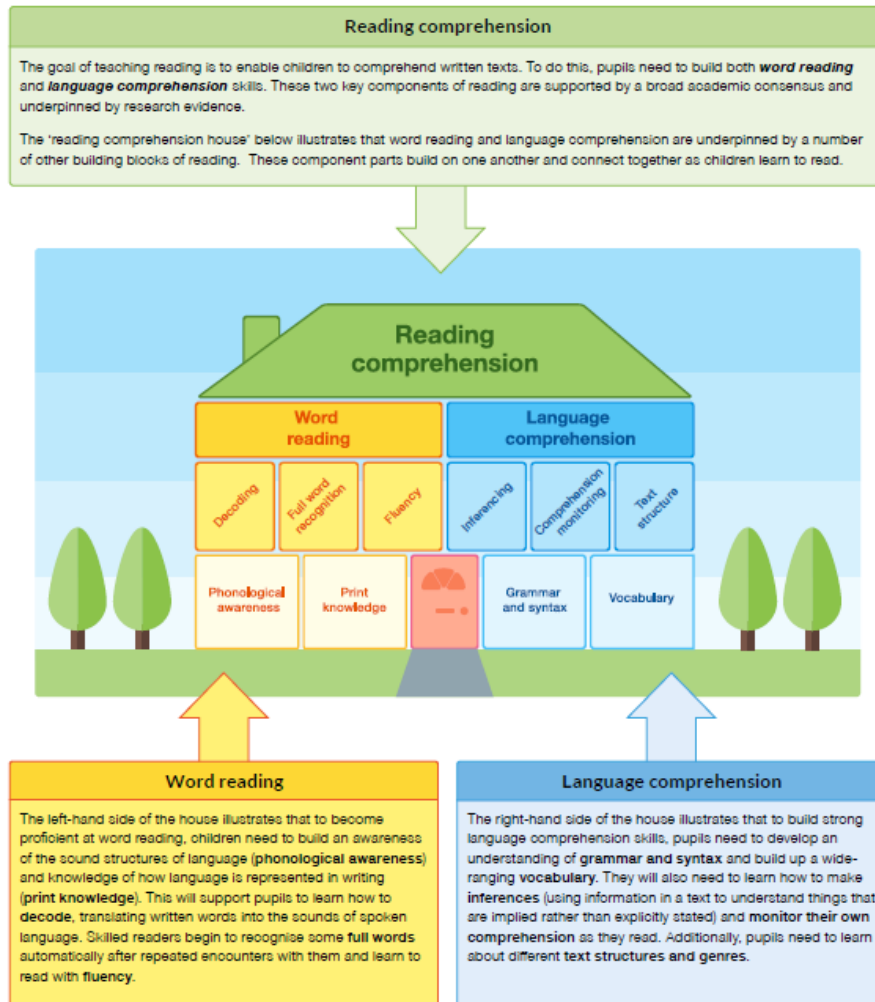
## Reading Rationale—CJS

At Crofton Junior School, we passionately believe that reading is the gateway skill that makes all other learning possible., thus we are committed to enabling our children to become lifelong readers. We recognise the importance of taking a consistent approach to the teaching of reading, in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher, as well as supporting those pupils with additional needs so that all pupils are ready for the next stage in their education.

Early identification of any reading difficulties is essential to ensure every child is given the opportunity to catch-up and subsequently, keep up and be the best reader they can be. In order to do this, in Year 3 we:

- Have strong transition links with the Infant School who inform us of any pupils working below age expectations in reading or who have a specific reading difficulty or need.
- Baseline all children during Autumn 1 to ensure we have a complete picture of a child's reading ability. This includes: STAR assessment, fluency assessment and the undertaking of a KS1 reading assessment.
- Little Wandle Rapid Catch-up or SEND assessments are also completed for any children who come into Y3 working below the expected standard (B or WTS), who failed their phonics screening check or who only just passed the screening check.
- Work closely with the SENCO to ensure any reading interventions are in place and inline with recommendations from professionals.

The early identification process allows us to put into place targeted interventions and support in order to help pupils develop their reading and catch-up. This process is also used for any pupils new to our school.



The Reading Comprehension house is a useful tool in helping to identify areas of need and thus appropriate action going forward.

The flowchart on the following page breaks down current interventions and actions.

Pupil identified as having reading difficulties.  
Refer to reading co-ordinator (if they have not already been identified)

Class teacher to consider assessment data and listen to pupil read

Blending / fluency difficulties

Comprehension difficulties (reading age in line with chronological age and passed phonics check)

Little Wandle Rapid Catch-up or SEND assessment

English sessions to be used to focus on areas of difficulty

Phonics need identified.

No phonics need but fluency issues

Additional support available:

- Little Wandle fluency and comprehension intervention.
- Priority reader

Phonics intervention (Little Wandle)

+

Little Wandle Fluency Intervention

If progress is not being made, refer to SENCO.

SENCO to refer to LSS for further guidance.

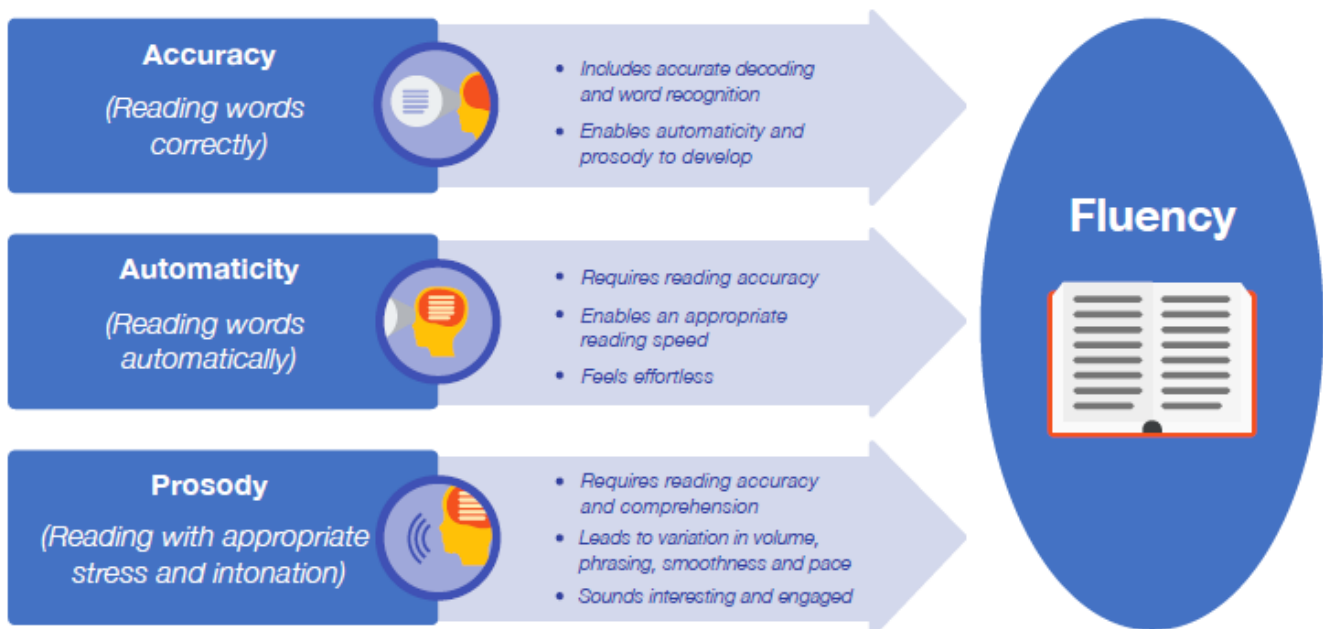
Ensure any child with reading difficulties is a priority reader

## Appendix A: Guidance on Fluency

Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

There are no quick ways to develop reading fluency and most pupils will benefit from being explicitly taught and being encouraged to practise. The following approaches are well supported by evidence:

- guided oral reading instruction—fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback; and
- repeated reading—pupils re-read a short and meaningful passage a set number of times or until



## Appendix B: Fluency Rubric

### Assessment Tool

	Expression and volume	Phrasing	Smoothness	Pace
<b>4</b>	Reads with <i>good expression and enthusiasm throughout the text</i> . Varies expression and volume to match his or her interpretation of the passage.	Generally reads with <i>good phrasing</i> , mostly in clause and sentence units, with adequate attention to expression.	<i>Generally reads smoothly</i> with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at <i>conversational pace</i> ; appropriate rate throughout reading.
<b>3</b>	Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a <i>mixture of run-ons</i> , mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	<i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.	Reads with an <i>uneven mixture of fast and slow pace</i> .
<b>2</b>	<i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences <i>several 'rough spots'</i> in text where extended pauses or hesitations are more frequent and disruptive.	Reads <i>moderately slowly</i> .
<b>1</b>	<i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language.	Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .	Makes frequent <i>extended pauses, hesitations, false starts, sound outs, repetitions, and/or multiple attempts</i> .	Reads <i>slowly and laboriously</i> .