

# Reading

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.



Intent: We aim to...

- Foster a love of reading through listening to and interacting with a variety of literature, non-fiction and poetry.
- Provide children with necessary life-long skills to ensure they can read confidently and with a secure understanding.
- Provide opportunities for reading for meaning and for pleasure, including engaging with parents and visitors.
- Ensure that reading is a transferable skill so that all children can access the wider curriculum.
- Develop a consistent approach to the teaching of reading to ensure all children reach their full potential.



Implementation: How do we achieve our goals?

At Crofton Junior School, we view reading as an entitlement for all. Simply put, it is the key to academic success. We have ensured reading is at the heart of our curriculum so that pupils can see that reading is a transferrable skill which will benefit them in all areas of the curriculum. At CJS, pupils read within and outside of reading lessons and this can be defined by three key areas:

READING FOR PRACTICE

READING FOR MEANING

READING FOR PLEASURE

## READING FOR PRACTICE: Learning to Read

### A phonics-first approach

At Crofton Junior School, we have chosen to use a DfE validated synthetic phonics programme: **Little Wandle Letters and Sounds Revised** alongside phonetically decodable reading books matched to the abilities of the pupils using **Collins Big Cat** books. This programme is used for those pupils who require support to catch-up in this area. Please see our rationale and phonics on a page document for more information.



### 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. Our whole class guided reading sessions will focus on fluency if this is deemed as a need of the class. Teachers will use the fluency assessments (undertaken 3x a year) to determine if fluency is a whole class need or just required as a small group intervention. If fluency is a whole-class need, this will be the focus of the whole class guided reading sessions (twice a week using the 6P's: performance reading).

## READING FOR MEANING: *Reading to Learn*

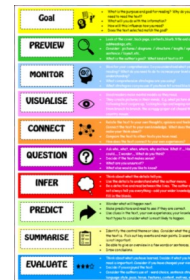
### Three-phase model

At Crofton Junior School, our English curriculum follows the **three-phase model**, centred around a **driver text**. Within a unit of work in English, the first phase (the READ phase) ensures pupils have the opportunity to engage with the driver text and the text type being studied. This is taught through shared and independent reading. The reading skills taught in the shared reading sessions are usually appropriate to the age of the children rather than their reading ability. However, the teacher will ensure that children of all reading abilities will be able to engage with the text and immerse in 'Book Talk'. This also allows pupils to make the necessary links between reading and writing.

### Comprehension

A key purpose of the English lesson is to help pupils to draw on their background knowledge to construct a coherent mental model of what they are reading or listening to.

Teachers utilise the **Big 10** reading skills within reading lessons to support pupils in developing their comprehension skills as they make these skills visible and explicit.



### Vocabulary development

High quality texts and passages are chosen in all reading lessons appropriate to the expectations of the year group or the children. New vocabulary is always identified, explored and developed. Teachers will often focus specifically on Tier 2 words (high-frequency words for mature language users) so that these can be used repeatedly and widely across the curriculum.

Explicit vocabulary teaching is also done within the wider curriculum (see knowledge organisers).

## READING FOR PLEASURE: *Reading for Enjoyment*

### Independent reading

At CJS, we are a **Renaissance Champion School**. We use the **Accelerated Reader programme** in order to motivate, monitor and manage pupil's independent reading practice. Following a quick, online assessment, teachers know the range of books a pupil can read independently. All children then have the autonomy to choose their own reading books; fostering independence and a love of reading. After reading a book, pupils complete a quick quiz (between 5-10 questions) which allows teachers to monitor comprehension and provide support and feedback where appropriate.

### Home-school partnership

Reading is an important part of our school homework policy. All children read 3x per week and this is recorded on "Boom Reader". This is monitored weekly.

### Access to high-quality books

We ensure pupils have access to high quality books by:

- working in conjunction with the School Library Service to regularly refresh book stock and provide termly books linked with the wider curriculum.
- Having a well stocked, tidy and accessible library and ensuring purchase of new books every year.
- Having a reading for pleasure book spine ensuring the children are also read to by an adult on a weekly basis.
- Having a weekly visit to the school library.
- Having books available in the classrooms.



Impact: How will we know we have achieved our aims?

By engaging in and listening to high-quality texts, children display enthusiasm for reading and choose to read for pleasure, immersing themselves in the world of books.

As we believe reading is the key to all learning, the impact of our reading curriculum goes beyond the results of statutory assessments, and essential skills allow pupils to transition to secondary school

Children read in other subject areas and as a result their skills and knowledge are enhanced and their understanding of the wider world increases.

A high number of children achieve the expected standard or higher, and through targeted support, those with reading difficulties are supported to catch up.