



Park Junior School

Reading Strategy

“Together we make a difference.”

“If you don’t like to read, you haven’t found the right book.”

–J.K. Rowling

“Reading should not be presented to children as a chore, a duty. It should be offered as a gift.”

Kate Dicamillo

We read as readers.



Our Vision

Reading is a high priority area of our English curriculum at Park Junior School. Reading is a fundamental skill, used to stimulate children's imaginations and learn to acquire a love for books. A centralised aspect of our Book-Led Curriculum across the school, reading influences the thoughts, feelings, and emotions of all of our learners. We carefully monitor the children’s reading and encourage parents to be fully active and engaged with us in this in order to support their child’s ongoing development.

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Implementation

Reading is not only celebrated in classrooms here at Park Junior School. Around school, you will find displays which challenge readers and engage them in reading a wider variety of text – with ‘What does your teacher read?’, ‘Banned Book’, ‘Author of the Week’ or ‘What have we been reading’ displays. At Park, we celebrate reading throughout every phase in the school: we offer a book-led curriculum across all phases, every class has a reading area, we have in class reading awards which are celebrated termly with a book voucher, and we read to our class daily. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, Book Fairs, and sponsored reading events to further enrich our English curriculum.

Each week classes will have four dedicated reading sessions where skills are taught as well as the use of reading throughout other curriculum areas (included in NPAT planning) and the actual English lessons. Our reading sessions utilise a wide range of ideas and resources to engage and enthuse pupils in language and text.

Reading sessions take place between 9:15 and 9:45 in a discreet session with a teacher or teaching assistant. If children are working below their chronological reading age, targeted intervention and support is put in place. Children in all classes still have access to story time and have a class book for a sustained period: this ensures that reading is correctly modelled to children as well as giving them the opportunity to enjoy being read to! Each term, we display a list of the class text being read, on the school website, so that pupils and adults can talk about this.

At Park Junior, we use Reading Owl reading scheme to support our children in developing their reading skills. The books are levelled according to their stage of difficulty, providing children with a challenging reading experience which also allows them to use their developing phonic and whole word knowledge to read independently and fluently. The scheme comprises of a mixture of Fiction, Non-fiction, and Traditional tales, which allows children to experience a variety of texts. These texts are used for fluency focus and children must demonstrate clear fluency and understanding to be able to move to a new text.

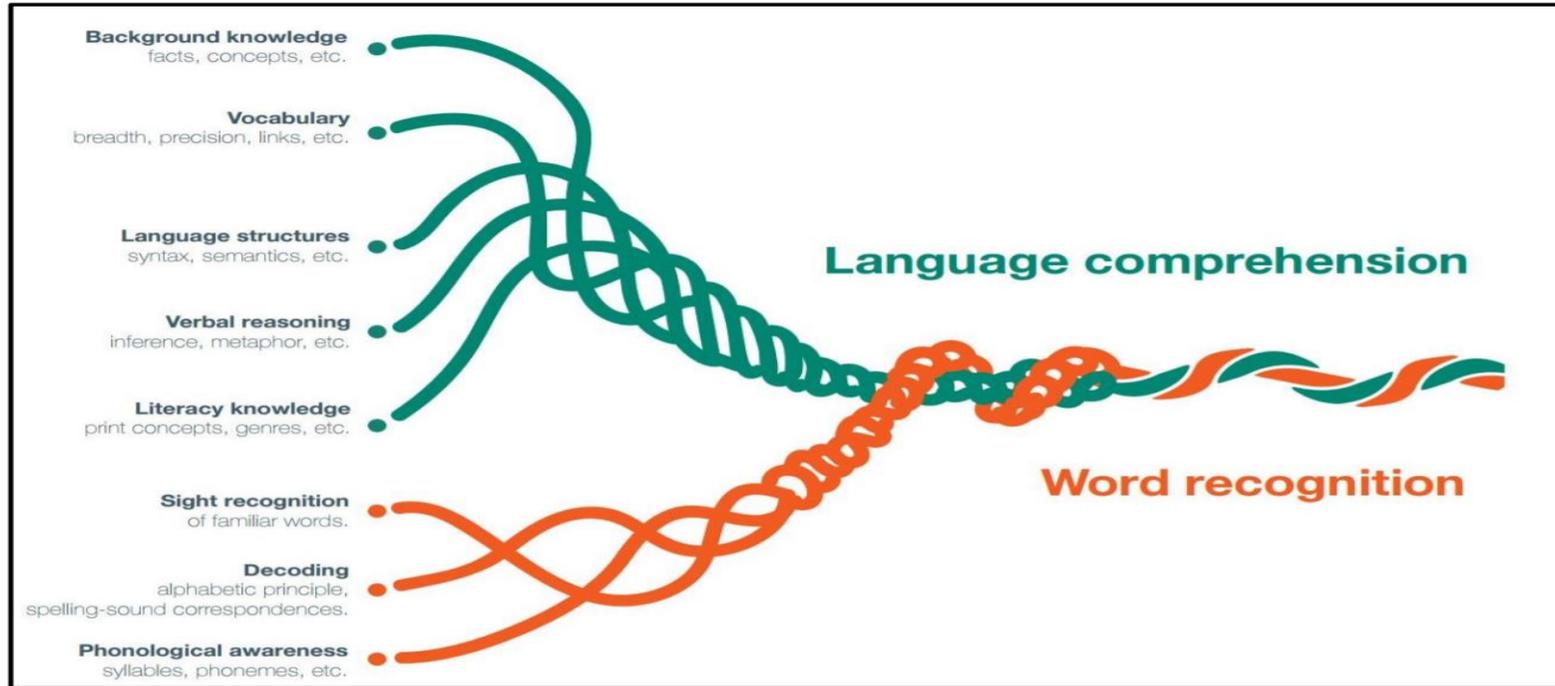
Teams reading App is also used for fluency, allowing children to read aloud and teachers to hear their accuracy. It also provides fluency/accuracy feedback data, which can be tracked over a period of time, comparing progress for a single child or across the whole class.

Teachers will follow the programmes of study for reading at Key Stage 2, which consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that teaching focuses on developing children’s competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both decoding and sight recognition of words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Our rigorous phonics programme will ensure that children are equipped with the skills needed to achieve this. Good comprehension draws from: linguistic knowledge, knowledge of the world, high quality discussion and experience of a range of genres.

Teachers may find it useful to refer to the Scarborough Rope Model to consider the elements of each dimension:



1:1 Reading

It is imperative that children have time reading with an adult in a one-to-one situation. Particularly those children who do not have this opportunity at home. For these sessions we will:

- Sit side by side and (where possible) have a copy of the book each.
- Use the reading ruler to follow the text, still allowing us to read on.
- Manage the struggle, but also support when necessary, using the language of RWI.
- Re-read sentences or paragraphs to gain meaning when words have been decoded.
- Discuss the text with open questions, allowing children to ponder questions of their own.

RWI at Park Junior School

When pupils enter Year 3 (or are new to school), they are assessed in their 'pure sounds' and phonetic knowledge using the RWI assessment. Pupils are then grouped accordingly, those who do not require RWI will be taught reading fluency during their reading lesson. Our highly skilled TA's take small groups of pupils, following the RWI scheme with fidelity. These sessions take place four times a week for 30 minutes, with additional recaps in class as necessary. This has proved successful, aiming to move the majority to fluency teaching by October half term and the rest by Christmas. The use of RWI is also incorporated into every class, using common language and staff encourage the use to enable children to complete their work: supporting spelling, reading, and writing, providing the small steps needed to progress.

Language Acquisition & Vocabulary Development

"A broad vocabulary is integral to children accessing all areas of the curriculum. Vocabulary research indicates that direct instruction in vocabulary can increase vocabulary and comprehension." (Beck, 2004).

To develop our children's vocabulary, teachers identify Tier 2 and 3 vocabulary to explicitly teach through direct instruction. Opportunities to re-visit and retrieve taught vocabulary are planned throughout the English sequence. Children are also taught strategies to unpick unfamiliar vocabulary including morphology and etymology.

Direct Instruction Approach

1. Identify specific Tier 2 words from a text/topic when planning.
2. Read the word to the children.
3. Children repeat the word.
4. Give a pre-prepared 'friendly' definition of the word (you may use a picture or object in addition, if appropriate). Teacher and children have vocabulary cards and these are used to 'push out' the words for additional practice.
5. Share the word in a pre-prepared sentence.
6. Place word on display/working wall with its definition.
7. Share three examples of linked words or ask children to think of three. E.g., if the word is 'explain', you could share explained, explaining, explanation. Including prefixes and suffixes.
8. Investigate the etymology and morphology.
9. Use – Orally
10. Use – in written form

We endeavour to ensure we provide our pupils with a 'language rich' environment, which ensures we have a wide range of texts displayed around our school, to correlate with our wider curriculum. We are creating word curious children. We work closely with a range of book fairs in raising the profile of reading to ensure we share the importance of reading with our parents, carers, and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of 'tricky' language across the whole curriculum through the use of our knowledge organisers and working walls. This allows for the investigation of meaning, antonyms/synonyms and prefixes/suffixes.

At Park Junior School, we aim to share our vision of high aspirations for all our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

Reading Lesson Expectations:

- Phonics Autumn term recap of pure sounds (all years)
- Word reading (decoding)
- Reading rulers (two feet on the floor, two hands on the ruler)
- How to tackle unknown words (RWI skills revisit)
- Reading progression (using PJS small steps document)
- Managing the struggle within sessions

Structure (In the order professionals decide will be most appropriate to cohort and/or text).

- Vocabulary (Direct Instruction)
- Hook the reader – teacher modelling using metacognition to aid pupils
- Text Annotation – general or specific foci
- Echo reading – to model and develop fluency and prosody
- Slam Dunk – revisiting vocabulary with the use of word cards

Weaved through the structure

- Fastest finger first
- Word classes reinforced
- Questioning – domains – including students posing their own questions for peers
- Funny word Thursday (or any other day)

General expectations:

- All weekly (or unit) planning must be uploaded to Teams in the agreed form (paper, power point or smart board).
- Students to have a copy of the text, whether real book or photocopy. Where a copy is used, this can be sent home to share with parents and demonstrate fluency.
- Texts used in reading lessons should increase in quantity and challenge over the course of the year, in line with the children's progress and must be the same in both classes.
- Children should be given opportunities to write about their reading at least once a week.
- Drama for Learning conventions should be used, when appropriate, as a teaching tool.
- Children are given opportunities to read across the curriculum, utilising reading loads provided in the NPAT curriculum planning.
- Time should be given to practicing test style questions and answers, but skills need to be taught first.
- Within reading lessons, teachers should plan opportunities for children to read independently and re-visit texts in order to build stamina and fluency.

Library

- ❖ We are very fortunate to have a school library, run by our part-time librarian.
- ❖ Our librarian has timetabled slots for library sessions with classes.
- ❖ Class librarians will be trained each year to facilitate the use of the library at all times.
- ❖ The library is open on lunch times for different year groups.
- ❖ Weekly sessions are held for parents to attend with their children, to read and select books.

Encouraging Reading for Pleasure

- Track my read – challenging the school to work together to achieve the minutes reading for the year.
- NPAT Reading Challenge.
- Library Visits – Our librarian organises to take our year 3 children to the library and ensures that they leave with a library card.
- Book Fairs.
- Poetry Week – we celebrate National Poetry Day with a poetry week, during which time we spend extra time exploring poetry and classes perform poems.
- National Story telling week.
- Book Week – we celebrate World Book Day during this week.
- Author/Illustrator visits – both virtual and in person.

Interventions

Through pupil progress meetings, use of the Simple View of Reading, summative assessments and regular one-to-one reading with children, teachers must be able to identify children who are not working towards the expected standard for reading.

Carefully identified support must be in place for those children to enable them to reach their potential. As a school, we have selected the following interventions to use with children:

- Precision Teach in Key Stage 2
- Fluency Groups
- Additional phonics sessions
- Inference interventions
- Comprehension groups
- Daily 1:1 Reading with a teaching assistant
- RWI pure sounds recaps
- RWI interventions

Reading Ambassadors

During Spring term 1, a letter is sent to pupils asking them to apply to become a Reading Ambassador. These are then returned to the Subject Leader and two children are selected from each class to be their Ambassadors. They will work with the Subject Leader to encourage reading across the school, setting up events and providing support to their peers at break/lunch times.

Reading mentors

During the summer term of each year the higher ability Year 6 children will be trained by the subject leader to become Reading Mentors. They will work with the lowest 20% of readers in year 3, on a Friday afternoon and feedback to the teachers. This will develop the year 6 responsibility and development of higher-level reading skills, whilst supporting the Year 3 to progress further prior to moving to year 4.

Individual Reading

- All children will have a staged scheme book.
- They will be allowed to borrow two books from the school library.
- Children are encouraged to borrow books of their choice from within the class.
- Target children will be read with on a daily basis. (The bottom 20% are targeted initially in addition to SEND).

In Years 3 and 4, all children will be heard **at least once a half term** by the teacher and **twice a half term** by the teaching assistant (including experienced volunteers).

In Years 5 and 6, all children will be heard **twice a half term by the teaching assistant**. The teacher will hear all children read **at least once a half term within a small group** (no more than 3 children for around 15 minutes). This will involve reading a shared text and responding to comprehension questions. Picture books, extracts and questions could be used during this time. The teacher will keep a record of this in a form which works for them.

Every year we work with 'School Readers' to develop links with trained volunteers in our area. These volunteers work within the school at a mutually convenient time and work with individuals where needed.

When a teacher or teaching assistant hears a child read 1:1, they should: (Also see 1:1 reading)

- Check how frequently the child is reading at home.
- Ask the child about the book they are reading e.g. 'What has happened so far? What do you think might happen next?'
- Listen to them read (quantity will depend on age and ability), support with segmenting and blending unfamiliar words. Encourage expression by echo-reading.
- Ask comprehension questions and discuss what they have read.
- Change their book or stage if required – children should be encouraged to change their own books in Key Stage 2.
- Remind children to record their reading on Track my read.

Parental Involvement

Parents are key to supporting children's reading development, including reading for pleasure. The school supports parents' confidence and understanding of the teaching of reading by providing a reading leaflet in addition to regular help sheets or information that may be of use (both by Parentmail and on the school website. Parent workshops will be carried out.

Our expectation as a school is that parents read with their children at home. A booklet it provided to new parents with question prompts and examples of praise to use when reading with their children.

There are regular opportunities throughout the year for parents to purchase books including book fairs and book sales from visiting authors.

Assessment

In-school summative assessments are used to monitor children's performance. These include:

- AfL – formative assessment carried out lesson by lesson
- Reading miles monitored – Track my read
- Book bands – Insight
- Reading Age – Year 3 and new arrivals - Insight
- NTS standardised Reading Assessments in Years 3, 4 and 5 three times a year
- Past reading SATs-papers in Year 6 at least three times a year
- Mapping children on the Simple View of Reading at the end of each term
- Reviews for children with SEN and disabilities
- Termly Pupil Progress Meetings
- RWI tracking on Insight – Termly
- Fluency tracking on Insight - Termly
- End of year reports outlining progress and attainment of children in relation to National Curriculum age-related expectations

Teachers use information from assessments to inform future planning and to identify specific needs for individual children, groups, and cohorts. Formative assessment of reading should take place during reading lessons and during 1:1 reading with children. The Simple View of Reading should be used in conjunction with Formative Assessment. All teachers must be aware of the lowest 20% in their class and have appropriate support in place for these children.

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. These include the National Curriculum tests at the end of Key Stage 2.

Teacher assessments for end of Key Stage Two will be reported to the Local Authority. This may be subject to internal and external moderation, by subject leaders, members of the senior leadership team (SLT) or Local Authority moderators.

Information gained from assessment is used for consultation with parents and in the annual report to parents on the learning outcomes for that year. Reporting will identify whether a child is working towards the expected standard, working at the expected standard, or working at greater depth.

Monitoring and Evaluation

The outcomes for reading will be monitored in a variety of ways:

- SLT and the reading leader will ensure that reading is being taught in line with the Reading Strategy. This will include ensuring that planning is in sufficient depth and detail.
- SLT and the reading leader will analyse summative assessments to ensure that reading results are in line with school expectations.
- SLT and the reading leader will carry out learning walks, drop ins, book scrutinies and lesson observations. The reading leader will also undertake a further learning walk looking specifically at teaching and learning.
- The reading leader will ensure that staff and children are given the opportunity to feedback on reading.

Please refer to the following documents:

National Curriculum Programmes of Study 2014

NPAT Reading aims and principles

PJS Reading Journey

RWI Programme

PJS English Policy

PJS Marking policy

PJS Website: RWI and Reading

Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Year 3. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.