

# READING AT COTEFORD JUNIOR SCHOOL

## INTENT

We aim to provide children with a literacy-rich environment using high quality texts and inspiring learning opportunities. We want all our pupils to gain a life-long enjoyment of reading and books. They will learn to read accurately, fluently and with understanding. As early readers, they will apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed. We use **Read, Write Inc.** as our **phonics scheme** with any pupils who still require phonic input when they join Coteford Junior School.

Reading with expression, clarity and confidence is the intended outcome through continual practice. Pupils will develop a good knowledge of vocabulary and grammar and then apply this in their writing. Beyond the mechanics of learning to read they will develop a deeper level of emotional intelligence and empathy through what they have read and careful books choices. We believe reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

By Year 6, we want all our pupils to read fluently, and with confidence, and be ready for their next destination. They will have experienced carefully selected picture books, novels, film texts and a range of fiction, non-fiction and poetry from British heritage but also around the world. To reflect our school community, our texts are chosen for their inclusivity and diversity. We hope to have instilled a love of reading, through our text selection; school library; myOn online library; class libraries / special interest displays as well as theme days such as World Book Day.

## IMPLEMENTATION

Through the delivery of our reading curriculum, we ensure a consistent and robust teaching and learning of early reading and phonics in Year 3 for any pupils who require support. Children are provided with books that match and support their phonics development and ability until they are fluent decoders. Pupils in every year group have books which match their reading ability through their ZPD from Accelerated Reader tests. They are encouraged to read or listen to any books they love for pleasure. Class books are full of recommended reads and each year group has a recommended read aloud and read to list. All pupils have opportunities to develop their reading skills daily, and are encouraged to read at home with an adult. We provide a text rich environment, in order to encourage a positive culture of reading throughout all classes and promote reading for pleasure. We have an excellent non-fiction library supporting all the foundation subjects studied.

Each year group has a clear progression within a VIPERS framework. The VIPERS framework ensures that all reading content domains are robustly taught and it's an anachronism for vocabulary; inference; prediction; explain; retrieve and sequence/summarise. Children enjoy listening to challenging texts through class story time. Through high quality teaching and learning experiences we will develop children's skills and competence so that they are fluent readers who can read to learn. Whole-class shared reading is used throughout the school to enable all children to share high quality texts and develop skills in reading comprehension and fluency. Reading skills are continually developed through the wider curriculum. Parents are invited to annual reading workshops in person or online to they can assist their children reach their potential.

## IMPACT

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.