

## Intent: What do we want children to learn?

At Grange Junior School, we want our pupils to have a passion for reading and understand its importance in enriching their lives. We aim for pupils to be able to carefully select a wide range of books which enhance their vocabulary and increase their understanding of the wider world.

As Reading supports learning in other subject areas, we aim for all pupils to gain experience in reading a wide range of genres: both fiction and non-fiction. We want pupils have good comprehension of texts read to them and those they read themselves.

We aim for pupils to:

- Read for pleasure fluently with good understanding.
- Read a variety of texts for a range of purposes.
- Through echo reading, develop sound prosody when reading aloud.
- Be able to comprehend the texts they read: retrieving information; making inferences; making predictions; understanding vocabulary; explaining their views.

## Reading in a Nutshell



## Grange Junior School

The more that you **READ**,  
the more things you will  
**KNOW**. The more that you  
**LEARN**, the more places  
you'll **GO**!

Dr Seuss

## Implementation: How do we do it at Grange Juniors?

In whole-class reading lessons, pupils are taught across three phases, linking their reading to their writing through the use of a core text. A variety of supplementary texts are also used to allow children to identify common themes and structural conventions whilst broadening their exposure to a range of authors. The use of regular echo reading encourages children to read with good prosody, further developing their comprehension. Children are taught reading comprehension skills through the use of engaging activities. These skills are later applied through focused questions covering the core reading domains.

Reading for pleasure is developed through accessing a well-stocked library which includes a progressive and regularly updated reading spine. This, in combination with IPICK, ensures children are selecting books they can engage well with, ensuring maximum enjoyment. Children are read to regularly by class teachers during story time at the end of the day.

In order to encourage regular reading for pleasure, children take part in the Roaring Readers scheme, where they have the opportunity to earn certificates and prizes.

## What reading looks like at Grange Junior School...

Text-based reading lessons: 3-phase approach

### Pre-Phase 1

Vocabulary development  
Speaking and listening  
Identifying themes  
Exploring characters  
Reading around a topic.



### Phase 1

Developing vocabulary.  
Teaching skimming and scanning  
to retrieve.  
Developing strategies to infer.



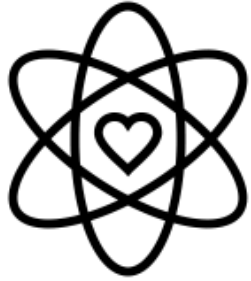
### Phase 2

Applying retrieval, inference, prediction and explanation skills when exploring the core and supplementary texts.

## Impact: On leaving Grange Junior School children will...

By the end of KS2, we aim for pupils to have developed an interest in reading across a range of genres. They will be able to read fluently, with good prosody and comprehension. Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to independently select books to read for pleasure as well as demonstrating their ability to retrieve information, make inferences and explain their views. Our pupils will acquire a wide vocabulary and show the ability to explore words in context. Most importantly, they will develop a love of reading and be well-equipped for the rest of their education.

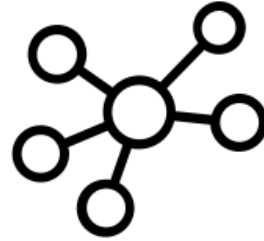
## Our Golden Threads in reading



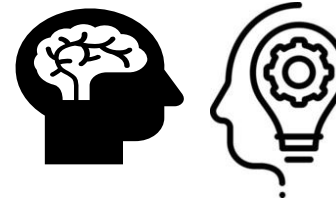
Values Rich



Language Rich



Connections Rich



Knowledge and Skills Rich



Active and Enriched

*This subject supports our values by*

*This subject supports children's language use and acquisition by...*

*This subject lets children make connections by*

*This subject provides children with knowledge and skills by*

*This subject allows for active and enriched learning by...*

*choosing core and supplementary texts that are diverse and represent our wider school community.*

*choosing core texts that model the use of tier 2 and tier 3 vocabulary.*

*providing opportunities for children to make connections between texts and their own lives.*

*ensuring a clear reading progression is in place that builds on prior learning.*

*regularly visiting the library where children have access to a large variety of books.*

*aspiring to read challenging texts that enrich vocabulary and*

*exploring the meaning of challenging vocabulary in context.*

*providing opportunities for children to make links between texts by the same author*

*ensuring texts are used in whole-class reading sessions that allow children to deepen their*

*providing opportunities to enrich the curriculum through participation in events*

understanding of the wider world.		and/or with similar themes.	knowledge of particular subjects.	such as national story telling week and World Book Day.
	modelling the use of tier 2 and tier 3 vocabulary when speaking to pupils and through echo reading and comprehension.	where appropriate, connections are made to prior or current learning in other subject areas.	carefully writing questions in Phase 2 which allow children to apply skills taught in Phase 1.	