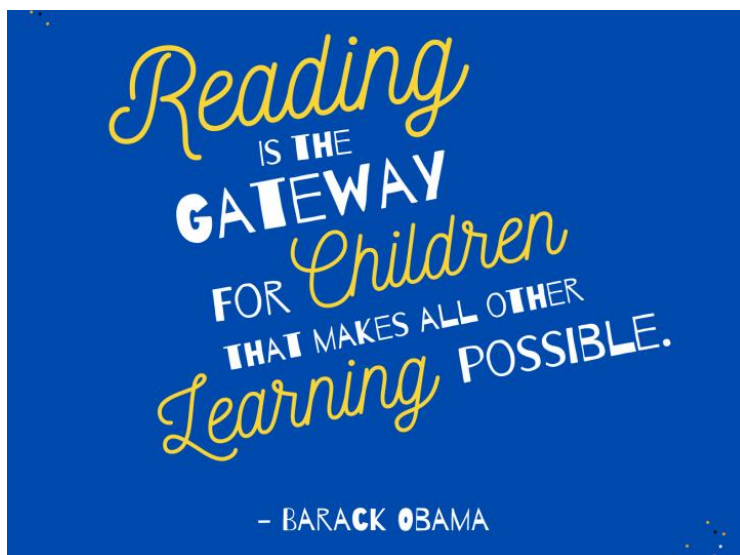


## Reading at Sholing Junior School

### National Curriculum:

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use.

(Department for Education, 2013)



### Reading Programmes of Study

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

(Department for Education, 2013)

### **Our Vision for Reading**

At Sholing Junior School, our aim is for every child, regardless of their background, to develop the skills and knowledge required to become a confident, fluent reader who can access and appreciate a variety of texts. We nurture this journey with kindness, ensuring that every child feels supported and valued as they grow. The ability to read is essential for every child to access the curriculum and the wider world beyond their educational years, and we encourage curiosity so that reading becomes not just a skill, but a gateway to discovery. Emphasis is placed on the development of fluency within reading, to ensure the core skills are learned, embedded, and celebrated as milestones of success. Vocabulary is a key thread throughout all reading lessons, providing opportunities to enrich children's understanding of language and helping them to make sense of the world around them with empathy and confidence.

Purposeful experiences of reading comprehension skills through the use of high-quality texts allow our children to immerse themselves in language, explore with curiosity, and show a deep understanding of what they have read. We engage with a wide range of fiction and non-fiction literature in many forms, encouraging children to ask questions, seek meaning, and discover new information.

Through rich literary experiences, children develop a love of reading, finding joy in listening to and reading stories for pleasure. They are taught and encouraged to reflect on their own preferences, to speak proudly about themselves as readers, and to recognise that kindness, curiosity, and success are all part of their reading journey.

### **Reading Principles at Sholing Junior School**

At Sholing Juniors, reading is both taught explicitly and linked through all curriculum areas. Children read to gain the knowledge required for specific curriculum focuses and to be entertained across a range of subject areas.

The teaching of reading at Sholing Junior School takes the form of a whole class reading approach. Our reading offer is centred around evidence informed practice. There are reading values that underpin our reading approach which are as follows:

All children are challenged
All children read daily
All children are exposed to high-quality texts
Mixed ability pairs for paired reading
No wasted time
100% engagement
Encourage and develop reading for pleasure
Teachers are readers too
Children understand what a good reader looks like
Adaptation where necessary

### Teaching Approach

The children are taught explicitly how to use each reading skill. We follow a weekly structure to enable a variety of reading skills to be covered weekly and across texts. This is to ensure that all children have regular practice in applying skills for all the strategies they are taught. It also allows them to regularly re-visit skills, building their knowledge and experience of these skills over time.

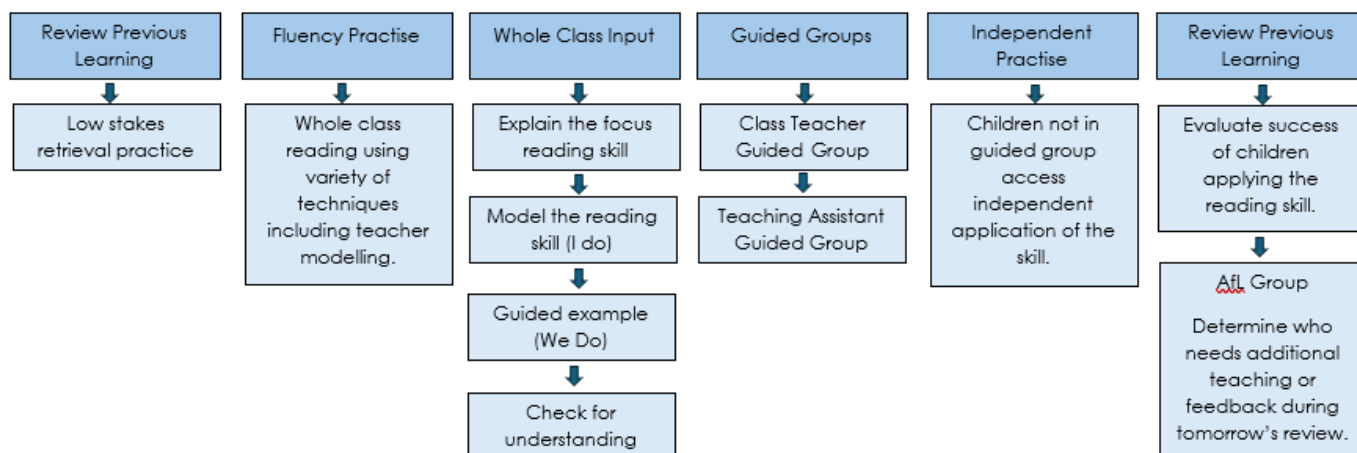
Our weekly timetable for reading is as follows:

Weekly Whole-Class Reading Timetable



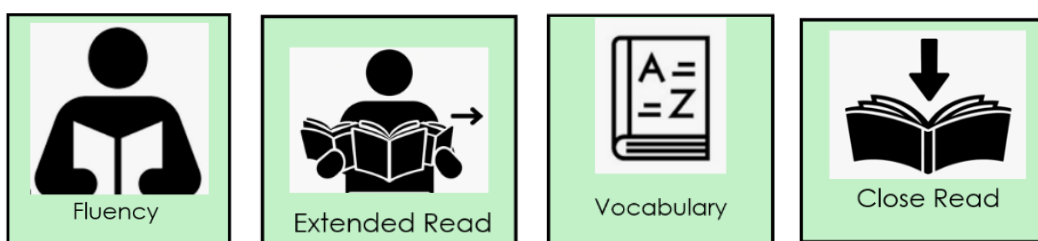
Day	Retrieval (5 mins)	Fluency (10 mins)	Session	Reflection / activity
Monday	Retrieval of prior learning	<b>Fluency</b>		Independent reflection to check understanding of what has been read in the lesson
Tuesday		<b>Extended Reading</b>		Independent reflection to check understanding of what has been read in the lesson
Wednesday		Including echo reading, coral reading or group reading	<b>Vocabulary</b> – focus on morphology and etymology of words	Activity centred around morpheme for the lesson.
Thursday			<b>Close Read.</b>	Independent reflection to check understanding of what has been read in the lesson
Friday			<b>Comprehension</b>	Application of fluency and comprehension skills taught.

The structure of each lesson is underpinned by the theoretical research and underpinnings of Rosenshein's Principles. The sequence of lesson components has been developed to ensure that children review what they have already learned, learn new material in small steps, deliver explicit modelling of reading and give opportunities to practice and apply their learning to an independent activity.

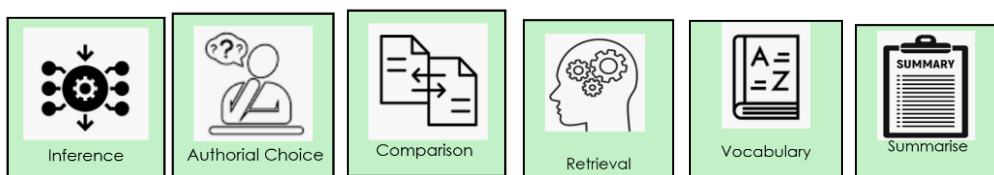


We have adopted this approach to teaching not just reading, but all subjects, because we believe it allows children to revisit and build upon their learning over time.

To support dual coding, we have reading specific symbols that accompany each lesson or parts of a lesson:



Comprehension lessons will be a mixture of these domains:



## Description of sessions

### Fluency Practice

Fluency practice is effectively **repeated oral reading**. In this session the teacher will model the reading of a short extract of text (approximately 60 seconds in length as read by a child) after having discussed any new vocabulary. The teacher will then break the text down into smaller chunks to allow for children to repeat the text back to the teacher attempting to apply modelled accuracy, automaticity and prosody (I do, we do). The

children will then work in pairs to practice reading the text with the aim of improving fluency with every read.

During this lesson, the teacher should aim to complete the cycle **twice** (with two extracts of text – Part One and Part Two).

The lesson involves **some** discussion of meaning and questioning at the end of the session, but **the focus is developing fluency**.

### **Extended Reading**

Extended reading involves prolonged engagement with a longer text/extract and thus focuses on the development of fluency, word, background and text knowledge through exposure to text. As children become increasingly fluent (towards UKS2), more of the reading is done in silence ensuring the **reader is accountable** throughout. The caveat here is that silent reading is proven to have no value unless children are fluent. So regular check in and boundary stops will be required. Children could read to the end of the page and create a summary of what they read whilst others are finishing the text. Discussion of the text and questioning happens as the text is progressing **not** purely afterwards, but the **key thing is children with engaging with lots of text**.

During the lesson, the timings should be **two-thirds reading and one-third discussion** approximately. Ensure that reading routines are established. Every child should track the text with their reading finger (**reading fingers ready, read**) whilst children are reading aloud or in pairs, they should take turns to track. When changing reader use: **thank you, pick up**. Make sure the language you use is repetitive to avoid slow changes and pick ups. Use **'Show me you're ready'** to stop and discuss text to enable a smooth pick up. From time to time, ensure everyone is tracking by picking a word to say on cue. The reader changes their tone as if they are asking a question with the chosen word the target e.g. The boy saw the? Dog (choral response). Not every child has to read every lesson as long as they are all tracking.

### **Close Reading**

Close reading is the traditional 'close' look at text, analysing meaning of a shorter paragraph, often around a theme such as use of metaphor, punctuation, description, etc. This could be something you picked up from the previous day, which needs to be looked at closer or a new extract either from the reading text allocated to that term or a stand-alone extract. The time balance in this session should be **one-third reading and two-thirds discussion** guided by the teacher as the text is picked apart. In this session, meaning should be established and analysis of text should happen. **The goal of the session is rich and valuable discussion**.

*'Close reading is the methodical breaking down of the language and structure of complex passage to establish and analyse meaning. This requires layered reading (more*

than once) and asking text dependent questions and should end where possible with mastery expressed through written response.' Lemov

## **Comprehension**

Application is an opportunity for the children to respond to the text independently and apply the comprehension strategies that they have learnt through exploration of text and discussion. The questions given should target a variety of comprehension skills and be presented in a variety of different ways. During this lesson, you may decide to focus on a specific comprehension skill and design questions to support this. You may also decide to focus on the question type and teach children the best way to answer these. Either way, children will be demonstrating their ability to comprehend a text independently.

NB: As Year 6 approach the standardised tests, they will need specific time dedicated to practising test techniques which will focus on a number of areas.

## **Vocabulary Instruction**



This is the formal instruction of tier two vocabulary and Latin/Greek root words (including following up on words encountered during reading/wider curriculum). The children should be engaging with words, exploring word families and roots as well as applying understanding by creating sentences orally and in writing. Children should **revisit words** regularly to embed learning and secure in long-term memory.

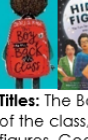

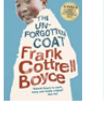



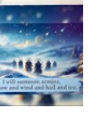










## **Assessment**

Children are assessed formatively through assessment for learning and appropriate questioning to ensure all teachers understand what the children know and what their next steps are.

Children are assessed in summative form once a term. This is for both fluency and comprehension. Fluency is assessed through EARS assessment. Comprehension is assessed through appropriate tests.

## **Reading Spines**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	 <p>Title: Charlotte's Web Author: E.B White Values: Kindness, curiosity</p>	 <p>Title: The Boy Called Christmas Author: Matt Haig Values: Kindness, curiosity and success</p>	 <p>Title: Ancient Egypt Sleepover Author: Stephen Davies Values: Kindness, curiosity and success</p>	 <p>Title: Wild Robot Author: Peter Brown Values: Kindness, curiosity and success</p>	 <p>Title: Matilda Author: Andy Seed, Elizabeth Laird Values: Kindness, curiosity and success Matilda Author: Roald Dahl Values: Kindness, curiosity and success</p>	 <p>Title: Interview with a Tiger, Author: Andy Seed, Elizabeth Laird Values: Kindness, curiosity and success</p>
Year 4	  <p>Title: Charlie and the Chocolate Factory, Arthur and the Golden Rope (only English?) Author: Roald Dahl, Joe Todd-Stanton Values: Kindness, curiosity and success</p>	  <p>Title: Melt, Shackleton's Journey Author: Ele Fountain, William Grill Values: Kindness, curiosity and success</p>	 <p>Title: How to train your Dragon, Author: Cressida Cowell,</p>	 <p>Title: Twitch Author: Jim Eldridge - M. G. Leonard and Sam Sedgman Values: Kindness, historical, curiosity and success</p>	 <p>Title: Highland Falcon Thief Author: M. G. Leonard and Sam Sedgman Values: Kindness, mystery, crime, curiosity and success</p>	 <p>Title: The Lion, the Witch and the Wardrobe Author: C.S. Lewis Values: Kindness, curiosity and success</p>

Year 5	   <p><b>Titles:</b> The Boy at the back of the class, Hidden figures, Good Night Stories for Rebel Girls <b>Authors:</b> Onjali Q Rauf, Margot Lee Shetterly, Elena Favilli <b>Values:</b> Kindness, curiosity and success</p>	  <p><b>Title:</b> The Unforgotten Coat The Grinch <b>Author:</b> Frank Cottrell-Boyce Dr Zeus <b>Values:</b> Kindness, curiosity and success</p>	  <p><b>Titles:</b> The dreadful menace Tales from Outer Suburbia <b>Author:</b> Poetry video: <a href="#">Saun Tan</a> <b>Values:</b> curiosity and success, kindness</p>	 <p><b>Title:</b> Oranges in No Man's Land <b>Author:</b> Elizabeth Laird <b>Values:</b> Kindness, <a href="#">curiosity</a> and success</p>	 <p><b>Title:</b> Skellig <b>Author:</b> David Almond <b>Values:</b> Kindness, curiosity and success</p>	 <p><b>Title:</b> Harry Potter and the Chamber of Secrets <b>Author:</b> JK Rowling <b>Values:</b> Kindness, curiosity and success</p>
Year 6	 <p>Title: The Final Year Author: Matt Goodfellow Values: success, kindness, curiosity</p>	  <p>Title: Paul's Journey; Good Night Mr Tom Author: Paul Oppenheimer; Michelle Magorian Values: kindness; success, curiosity and kindness</p>	 <p>Title: Holes Author: Louis Sachar Values: kindness, curiosity, success</p>	 <p>Title: Wild Boy Author: Rob Lloyd Jones Values: Kindness, curiosity and success</p>	 <p>Title: Fake Author: Ele Fountain Values: Kindness, success and curiosity</p>	 <p>Title: Human 2.0: A Celebration of Human Bionics Author: <a href="#">Patrick Kane</a> Values: curiosity</p>

## Interventions for Reading

Children who are still developing their decoding and early phonics skills will continue to have opportunities to develop through the Little Wandle phonics catch-up programme until they are fluent in accessing texts independently. We do this so that all children can access the full curriculum and to ensure that no child falls behind in any area of learning due to their decoding ability.

## Other reading opportunities

- Weekly library visits – all children can borrow two books, and these are changed weekly. Support from class teacher and librarian to choose age and attainment appropriate books.
- Teachers read stories for pleasure daily in addition to reading lessons.
- Reading diaries track children's reading at home. Children are rewarded for regular reading.
- Book fairs are run in school twice a year, enabling children to access a local book shop.
- World Book Day is celebrated yearly, encouraging a love of stories.
- Storytelling Drop Down Day