



# Reading.

*“To be successful in life all children need to be able to read and write fluently and confidently.” Reading by Six OFSTED 2010*

## Our Vision for Reading

***“To create avid and analytical readers who become thoughtful and effective writers.”***

Sholing Junior School encourages a life-long love of reading, giving our pupils access to “the best that has been thought and said,” no matter what their background. This includes establishing fluency in reading and the skills to decode new and adventurous vocabulary and the meaning behind them. Our text-based curriculum challenges and inspires children, unlocking their understanding of the world around them, opening their minds and allowing them to explore new worlds. They experience cultures that may not be a common feature in their everyday lives and have their perceptions of human behaviour challenged. Staff at Sholing Juniors model and develop in others, the ability to predict, infer, summarise and commentate on a range of texts whilst introducing new vocabulary in a meaningful way. They bring authors intent into the forefront of discussions so that our children can truly appreciate the craft of writing. Reading is a life skill and once mastered, opens endless doors for discovery and opportunity. Sholing Junior School teaches children how to open these doors and gives them the confidence and critical eye to fully enjoy reading for pleasure.

## **Our Aims are for our children to:**

- Develop a life-long love of reading through engaging with high-quality texts from a range of authors, genres and writing styles
- Read with fluency, intonation and regard to the punctuation and use appropriate strategies when reading new or less familiar words.
- Share their understanding and knowledge of the text through discussion, reviews and commentaries
- Demonstrate secure comprehension through prediction, appropriate questioning, clarifying, summarising, inferring and through the activation of prior knowledge including a wide and varied vocabulary base
- Independently choose both age-appropriate and challenging texts to read.
- Gain an appreciation of how authors use words, sentence structures and images to achieve different effects on the reader
- Use appropriate reading strategies and reference skills to find specific information efficiently.
- Experience texts that challenge their perceptions and widen their horizons by sharing other cultures and beliefs.

## **National Curriculum Statement**

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

## **Appropriate Texts for Reading**

High-Quality, challenging class texts will be used to teach reading skills and new vocabulary in reading lessons and English lessons. These have been carefully matched and selected to be engaging in each year group.

Children will be exposed to further texts in library times, through class reader books read aloud by the class teacher, Power2Read sessions and Whole Class Guided Reading sessions.

Children are supported by the class teacher when selecting the appropriate book for them to read. This selection process starts with age appropriate texts and fluency is then assessed using the 5 Finger Rule and "Just Right" support bookmarks.

## 1. 1-2-1 Reading

This time is used to teach and practise reading fluency and to enhance reading comprehension skills. These sessions will be conducted by the class teachers and will be supported by TAs.

All children must read to the class teacher across a half term period. Children who require more support with reading fluency will be selected for weekly 1-2-1 sessions. A record of this should be kept in the class Reading Record folder.

### ***Reading Record Folder Set Up***

Every class folder should include:

- book levels handed up from the previous year,
- tracking sheet to show which children have read with an adult,
- completed tracking sheets for reading done at home,
- master copy of reading reminder slips to be sent home when necessary,
- master copies of Guided Reading Question prompts (Reading Powers)
- individual reading record observation sheet for each child.
- Individual fluency metacognition record sheet for each child.

Records should include targeted questioning suitable to the reading ability of the child and the response made by the child. Adults need to indicate the accuracy of the response. This evidence can then be used to support Teacher's assessment.

## 2. Reading at home

It is expected that all children read out loud to an adult at home at least 3 times a week for approximately 15 minutes. This will then be recorded in the child's reading record and must be signed by the accompanying adult.

In order to allow this to happen, all children are able to take out two books from our Library at any one time. Children are expected to have **1 book that is an Own Choice** and **1 Guided Choice book** that they can read fluently and the choice has been supported by the class teacher.

All children have a **Reading Wallet** which must **include** their reading record, their **Guided Choice** book (Selection supported by the Teacher) and any support materials for reading fluency. It is expected that this is handed into the class teacher **everyday** so that rewards can be issued for home reading and the child has an appropriate book that can be used for 1-2-1 reading with the teaching and other adults in school.

The Reading Wallet may also contain support resources for home reading and other interventions.

Reading Reminder slips will be sent home in a child's Reading Record book when evidence of reading at home falls below the expectation.

### **3. Rewards for Reading**

Every time a child reads at home, they will be awarded 1HP.

Children can also earn a Golden Ticket to The Reading Reward by reading a total 12 times in a 3 week period.

A child can also earn steps towards their Golden Ticket by choosing to read in our Portable Outdoor Library that is set up in the playground at lunchtimes. This reading for pleasure activity will get them a sticker that they can add to their reading record. Children should be encouraged to use this facility especially if reading at home is limited.

Extra house points are on offer for the house team that read the most each week. The winning house team get their reading house points for that week doubled!

Reading at home house points are recorded on House Team coloured hundred squares Once they are filled a GOLDEN 100 TOKEN gets added to the house point tub.

If the number of children reading three times a week is significantly low in a class, teachers are expected to investigate what the barriers to reading at home are and to determine a course of action to improve this.

### **4. The Planning and Teaching of Reading**

Reading is taught in three forms at Sholing Junior School:

- In the **English Writing Journey** (Author/Vocabulary/Inference/Commentary) = 1 x 1hr session per week
- In **Power2Read** sessions (Fluency/Vocabulary/Retrieval/Inference) = 3x20min sessions per week
- In **Whole Class Guided Reading** sessions (Predict/Infer/Vocabulary/Retrieve/Author Intent/Commentary/Summarising) = 1x 45min session per week

Reading skills will also be identified and taught when appropriate in other foundation subject areas.

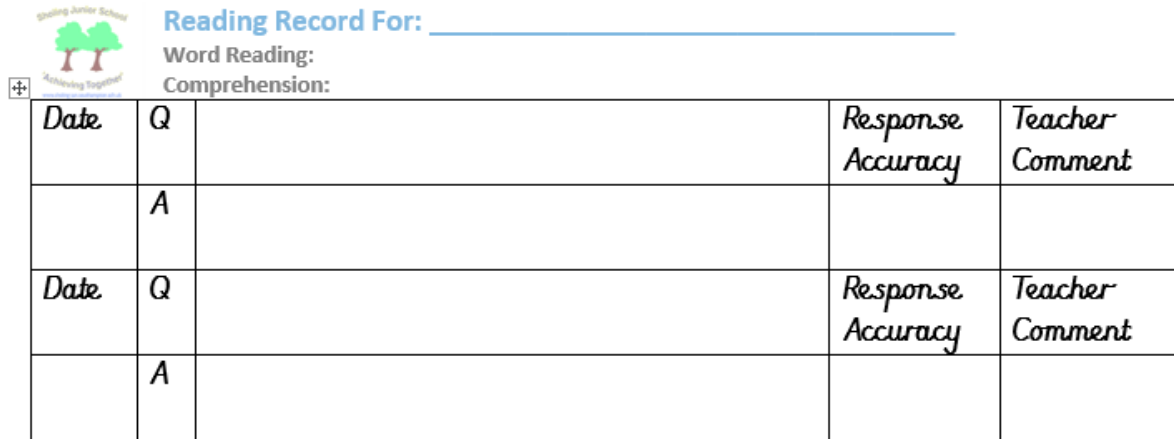
Our timetable also includes four 15 minute **Story Escape** times across a week, where the teacher is expected to read out loud to the class.

### **5. Reading Assessment**

The assessment of both word reading and comprehension of what is being read should be ongoing throughout the year by teachers, supported by evidence gathered by TAs, volunteers and primarily the class teacher.

All children's Fluency skills are assessed using the Multidimensional Fluency Scale, which is then used to support their 1-2-1 reading sessions as well and inform the teacher's planning for the Power2Read sessions.

Evidence from 1-2-1 reading is located in the whole class **Reading Record folder**. Adults should record both the question and response given by the child on the child's individual observation sheet. They should also indicate the accuracy of the child's response in relation to the question posed so that accurate assessment can be made by the class teacher.



**Reading Record For:** \_\_\_\_\_

Word Reading:  
Comprehension:

<i>Date</i>	<i>Q</i>		<i>Response Accuracy</i>	<i>Teacher Comment</i>
	<i>A</i>			
<i>Date</i>	<i>Q</i>		<i>Response Accuracy</i>	<i>Teacher Comment</i>
	<i>A</i>			

**Formal assessment** will be completed twice a year (End of Autumn 2, Spring 2 and the end of Summer 2) using the Nfer Reading tests for Years 3, 4 and 5 and Year 6 use past SATs papers. This will give children a standardised score that will be tracked and monitored using our assessment system.

Gaps in reading skills (word or comprehension) should be picked up in intervention groups and in IEP targets where necessary.

## **6. Reading Areas.**

The promotion of books and reading is evident in both classrooms and shared areas around the school. Reading Displays in class must include:

- The Reading Powers icons and roles.
- A large colour copy of the front cover of the current book being used in the Writing Journey. The author's name must also be clearly visible and other books by the author should be promoted and supplied on the class bookcase. Books on a similar theme should also be promoted and available on the class bookcase.
- If the class reader book is different to the book being used for the writing journey that this should be clearly visible and accessible for any adults in that class to use.

Each class must have a designated Reading Area where children can access both fiction and non-fiction books. This area should also promote books that will support their current foundation topics using books from the Library. It should encourage reading for pleasure and may display children's book reviews or recommendations. This area can be decorated as the teacher desires and should be the responsibility of the children to keep this area tidy and the books well looked after.

## **7. The Library.**

Our Library is quite literally at the very heart of our school and provides a wide range of fiction, including classic and contemporary stories and texts that are more suitable for children with Dyslexia, a dedicated non-fiction section, poetry, picture books and a listening library.

See Appendix 2 for more details about the expectations - Library Policy 2019