

# Christ Church, Church of England, Junior School

**“Working together to build a strong foundation through faith and learning”**



## Reading Policy

Christian Vision

Grow and Learn together with God by our side.

Policy Adopted: September 2022

Policy Review: July 2023

**To read in conjunction with the writing policy.**

## **Introduction**

At Christ Church Junior School, we have a real passion for reading and a love of books. We recognise that the development of reading is crucial to the progress children make across the curriculum and we are intent on supporting the children to become confident and effective readers. We set high standards for our readers and expect them to make rapid and sustained progress throughout their time in school. We do this by prioritising reading, setting challenging goals, embedding a joy and a thirst for reading and putting extra support in place where necessary. Reading CPD is a high priority so all staff are experts in reading and early reading. We aspire to promote a whole community goal of sharing a love of books and reading and to open the children's minds to the world of imagination, a world where anything is possible.

## **Rationale**

### **Reading Intent**

At Christ Church Junior School our core vision is to provide an engaging, well balanced and inspirational curriculum through which every child's potential may be fulfilled. We believe that it is vital for children to learn to read confidently in order for them to become independent learners. We aim to develop a rich reading culture throughout the school through teacher modelling, a well-resourced school library, vocabulary rich displays and classroom libraries.

At Christ Church Junior School, we strongly believe that 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. We know that it is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject to be successful in their forthcoming secondary education.

**We strive for all to be actively engaged in their own learning, to be motivated and eager, to achieve and attain to their own full potential in Reading.**

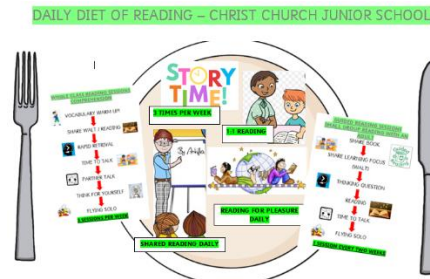
### **Implementation**

At Christ Church Junior School, reading is taught in a number of ways. As reading is the foundation on which all learning must take place, our children are encouraged to read at every opportunity daily through cross curricular lessons or through the teaching of reading. Children will be given many and varying opportunities for reading which are not restricted to Literacy lessons. These include:

- Independent Reading
- Guided Reading
- Whole Class Reading
- 1:1 Reading with an adult

At Christ Church Junior School, all children from Year 3 to Year 6 take part in weekly reading sessions. The teaching and learning of 'reading' takes place within whole class and group settings which will be planned by the class teacher and led by skilled practitioners as well as 1:1 focused teaching to build on the needs of individual children. Through the implementation of our Reading Curriculum, learning should be consolidated and built upon each year, ensuring that the children leave each phase of their learning with the relevant skills and knowledge. All

class teachers understand the importance of reading in being able to access the whole curriculum and this is taken into account when planning and teaching specific reading skills. At Christ Church Juniors, we realise that there are many aspects to the teaching of reading including phonics, decoding, fluency and comprehension as well as developing a 'love' of reading. Each of these is carefully considered and planned for based on the needs of whole class, groups and individuals across our School. We know that it is essential that teaching focuses on developing pupils' competence across these different aspects.



The National Curriculum states that **'The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.'**

The National Curriculum for English aims to ensure that all pupils:

- **read easily, fluently and with good understanding**
- **develop the habit of reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading**

It also states that **'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.

As children transition to us from Christ Church Infant School, the focus of reading moves more towards developing comprehension skills including inference, understanding themes and authorial voice, predicting, summarising, explaining, skimming and scanning as well as ensuring that we continue to develop children who love to read. This is done in a variety of contexts including:

### **Guided Reading**

Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and the expectation is for each ability group to have a guided

reading lesson at least once every fortnight. During these sessions, all children will read and respond to a challenging text with the teacher or teacher assistant. Guided Reading sessions will provide the children with an environment where they can learn and practise their reading and comprehension skills. Sessions are carefully planned with clear learning objectives and outcomes in order to develop basic and higher order reading skills. Texts are pitched above the age of the children and are therefore challenging. These include a range of picture books, novels, poetry and modern classics. Following the guided reading session, the class teacher or teaching assistant stamps the child's reading record book to indicate to parents/carers that their child has read to an adult in school. The children who are not in a guided reading group, will take part in a whole class reading lesson that mirrors the skills being taught in guided reading.

### **Whole Class Reading**

Whole class reading sessions take place three times per week and ensure children can access a text which may be challenging to them individually as they are supported. The teacher models the reading skills, strategies and recognition of words appropriate to National Curriculum expectations for their year group. Teachers should also 'think aloud', modelling their thought process and how they have reached conclusions. Discussion between peers and their teacher should help the children to reach a deeper understanding of the text. Whole class reading will have a specific focus with an emphasis on the reading domains and all abilities should be included in discussions by differentiated questions, support and outcomes.

### **Teaching of Phonics and Early Reading at Key Stage 2**

At Christ Church Junior School, we recognise that some children at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching.

In their day-to-day learning some children may:

- experience difficulties with blending for reading and segmenting for spelling
- show confusion with certain graphemes and related phonemes
- have difficulty segmenting longer words containing adjacent consonants
- demonstrate a general insecurity with long vowel phonemes. For example, children generally know the most common representation of a phoneme, for example /ai/ as in train, but require more explanation and practice about the alternative spellings for any particular phoneme.

In order to support children to overcome these barriers a phonics intervention is put in place. For EAL children, who have little or no English language, this would mean following the systematic phonics programme from the beginning, having daily phonics and a reading book which reflects their progress through the phonics scheme.

Children who come to our school having failed the Key Stage 1 phonics check, will be placed in a phonics group which will address their specific gaps. These children are assessed and tracked half termly.

At Christ Church Junior School we use the 'No Nonsense Phonics (Skills) programme. This is a comprehensive step by step method for teaching reading, handwriting and spelling.

It provides systematic and rigorous phonics teaching which builds from decoding words to text level work which exposes children to varied and rich vocabulary. In order to ensure that children who have gaps in their phonic knowledge are reading to support the teaching of phonics, two weekly texts are provided. The children in this group have a reading book which is in line with their Salford reading age and comprehension level.

No Nonsense Phonics is a versatile scheme which works well for our key stage 2 children for the following reasons:

- The materials are suitable for us as an intervention.
- The materials are suitable for EAL children.
- The images and content of the work books are age appropriate.

### **Impact**

In Reading, we regularly assess the children to ensure that all children are making progress. We strive to ensure that our children's attainment is in line with, or exceeding, Age Related Expectations. We know that 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 order to access their secondary education.

### **Reading for Pleasure**

#### **Hearing Books Read Aloud**

A class book (class reader) is shared and timetabled for at least three times per week, this is usually teacher led reading, with the children listening and responding to the text as appropriate. The book chosen is usually voted for by the children from each year groups recommended reading list.

#### **Children Reading Aloud**

This will be modelled in all lessons and especially during whole class reading and guided reading. Whilst in school, children are taught the skills they need to become effective readers. They should then practice and fine tune those skills at home. Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and during class assemblies and worship.

#### **The Reading Environment**

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. Examples of such displays may include: book corners, collections of favourite books, book reviews, book of the week, reader of the week, author displays and recommended year group reads. Such displays will help to develop enthusiasm for reading. Each classroom shares and promotes their class reader by displaying the book, author and authors useful information outside of their classroom door.

#### **School library**

Our school library is well stocked with a range of children's literature and non-fiction books. The children access the library daily and are all encouraged to choose books of their interests

to take home and share. Children also have the opportunity to take books from our outdoor library situated in the reading garden every lunchtime. Our school library is also open to children along with their families every Thursday after school to promote a love of reading. Staff are on hand to talk to families about reading activities and how to support their children at home.

### **Reading Intervention**

Individual class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time or work in small groups based on teacher assessment and/or IEP targets. Consultation with the school SENCO is essential to ensure children are placed on programmes appropriate to their needs.

### **More able pupils**

‘Mastery’ and ‘at greater depth’ *“the National Curriculum should focus on ‘fewer things in greater depth’, in secure learning which persists, rather than relentless, over-rapid progression...”*

Challenge for our more able pupils is provided through careful planning and differentiation of independent tasks and questions.

### **Equal Opportunities**

We will ensure all children have equal access to the curriculum, regardless of gender, race or ability. Children with specific reading, speech and hearing difficulties will be identified and supported through intervention programmes in school. The interests of individual children will be taken into consideration when reading activities and materials are selected. We will ensure that authors chosen and literature/books available to children represent as wide a range of cultures as possible.

### **Assessment and Recording**

Teachers continually assess children’s reading. A whole school approach to assessment and record keeping is used as per the assessment policy. Teaching staff also maintain their own individual class records of achievement in reading. Salford reading tests are administered termly which supports assessment in reading accuracy, reading comprehension and reading age.

### **Parental Involvement**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Christ Church, we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child’s reading development, welcoming comments in individual reading record books. Teachers and teaching support staff record when they have listened to a reader on a 1:1 basis or part of a guided reading group using stamps in each individual child’s reading record books. Parents are invited into school to learn about how reading is taught and developed and will be consulted about any changes with regard to reading.

### **Bedtime Reading Bags**

To continue to promote and develop a love of reading, each week two children from each year group will receive a bedtime reading bag which contains either a story or poetry book appropriate for their ability, a packet of biscuits, hot chocolate sachets and a reading log. Our aim is to encourage shared reading at home with the additional enjoyment of a biscuit and a hot chocolate. Children will be chosen randomly each Friday to take home the bedtime reading bag to read and share with their family members/carers. They are encouraged to create a reading response in their reading log to share when they return it to the rest of the class the following week.

### **Reader of the Week**

One child per class is selected each week by their class teacher in recognition of their efforts in reading. This could be for in- class reading or reading at home. Children are presented with their certificates during our whole school celebration assembly on a Friday.