

Folville Junior School

Reading Policy



Active encouragement of reading should be the core part of every child's educational entitlement, whatever their background or attainment, as extensive reading and exposure to a wide range of texts makes a huge contribution to pupils' educational achievement. At Folville Junior School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves.

Our reading curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

Our aim is to provide experiences and learning which will enable children to:

- To explicitly teach and develop the key strategies good readers use.
- To provide children with a rich curriculum, which encourages extensive reading of whole books and other kinds of texts.
- To give children access to a wide range of texts in different formats and genres whilst gaining an increased level of fluency, intonation, accuracy, independence and understanding.
- To develop positive attitudes towards books to that reading is a pleasurable activity both in school and at home.
- To ensure that children use their reading skills as an integral part of their learning throughout the entire curriculum.

Shared and Guided Reading Intent

Throughout school, our shared and guided reading sessions balance the teaching of reading between word reading, wider decoding skills, grammar for reading, wider comprehension strategies and response to text in order to develop fluent readers who understand what they are reading. We believe that it is important that children read for meaning because not only does a lack of comprehension create a barrier to educational attainment but also because better comprehenders are more likely to be motivated readers.

Shared and Guided Reading Implementation

Shared and guided reading are taught routinely and effectively using a linked approach whereby a key skill focus is modelled by the teacher in shared reading which is then practised by the children in a series of subsequent guided reading sessions. In whole class shared reading, a rich, challenging text is used by the teacher to explicitly model the key skill by voicing reader 'think alouds'. Children are then given the opportunity to apply the skill in pairs, discussing their application of the strategy. In group guided reading, the teacher works with each ability group in turn, reiterating the taught focus, listening to each child independently read a text at instructional level and assisting them in applying the focus. Children are then encouraged to reflect upon their progress towards the key objective and respond to a 'Big Question'. This is a statement about the text which the children discuss as a group allowing the teacher to assess the children's comprehension. The key skills focussed on in these sessions cover the objectives set out in the National Curriculum as well as the strategies that evidence based educational research has found make a good reader (see appendix 1).

Folville Junior School have adapted the Parks progression statements in order to assess and plan our reading lessons. These progression statements explain precisely what level each of the key skills should be taught at in each year group and are used to ensure that an appropriate pitch and expectation in reading is being planned for. Furthermore, progression is ensured through the strategic planning of reading across the school with a greater emphasis being placed on the teaching of comprehension objectives with a lesser proportion of sessions dedicated to word reading, wider decoding strategies and the children's response to text in years 3 and 4. Whereas, in years 5 and 6, whilst a significant proportion of sessions are still spent teaching comprehension strategies, a similar proportion is spent developing children's response to text, with a lesser proportion of sessions being spent on word reading and wider decoding strategies.

At Folville Junior School, we pride ourselves upon having a responsive reading curriculum; therefore, the exact proportion and focus of our reading lessons are always based upon the assessment of children's reading, responding to their needs. Progression is also ensured through the pitch of texts used for shared and guided reading, which is checked by teachers using Accelerated Reader.

Where possible, we use whole texts for both shared and guided reading, aiming for a balance of fiction and non-fiction and use of a wide range of text types.

Impact

Reading judgements are secured through the triangulation of test data, evidence from the pupil and the curriculum. Our test data comes from NFER, SATs and Accelerate Reader – both from AR test outcomes and the termly Star Reader tests. Evidence from the pupil is through their Atos/ benchmark book level and where appropriate, pupil profiling. Finally, evidence from the curriculum is gathered from their reading journals, English books and guided reading session notes. Where children are found to be having difficulties with their reading, pupil profiling, which is an in-depth comprehension assessment, is used to identify what might be causing the child's difficulties in understanding the text. During pupil profiling, children will read aloud a short extract of text and answer questions based on it indicating which reading strategies they need to develop. As a result, if a need is identified, the child will receive appropriate intervention or support to help this.

In addition to taught reading lessons:

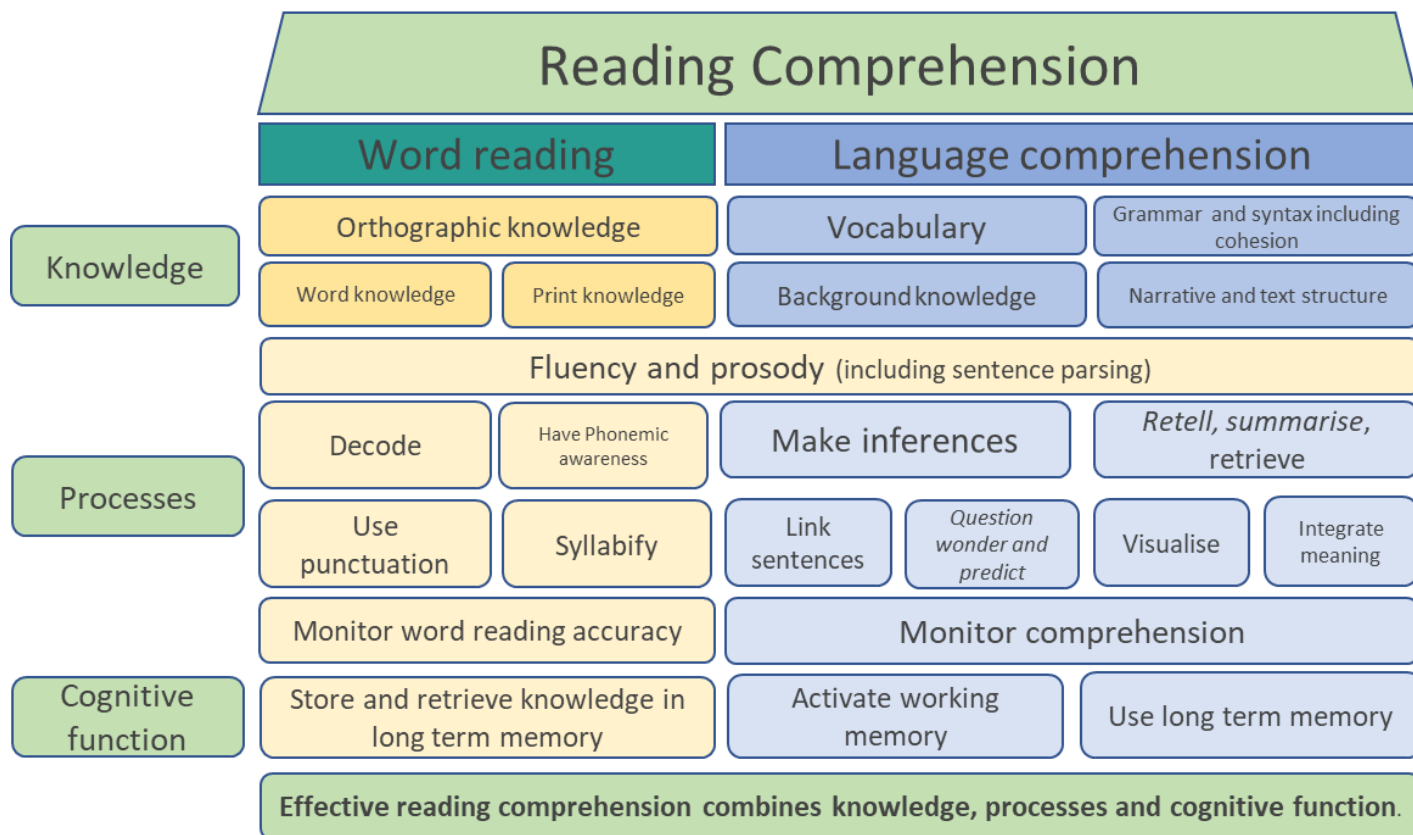
- Children will be encouraged to value books and show an interest in them.
- The school will provide an attractive and imaginative environment through literacy displays including various types of books, labels, captions, instructions and questions.
- Teachers will highlight the specific links between reading and writing.
- The school will actively and consistently encourage reading for pleasure, both in and out of school.
- The school will maintain reading as a valued, high profile activity which accesses the whole of the curriculum.
- The school will maintain a varied library area and introduce children to a wider range of fiction books through the library system using the Accelerated Reader programme to assess understanding.
- The teachers will ensure texts for each key stage are maintained and supplemented appropriately and kept up to date texts using the Accelerated Reader programme.

INCLUSION

Folville Junior School recognises the need to actively encourage a positive attitude to reading with all children regardless of gender, ability or background. Provision of resources, teaching time and the organisation of the library will endeavour to provide all children with equality of opportunity.

Appendix 1:

Reading skills taught in shared reading lessons.



Based on The Reading House adapted from Hogan, Bridges, Justice and Cain (2011)with Reading Research Review Series: English Ofsted (2022)