

## Reading at St James' C of E Junior School

**Whole school curriculum intent:** Our intent is to give all of our children the cultural capital (life experience), knowledge and transferable skills that they need to succeed in life, and to give them social parity with their peers.

All of the decisions that we make as a school are driven by our drivers.

- Oracy – the ability to listen actively and contribute articulately to a discussion.
- Initiative – the art of taking risks and thinking for yourself.
- Futures – gaining the skills and experiences to flourish as a member of society.
- Opening doors to the world – gaining amazing real-world life experiences
- Keeping safe and well – how we keep ourselves healthy and safe

### **Reading**

*At James', after safeguarding, reading is our top priority. As staff we prioritise reading, staff foster a love of reading and phonic CPD is prioritised with the aim of all staff being experts in early reading.*

### **INTENT**

*At St James' C of E Junior School, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and access the wider curriculum, and the outside world.*

- To provide early reading foundations that enable pupils to be enthusiastic readers with a passion and love for storytelling, literature and vocabulary.
- To ensure that all children learn to read and read to learn.
- For children to become enthusiastic and motivated readers
- To immerse children in a range of genres in order to develop cultural capital and provoke thought (opening door to the world)
- To encourage a love of literature and enjoyment of reading.
- Through thorough tracking we ensure that no child is left behind; those few pupils who find learning to read a challenge are supported through rigorous interventions to cater for their needs.

## Implementation of Reading

### **Phonics (See Phonics Policy)**

#### **Years 3 and 4**

For those children that have not made the necessary progress in key stage 1, the teaching of phonics using Ruth Miskin Read, Write, Inc will be incorporated through the delivery of RWI interventions.

For children arriving at St James' Junior School in Year 3, having not passed their phonics screening test, will be assessed and placed in an appropriate intervention group.

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Where possible data will be shared from the feeder infant school and children will be placed in a group ready to start in September.

Any new child to the school, at any time of the school year, will be assessed and placed in an appropriate reading intervention if needed.

### Years 5 and 6

For those children that have not made the necessary progress in phonics, in years 3 and 4, the teaching of phonics using Ruth Miskin Fresh Start program, will be incorporated through the delivery of Fresh Start interventions.

Any new child to the school, at any time of the school year, will be assessed and placed in an appropriate reading intervention if needed.

### Training

All members of staff and parent helpers who support in school will receive regular, high quality training in Phonics and Early Reading using Ruth Miskin RWI and Fresh Start materials. All new members of staff (teachers and teaching assistants) are required to undertake training as part of an induction programme.

### English lessons

**Reading** and writing are taught and learnt through meaningful and effective contexts using a range of approaches. All writing stems from a high-quality text, model or novel, based on elements of Talk 4 Writing approach. We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, targeted support is in place for SEND children and EAL learners allowing them access to access, progress and achieve. This may involve a greater level of scaffolding (See appendix) and access to additional support materials such as Writers Toolkits, Word Banks, picture prompts, translations or a greater level of modelling. Previously high attainers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammatical features.

### Guided reading lessons

The KS2 Reading Curriculum builds on previous years and prior and background knowledge is embedded. Connections between authors, genres and settings are explicitly made. Teachers use Knowledge Organisers; Vocabulary banks are displayed and low stakes quizzing to aid retrieval and long-term memory. We do this through explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements which require further understanding. We use VIPERS question stems throughout which stands for vocabulary, inference, prediction, explain (authorial intent), retrieve and sequence. Each lesson begins with questions that check pupils' understanding of previous extracts as well as the current text in order to enhance their memory. Teachers use a combination of novels and extracts as part of the KS2 reading curriculum. Children read aloud and silently during these lessons and choral, echo and individual reading is used. EAL learners are supported using resources from the EAL Hub, scaffolds, word banks and chapter summaries. Children have access to novels in their home language.

## **Reading at St James' C of E Junior School**

### **Independent Reading**

Time is set aside for children to read books independently for pleasure in class for at least ten minutes during the school day. Each child has a copy of a reading book, at their level, from our reading scheme, Oxford Owl. Children also have access to the school library and can choose any book they wish to read for pleasure.

### **Reading Aloud**

There are opportunities planned for children to read aloud to a variety of audiences. This could be through their English work, guided reading, or by performing to audiences, including the whole school and parents in collective worship.

### **Reading Scheme**

The school has adopted the 'Book Bands' approach to enable different schemes and 'real' books in school to be integrated in a progression of colour coded bands and follow a clear progression. These offer a selection of genres, books to engage specific groups and also books which celebrate diversity.

### **EAL Support**

We have access to books in a range of different languages

Where children are in RWI or Fresh Start intervention group children are given a reading book to take home which is suited to their level of need, and matched to the phonic sound they are currently learning. We try to ensure that these books match the sounds taught. These books are sent home for home reading and are also used for individual reading in school. They are books, in which the children are able to read, so they can read it in their 'readers voice.'