



## **Reading at Shears Green Junior School**

November 2022

The programme of study in the English National Curriculum for Reading at Key Stage 2 is constructed into two main strands:

- Word reading
- Comprehension (both listening and reading)

**Aims:** The aim for children at Shears Green Junior School is to:

- Read easily, fluently and with good understanding;
- Develop the habit of reading for both pleasure and information;
- Acquire a wide vocabulary and understanding of grammar and knowledge of linguistic conventions for reading;
- Apply this knowledge and understanding to all areas of the curriculum.

All classes follow a high-quality text-based English curriculum, whereby they read and respond to a range of books (see Writing/ GPS Policy.) The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace; however, where children demonstrate particular difficulties with an aspect of the English curriculum, it may be necessary to involve specialist support.

**Early Reading:** For children who did not pass their phonics screening, and cannot decode fluently, phonics is taught in five groups across Years 3 and 4, both in the hub and within phonics/ spelling sets (see phonics policy) using Read Write Inc. These children have access to Read Write Inc reading books appropriate to the sounds that they are learning and their level. Once the children reach Phase 3, they will also be encouraged to also have a reading for pleasure book of their choice and they will begin to use Reading Plus.

In addition, a National Tutoring Programme teacher works with a selection of Year 4 children- these children have access to the online version of the RWI books both in school and at home.

**Whole Class Reading (WCR):** All year groups participate in three WCR sessions per week. These sessions focus on teaching children the knowledge and skills needed to answer comprehension questions about a text, based on the eight content domains (2a-2h). Particular focus is given to retrieval, inference and vocabulary. It is an expectation that teachers will: read and discuss a text (including vocabulary); model skills such as skimming and scanning and how to answer questions associated with the particular aim for the session. Comprehension tasks may be based on the class novel or from an extract. All children will complete meaningful written tasks, related to the learning objective, on whiteboards, or in their books. PiXL therapies may be used to support WCR sessions, or be used as a basis for intervention groups. In order to catch some children up with their peers, intervention sessions are run to support and accelerate children's progress.

**Reading Plus:** In order to further develop reading stamina, speed, comprehension and vocabulary, all year groups have two Reading Plus sessions timetabled weekly, using the banks of iPads and Kindles. Adaptive weekly lessons are set for each child. Teachers are expected to monitor individual and class progress, present certificates and encourage children to complete tasks at home, in order to meet the expected grade for their age. This time also provides an opportunity for teachers/ teaching assistants to listen to children read and carry out specific interventions with children who are not able to access the lowest level of the program.

**Reading for Pleasure:** In order to enrich the children's joy of reading and to create an ethos whereby children can develop a love of reading and literature, including poetry, books are displayed in every classroom. Children may borrow from the book selections and they are updated regularly with child and teacher book recommendations. All children visit the new school library weekly, where they have access to a wide variety of fiction and non-fiction books.

### **Home Reading:**

All children are encouraged to select books from their classroom or the library to take home. It is the teachers' and teaching assistants' responsibility to ensure that the children are choosing books appropriate to both their ability and age. All children are expected to read at home for 20 minutes every night in order to support their progress in reading. In addition, they have access to Reading Plus (see above).

For some early readers, who need a more supportive and progressive reading for pleasure experience, Oxford Reading Tree books are available.

To support children with their reading and to ensure that *all* children are being heard read, teaching assistants- as well as parent helpers- have dedicated time to listen to readers. Vulnerable children are heard read daily in school and teachers have dedicated time to read with children in receipt of pupil premium.