

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: March 2021

Policy Review: July 2023

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. A centre of learning excellence inclusive to all. 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, the 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. Children will be given many and varying opportunities for reading which are not restricted to Literacy lessons.

These include:

- Independent Reading
- Guided Reading
- Shared 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 and the structure and delivery of these vary depending on the year group. The teaching and learning of 'reading' takes place within whole class and group settings which will be planned and led by the class teacher as well as 1:1 focused teaching delivered by skilled

practitioners to build on the needs of individuals. 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
- Shared Reading
- 1:1 Reading with an adult
- Whole Class Reading

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 a week. During these sessions, all children will read and respond to a challenging whole class text with the teacher and teacher assistant supporting. 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 matched to the age of the children and are therefore challenging. These include a range of picture books, novels, heritage texts, poetry and modern classics. Following the guided reading session, the class teacher or the teaching assistant stamps the child's reading record book to indicate to the parents/carers that their child has read to an adult in school. The children who are not engaged with guided reading are given a purposeful journal activity to do independently using their home reading books.

Shared Reading

Shared Reading takes place within English lessons. The teacher models reading skills and strategies to the whole class as an expert reader. The texts selected for shared reading are quality texts that reflect the teaching objectives.

Whole Class Reading

We believe at Christ Church that children don't just need to learn to read but that they need to develop a love of books and reading. All year groups, are read to daily by their teacher – this is a whole school initiative. This is teacher led reading with the children listening and responding to the text as appropriate. This activity takes place in all classrooms with all children. During whole class reading, children will gain exposure to and experience a range of genres which they can then apply when choosing books for independent reading. The book chosen for whole class reading will be a book that is aimed slightly above the strongest readers in the class in order to expose all children to a wider range of books than they can access independently.

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

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a regular basis.

Children Reading Aloud

This will be modelled during shared and guided reading and hearing books read aloud with the exception of those children targeted to require extra 1:1 sessions. 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 attractively displayed, book reviews, book of the week, author displays and recommended reads will help to develop enthusiasm.

School library

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

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.

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 the books and literature 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 conducted 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 (weekly) 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. Parents will continue to be invited into school to be consulted about any changes with regard to reading.

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.