

Subject on a Page

English (Reading)

At Scartho Junior Academy, we are passionate that reading is a key life skill and we are dedicated to enabling our pupils to become lifelong readers who achieve academic success and progress in a number of curriculum areas. We provide our pupils with the skills and grow their confidence to deal with printed language critically. We aim to provide children with experiences that will lead to rich language development so that at the end of their primary education journey, they are empowered with a breadth of vocabulary that they can build on in their future prospects. We hold reading for pleasure at the heart of everything we do so pupils develop a real love and thirst for reading.



Intent—We aim to...

Adopt and nurture a love of reading by engaging with a different forms of literature, non-fiction and poetry in a variety of ways.

Help children read easily by providing them with the life-long skills of reading fluently and with good understanding.

Build a community of readers who turn to reading for meaning and pleasure by engaging parents and enabling visits to our school and book fairs.

Teach children a wide vocabulary and understanding of reading conventions.

Provide opportunities to appreciate our rich and varied literary heritage.

Develop a consistent approach to teaching reading, to close gaps and target the highest number of children reaching standard or above.



Implementation—How do we achieve our aims?

We view reading as the key to academic success. By ensuring that reading is central to our curriculum design, we ensure children read for a range of purposes.

READING FOR PRACTICE

READING FOR MEANING

READING FOR PLEASURE

READING FOR PRACTICE

Reading Practice

All children read aloud several times a week in groups, whole class reading or in other subjects. In addition, the lowest achievers read 1:1 with teachers, TAs / volunteers. Our focus is primarily on comprehension, as the expectation is that children read with an appropriate level of fluency by the end of Year 2. Reading lessons are supported by the principles of 'Hooked on Books' and utilise Book Talks, Demonstration Reading and the Reading Rainbow to instruct lessons. In UKS2, Paired Reading and Reading + are used to close gaps and extend comprehension.

Home Reading Tracked

Children receive Reading Diaries as the main communication between home and school on how regularly and well the child is reading. Each child is expected to read a minimum of three times a week at home. Any child who regularly manages less than this is supported at school.

Access to appropriate books

Books in the library are banded by age appropriateness and text difficulty and children are able to freely choose these books. Class reads are also picked from a reading spine to ensure that texts are pitched at the right level and themes are appropriate.



Support to catch up

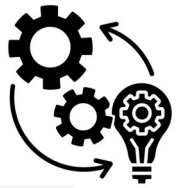
Teachers draw upon observations and continuous assessment to ensure children are challenged and progressing. In doing so, they identify those needing additional support. Additional support is set up via interventions and can include pre-teaching to those who need support accessing main class texts, to phonics support which is planned specifically to that child's gaps. In Year 6, booster groups are available to help close any gaps.



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Implementation (continued) - How do we achieve our aims?



READING FOR MEANING

Comprehension



In order to develop the skills for children to become accomplished readers, we deliver comprehension lessons using the Reading Rainbow. These comprehension lessons are split into Demonstration lessons, where the teacher explicitly teaches the internal thoughts of a reader to Independent lessons where we are able to practice and assess the children's own comprehension.

Book Talk

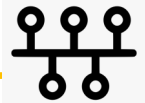
In our Book Talk lessons, we have less focus on writing, and more focus on creating a community of readers, where discussions are based around different reading skills which help deepen the meaning of texts for the children. Book Talk sessions give children the opportunity to structure (orally) a comprehension answer which can be re-modelled 'live' if answers miss the mark.

Vocabulary Development

Picking high-quality texts and discussing synonyms regularly ensures that our children are exposed to high-level vocabulary regularly. In addition to this, encourages talk around vocabulary and having 'word of the day' type activities and diaries to record words ensures that the children have an ever-expanding bank of words in their vocabulary and at their fingertips.

Clearly structured lessons

Whole class reading lessons are structured to allow children to develop as competent readers who can discuss and record their level of texts read. Reading lessons are primarily centred around the reading content domains and these are shared through the lenses (themes) of the Reading Rainbow.



READING FOR PLEASURE

Access to quality books

Children are offered high-quality books that reflect the different variety and experiences for children. We have freedom of selection, borrowing and sharing and are building links with the community.



Essential story time

Teachers read to children in all classes, and story time is a key part of the day. Children often help to select class reading texts, which are read to children for ten minutes daily.



Impact—How will we know we have achieved our aims?

By engaging in and listening to high quality texts, children display enthusiasm for reading and choose to read for pleasure.

As we believe that reading is key to all learning, the impact goes beyond the result of assessment and essential skills allow children to transition confidently.

Children read for meaning and pleasure and staff enthusiastically share texts.

Children choose books for pleasure, entering a wide range of world that reading opens up in interests and projects.

Children read in other subject areas and as a result their skills are enhanced and understanding of the world increased.

A high number of children achieve the expected standard or higher, and through target intervention, those who find reading challenging are helped to catch up.