

# **Reading**

## **Intent**

At Dobcroft Junior School, we want to ensure that by the end of their primary education, all pupils are able to read fluently and with good understanding to enable them to fully embrace the KS3 Curriculum. In order to achieve this, we will build upon their KS1 learning and teach a variety of new comprehension skills in our reading lessons. Pupils will have access to a wide range of fiction, non-fiction and poetry texts to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also feeds pupils' imaginations and opens up a treasure-house of wonder and joy for curious young minds.

## **Implementation**

### **Whole Class Reading – Termly Sequence**

Across the academic year, children will study a variety of books. The children will follow the sequence below to ensure they have the best reading experience.

- 1) **Prepare (at least 1 session)** – The aim is to ensure all children can access the book and understand it to the best of their ability by learning crucial background knowledge e.g. key themes and ideas.
- 2) **Introduction to the book (1-2 sessions)** – The aim is for children to establish the bare bones of the book and make predictions.
- 3) **Whole Class Daily Reading Sessions (as many as required to complete the book)** – Teachers use the daily structure as outlined in the next section to deliver the key comprehension skills (VIPERS: vocabulary, inference, prediction, explain, retrieve and summarise).
- 4) **Reflection (at least 1 session)** – The aim is for children to reflect and share opinions once they have completed the book.

The coverage of texts studied throughout Key Stage 2 can be found in the whole school progression document. The texts have been carefully planned to ensure children are accessing age appropriate texts, as well as a wide range of genres including both fiction, non-fiction and poetry.

### **Whole Class Guided Reading – The Daily Structure**

Whole Class Guided Reading Lessons will occur **four times a week** for **30-45 minutes for each year group**. At Dobcroft Juniors we teach children the comprehension skills using VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise). Each lesson should be planned carefully using the following structure:

- 1) **Vocabulary** - Teacher to select three words from the current section of the book and clarify them.
- 2) **Fluency** – A section of the book is read. Teachers must include these four reading fluency structures throughout the week to provide children with a range of reading experiences:

- Teacher reading (teacher models positive attitudes to reading, expression, intonation)
  - Shoulder/ face partner reading
  - Base team reading
  - Independent reading
- 3) **Model Activity/Task** - Teacher to model a comprehension task which focusses on one of VIPERS with planned key questions relating to the L.O.
- 4) **Task** - Children to complete a comprehension activity which the teacher has clearly modelled. Scaffolding and deepening tasks must be planned in every session to meet the needs of ALL pupils.

### **Individual Reading**

Children will have access to 1-1 reading opportunities in the following ways:

- Reading independently as part of a fluency structure in whole class guided reading.
- Reading with the teacher or teaching assistant during the 'Reading for pleasure' during morning tasks.
- Opportunities to read aloud with a teaching assistant
- Access to a reading volunteer (where available)
- Buddy Reading
- Reading at home

### **Celebrating Reading**

At Dobcroft Juniors we aim to foster and encourage a love of reading. We celebrate reading in the following ways:

- A welcoming reading area in every classroom as well as a school library corridor.
- Reading a class book 3 times a week, chosen carefully for a purpose (e.g. teacher's childhood favourite author, linking to current class issues, linking to areas of the wider curriculum).
- Half termly reading champions.
- Reading challenges given to pupils over holidays.
- Celebrating World Book Day.
- Hosting a book fair.
- Sponsored read
- Lunch-time clubs which encourage reading such as snug club
- Buddy Reading

### **Home School Reading and Reading Records**

We believe that parental engagement is extremely important at Dobcroft Junior School. All children will have a home/school reading record sent home in which we would like children and parents to record when they have read at home either independently or aloud. These reading records will be brought into school every Friday and the teacher can keep track of who is reading at home and how often children are reading aloud. The expectation is that children will read at least three times a week. The reading records will also come with a list of recommended reads and question stems that parents can use when listening to their child read aloud. Rewards in line with our school behaviour policy will be given to children for completion of the reading record.

## **Impact**

### **Formative Assessment**

In each reading session, children will use their individual guided reading books to record tasks set. The teacher will make use of the learning evaluation book in order to inform future lessons and adapt planning where necessary. Guided reading books will be marked using a smiley face next to the learning objective for achieved or NY for not yet achieved. Teachers may also choose to write an individual comment if necessary.

### **Summative Assessment**

***In year 3*** all children will complete a baseline assessment in the Autumn 1 term. Teachers will discuss the needs of pupils on transition from KS1. All of this information will enable teachers to assess the level of the child's reading accurately and teach them using the appropriate resources.

***In years 3, 4,5,6*** children working below the expected standard at the end of the year will complete a 'PM Bench marking miscue analysis' reading assessment which will determine what reading band the child is on. This assessment will be completed once a term in order to track their progress (co-ordinated by the SENCo). Once a child has moved onto the brown book band, they will be perceived as a 'free reader'.

***All children in all year groups*** will be assessed once a term in their reading by completing a summative assessment. Our assessment policy outlines the details of such assessment in more detail. Alongside this, the teacher also considers work produced in lessons overtime to make judgements about a pupil's overall ability.