

INTENT

At Hursthead Junior school we aim to:

- Instill a love of reading that will last a lifetime
- Develop fluent, accurate readers, who are able to access information across the curriculum
- Provide children with the skills to comprehend what they are reading
- Introduce children to different worlds outside their classroom/bedroom

The Simple View of Reading



IMPLEMENTATION

Love of reading

- Well stocked library and class libraries, with a range of authors and diversity
- Teachers regularly read books aloud to children (class reading and book study books)
- Year 6 Librarians sharing their love of reading and act as reading buddies to children in Year 3 and 4
- English Subject Leader/Librarian supporting staff and parents to recommend books (recommended reading lists / teacher reading book matching website / author of the week posters)
- Author visits / Assemblies / World Book Day / Stockport Children's Book Awards

Fluent, accurate readers

- Independent reading built into school routine (e.g. weekly DEAR)
- Children expected to read for at least an hour a week at home (Reading Record for home – school communication)
- Children are guided to read books (reading scheme / Barrington Stoke / library books) at an appropriate level of challenge (Salford Reading Age / Collins Fluency assessment to support teacher judgement using 'five finger' rule)
- Fluent readers are challenged to broaden their reading diet / select more challenging texts (recommended reading lists / teacher feedback)
- Teachers identify children who need to develop accurate word reading (decoding & sight recognition) / fluency and provide support for children to keep up (phonics intervention / decodable readers / Rapid, Code and Barrington Stoke schemes / adult listening to target children read 1-1 once a week and providing feedback on word attack and fluency)
- Teacher and TA subject knowledge training on: word reading, fluency, **phonics (planned for spring term 2023)**

Reading Comprehension

- Once a week, whole class reading comprehension lessons to model and practise a range of VIPERS comprehension skills (drawn from KS2 reading domains) using a range of genres
- Discussions around class reads and book study books support key skills e.g. inference / prediction / summarising
- Teachers identify children who need to develop reading comprehension skills (teacher judgement and Week 10/20/30 NFER reading assessments) and support them to keep up via targeted weekly interventions

Different Worlds

- Range of diverse titles in main and class libraries
- Across school, class reads and book study books cover a range of: modern classics, friendship issues, I See Me book, books from across the world

IMPACT

- Monitoring Strategies: Book Looks, Learning Walks, Pupil and Staff Voice
- Children talk confidently and passionately about books and are keen to recommend new titles to peers
- Teacher/TA assessment (Salford Reading Age / Collins Fluency / 'Five Finger' rule) , monitoring and feedback (Reading Record) ensures children are regularly reading appropriately challenging books to develop their reading accuracy and fluency
- By the end of Year 6, the majority of children will be fluent, confident readers, who are able to access reading across the curriculum going up to high school
- In classroom conversation, children will have a greater empathy for people who are different to them