

Reading at Ladysmith Junior School

Intent

At Ladysmith Junior School, recognise reading as a lifelong skill which impacts hugely on many areas of a child's development. We want all of our students to leave school with a love of reading. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently and with confidence and will recognise authors and styles of writing which they enjoy. Children need to see adults enjoying books and we encourage our staff to share their love of reading with the children. We will encourage children to read across a variety of genres to allow them to develop a love of reading, build preferences in reading and choose what to read, as well as gaining knowledge across the curriculum.

Implementation

Once children have mastered their early reading skills, they are taught higher order reading skills. At Ladysmith Junior School, we use Reading VIPERS to teach and develop the key skills children need to master in order to become successful readers (vocabulary, inference, prediction, explanation, retrieval and sequence/summarise). All children will be working on VIPERS skills daily during their whole class reading sessions as well as continuing to develop their fluency and expression. Sessions consist of collaborative and independent activities enabling children to practise and apply their reading skills.

Any children who are not making expected progress will complete a diagnostic assessment to identify the areas of need before measures are put in place. In year 3 and 4, we use Read, Write, Inc phonics programme to support children who need to further develop their decoding skills. These children will be allocated decodable reading books linked to their learning. Children who are accessing additional phonics support are assessed half-termly to measure progress. This data is used to ensure the children are placed in groups which meet their specific needs. Children who need further support to develop their comprehension skills will take part in Reciprocal Reading. This is a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. Reciprocal Reading emphasises teamwork and supports independent comprehension skills.

Independent Reading is provided through the Accelerated Reader Scheme. All of the school book stock has been levelled according to the guidance within this programme. The programme works by establishing a base line reading level for each pupil (through an online STAR reading test). The children are then directed to a book level for their reading age and interest level. Once they have completed the book they take an online quiz which assesses how well they comprehend the book. As children progress, they will be expected to read increasingly challenging/ longer books which can sometimes be difficult for parents and teachers to establish the pupil's level of understanding. However, the AR programme allows and caters for this as it checks for an understanding of a book read, through inference and comprehension questions as well as for vocabulary knowledge.

Each class will foster a love of reading through daily reading time, in which children are encouraged to share their enjoyment of reading. Over the week, they will visit the library and read books of their choice and of different genres. Teachers will read aloud to their children and allow children the opportunity to engage in book discussion in a range of contexts

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. As well as becoming fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum, children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

During whole class guided reading, the children are continuously assessed through the use of daily observations and carefully planned questioning. Alongside teacher assessment, to provide accurate summative assessments of the children's reading ability, the children take part in a standardised reading assessment at the end of every term.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.