

## Reading at Ladysmith Junior School

### Intent

At Ladysmith Junior School, we 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

Comprehending a text is integral to the enjoyment of reading. If you cannot understand what you have read about then it just becomes words on a page! Reading VIPERS is our way of teaching comprehension skills. All children will be working on VIPERS skills daily during their whole class reading sessions. Sessions consist of collaborative and independent activities enabling children to practise and apply their reading skills. The children also enjoy Accelerated Reader. This is a computer based program which we use to monitor progress in school. After reading a book, the children enjoy taking short quizzes to check their understanding.

In year 3, we aim to quickly identify children who are not fluent readers and need to further develop their blending, segmenting and decoding skills. These children will have additional phonics teaching and will be allocated decodable reading books linked to their letters and sounds phases. Children who need further support with their comprehension 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.

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.

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.

