

Reading @ Granby Juniors:

At Granby Junior School we aim for all children to become competent, effective readers who decode accurately, read with comprehension and, most importantly, take enjoyment in reading which is carried forward as a lifelong love of the written word in all its forms.

We believe that reading is key to all learning, so the impact of our reading curriculum goes beyond the result of statutory assessments. In their journey through our school, 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, they acquire a deep love of literature across a range of genres cultures and styles.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts throughout the Key Stage 2 curriculum.



'Golden Nuggets'

We would like our pupils to:

- Have a positive attitude towards reading;
- Be committed, independent readers;
- Be able to read with automaticity, accuracy and appropriate prosody;
- Be able to read for pleasure and to read to find information;
- Evaluate and make informed choices about books they read or wish to read.



SEND:

Adaptive reading teaching focuses on the whole class while providing scaffolding to those who need additional initial support or challenge in order to access the same ambitious curriculum and meet our high expectations. Strategies may include differing levels of support, access to resources, modelled first step examples or focused questioning.

Safeguarding

All reading materials are checked by staff to ensure that they are accurate as well as appropriate for the year group and individuals.

Outdoor Learning:

Children have the opportunity to enjoy trips outside of the classroom that relate to reading whilst at Granby Junior School. These include:

- internal - visits to the school library and bookfair;
- external – visits to the local library;
- author visits.

Support for staff:

- Reading/Phonics leads - Marnay Dudley/Matt Davies
- A number of electronic resources can be accessed by teachers through the English folder kept on the school's server. These include Jane Considine materials as well as training files and intervention ideas.
- The school library and individual class libraries all contain a large range of quality texts. These include both fiction and non-fiction.
- There is a library of individual decodable reading books as well as sets for reading fluency which closely match progression through the Song of Sounds phonics programme.



Content and Sequencing:

Teachers create a positive attitude to reading within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in this area.

Phonics/Reading Fluency

We build on the work carried out by our main feeder infant school and continue to teach children using the Song of Sounds. In Year 3, those children who have not completed the programme will continue to follow it whilst those that have completed it undertake revision work. Reading practice sessions develop children's oral reading fluency. Children in phonics or reading fluency groups take home a decodable text containing sentences with the sound(s) that they have been learning to practice.

Guided Reading

Our curriculum combines the different strands of effective reading (see below). Teachers ensure that there are opportunities that allow children to engage with and apply their knowledge across a wide range of text types. Children are encouraged to ask their own questions and to articulate their thinking.



Reading for Pleasure and Independent Reading

Children use the Accelerated Reader program to track progress and encourage them to read. Online Star tests identify children's current reading levels and guide children to choose books at an appropriate level (their zone of proximal development or ZPD). Books can be chosen from our well stocked library, class reading corners or books from home. Those in the school's libraries/book corners are colour coded and categorised according to how challenging they are to read. Reading books from within their ZPD Range reduces the possibility that a child may become bored or frustrated with what they are reading, and increases the likelihood of their reading ability improving.

Planning

Planning for phonics follows the detailed daily plans provided by the Song of Sounds.

Planning for reading fluency sessions takes into account the children's current oral reading fluency and the sounds that have been learned. To develop fluency, decodable books may be selected from a lower phonics stage.

Guided reading planning comprises:

- Long term planning which identifies year group skills and where they can be applied across the curriculum.
- Medium term plans to identify texts and foci.
- Short term plans to identify reading lessons on a weekly timetable together with detailed plans for non-Book Talk sessions. The class teacher evaluates the taught plans to inform future planning.

Links to other curriculum areas:

Teachers ensure that there are opportunities that allow children to engage with and apply their reading skills across a range of curriculum areas, ensuring that materials are adapted as appropriate for the children in their class.

Progress/Assessment

Accelerated Reader

On completing books, children take a short comprehension quiz and aim to score 100%. Teachers and the Reading Co-ordinators monitor the results regularly.

Book Talk Sessions

Formative assessment is undertaken by the teacher during the Book Talk sessions. This informs class planning and enables progress to be celebrated/support offered as appropriate.

Phonics and reading practice

Those children who are in a phonics or reading practice group are assessed half termly using the phonics diagnostic and reading fluency tools.

Star Reader

The Star Reading is completed each half term by all children to identify the difficulty level of books that they should be reading.

Summative Assessments

Children complete termly written comprehension tests to assess their ability to apply their learning to a range of texts and question types independently.