



**NEWHALL
JUNIOR SCHOOL**
Lionheart Educational Trust

N.J.S

Our
Intent
Implementation
Impact

Reading

OUR INTENT

AIM: To provide World Class teaching of Reading.

At Newhall Junior School, we use reading to expand our children's horizons, build creativity and imagination as well as to teach and build upon new knowledge and skills. We strive to ensure that every child can read fluently and with confidence by the time they leave primary education. We recognise that reading develops children's empathy and understanding of the world they live in; it connects them to new cultures and communities and improves their prospects, contributing to positive mental health and wellbeing. Our passion is to find a book, author, or text type that every child enjoys so that all children see themselves as 'a reader'.

Through the delivery of our reading curriculum, we hope to create a reading culture where children's enthusiasm for reading creates lifelong readers who choose to read for pleasure. Our reading curriculum focusses on two dimensions:

- Language Comprehension (both when listening and when reading) - There is a great focus on talk and stories to ensure the successful development and progression of vocabulary and language.
- Word Reading - We strive to ensure children can read and write fluently.

We achieve this through our daily reading sessions using our Reading Detectives approach. These lessons follow a whole class method to teaching reading, thus ensuring every child is engaged in meaningful learning. During reading sessions, pupils will be exposed to high quality fiction, non-fiction and poetry texts which provide them with the opportunities to improve their ability to infer, retrieve, predict, explain, and summarise what they have read. Alongside this, they will focus on key vocabulary and explore how to begin to define unknown words in context. During reading sessions, children communicate in pairs or groups to discuss the texts and are encouraged both to articulate their responses verbally as well as structuring written answers.

Teaching through a text

We give our pupils the opportunity to practise and develop as readers and writers by reading texts that will inspire them to write. The texts selected in our curriculum have been carefully chosen to serve different purposes. For example, non-fiction texts are used to deepen children's understanding of a historical or geographical aspect they have been learning about.

Reading for pleasure

We understand the importance of children reading to themselves and being read to. Therefore, each class builds in independent reading time which we call AR (Accelerated Reader). Children visit our school library each week and choose their own 'reading for pleasure' book, which allows them to follow their own interests and build their reading stamina. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Alongside this, we also ensure that all children are read to regularly by their class teacher. We use this to broaden their horizons, introduce the children to a variety of texts, both upcoming and established authors and enable them to encounter books that they might

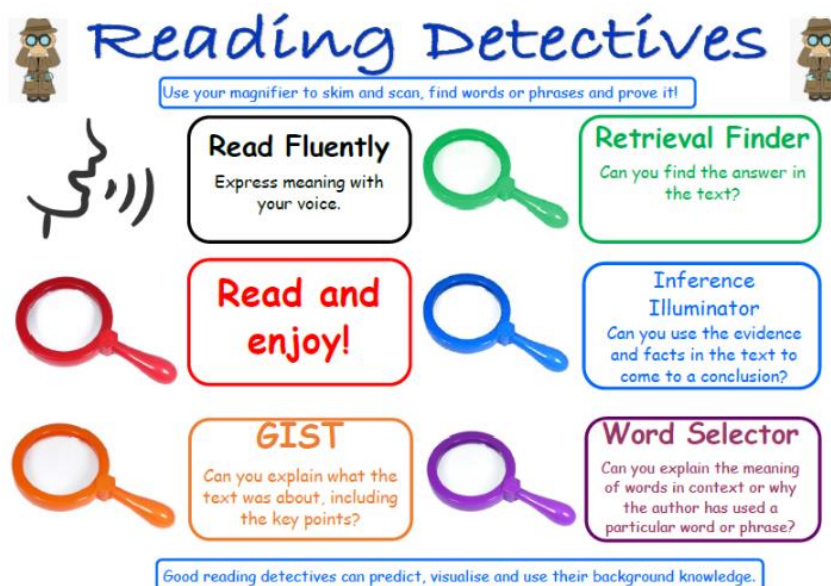
struggle to access on their own. Listening to stories supports vocabulary development and improves knowledge. It is an opportunity for a teacher to model the skills of reading and for the children to see this as an enjoyable activity.

As a school, we recognise that there are strong links between reading for pleasure and positive mental health and wellbeing. Higher levels of mental wellbeing and life satisfaction impact on academic achievement. Fiction helps to increase pupil's empathy, social skills, and inter-personal understandings. When our children engage deeply with characters and scenarios, they gain a deeper understanding of our shared humanity and common struggles. Thus, we encourage children to read to relax and take pleasure in their free time.

Phonics

At Newhall Juniors we understand the importance of a firm foundation in phonics to enable all our children to acquire the knowledge to become confident and independent readers and writers. We build on knowledge from KS1 using a synthetic systematic approach to teaching phonics through our Little Wandle Catch-Up Programme for those children who require it. This well-structured and comprehensive phonics programme ensures that all children develop an in-depth knowledge of phonics to become successful readers and writers. Decodable texts are matched carefully so that children can apply their phonic knowledge confidently and with success. We aim to ensure that children apply their phonic knowledge across all areas of the curriculum in both reading and writing.

OUR IMPLEMENTATION



Teaching sequence of lessons:

A typical week when a class is studying a fiction extract:

Monday	Tuesday	Wednesday	Thursday	Friday
Word pre-teaching / Hook/ Immersion	Word selector	Word pre-teaching/ Word selector	Word selector	Fluency practice / Text talk on the class novel
<ul style="list-style-type: none"> • READ - Teacher model - Children read - Context clue words - Key sentences/ paragraphs to say and unpick 	<ul style="list-style-type: none"> • RE-READ • The GIST • REACT and EXPLORE Children explore the story-so-far with an activity.	<ul style="list-style-type: none"> • READ - Next part of text, drawing them in further.	<ul style="list-style-type: none"> • RE-READ • EXPLORE Teacher models responding to comprehension questions.	
Scanning practice	Scanning practice	Scanning practice	Children answer 6 comprehension questions: 2 x Inference Illuminator 2 x Word Selector 2 x Retrieval Finder	
Scanning practice	Scanning practice	Scanning practice	Scanning practice	

This could vary when a class is studying non-fiction, where two separate extracts are often used and are read and explored for two days each, before a comprehension question day on Friday.

If a class is studying different poems or a picture book, staff may organise the week depending on the text length and the opportunities available for exploration.

Teachers provide children with a model read of the texts each week before children begin to read for themselves. Opportunities to discuss unknown vocabulary are taken and consider the use of contextual clues for working these out. Key sentences or passages from the extract are practiced further to develop fluency and to spend more time looking at how these have been constructed.

Vocabulary is an important aspect of each week's learning, with activities used to introduce, use and review new and previously encountered words. Children also finish lessons with some scanning practice to locate specific words quickly in the text.

The GIST model is used to determine children's understanding of a text's main points. They are asked Who, What, Where, When and Why about a text. Teachers can make those questions more or less specific dependent on the text complexity and the class' performance.

In all lessons, and whenever possible, teacher feedback is to be given to children during the lesson to have an immediate impact on learning. This is in the form of verbal and written communication.

The Classroom Environment will display the following:

- Current vocabulary and materials linked to the text being studied that week.
- GIST display.
- The class' current story-time read.
- Evidence of how the class is developing a *Reading for Pleasure* approach.
- Tidy and welcoming bookcase.

Accelerated Reader

Children are enrolled on the Accelerated Reader programme. An online assessment tool determines a child's 'ZPD range' each term and children choose books from the library within this range e.g. between 3.5 and 5.5. After reading their book, children should take an online quiz (usually 10 questions) which tests their understanding of what they have read. Children achieving 85% or above on these quizzes are considered to have passed.

The quizzes and our ever-growing library are a key part of driving engagement in reading. Classes receive weekly updates about quiz performance compared to other classes. Regular, themed competitions also drive interest in the library and in improving quiz scores.

Graphic Novel Boxes

We have a fantastic selection of graphic novels which have been allocated to year groups. Each class receives a new box each term to explore. Children are encouraged to share their reviews in a reflection book which other classes can see when the box is passed on. The quick read, accessible nature of graphic novels makes them popular in the classes for promoting discussion about books as they are widely shared. All graphic novels have an accompanying Accelerated Reader quiz too.

Assessment.

A PIRA test is used each term in Years 3-5, with the results used to inform future planning, creating a 'gap analysis' from core formative data. This is collected 3 times a year. Reading is assessed at the end of each term using Target Tracker as an assessment tool, where pupils are assessed at beginning, beginning +, working towards, working towards +, secure and secure +. Some pupils will carry out a PIRA test from a previous year group, in order for them to access the content appropriately.

Year Six complete previous SATs papers at strategic points during the year. These results are then used to inform future planning, creating a 'gap analysis' from core formative data.

THE IMPACT

- Enriched cultural capital.
- Pupil books will showcase their learning.
- We close the gap between KS1 outcomes.
- High learner's attainment increases.
- Attainment of disadvantaged learners increases.
- KS2 outcomes meet the national floor target.
- SEND pupils are well catered for.

Monitoring

Reading leader will carry out the following during the year to inform future planning and next steps:

- Learning Walks
- Book scrutiny
- Pupil conferencing
- Staff conferencing
- Mock SATs assessments
- Target tracker assessments
- Data Vs Books outcomes
- Data analysis and next steps
- Support for colleagues
- Environmental check-up
- Moderation
- Implementation plan
- Accelerated Reader termly assessments
- Monthly Accelerated Reader monitoring of quizzing performance

Equal opportunities, Special Needs and Equality.

All children should have access to the Reading Curriculum in line with the school's Equal Opportunities Policy, the SEND policy and Equality Policy. Teachers should aim to provide effective learning opportunities for all pupils by:

- Setting suitable learning challenges.
- Responding to pupils diverse learning, religious and cultural needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary the SENDCo and the Reading Leader will advise teachers on teaching activities relevant to pupils with special educational needs including more able pupils.

Reading Leader, Jon Roper