



# **Newquay Junior Academy**

## **READING POLICY**

### **September 2023**

This policy was developed on: 1<sup>st</sup> September 2023

The policy will be reviewed on: 1<sup>st</sup> September 2024

At Newquay Junior Academy, we believe that English and communication skills are vital tools for all aspects of life.

### **Aims and Objectives of English:**

Through the English curriculum, we will help pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want pupils to enjoy and appreciate literature and its rich variety. English is at the heart of all pupils' learning. It enables pupils both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving this order and meaning. Because English is central to pupils' intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### **Intent:**

To enable pupils to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful life-long activity.
- read and respond to a variety of texts whilst gaining increased level of accuracy, fluency, independence and deep understanding.
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies – becoming active readers that can quickly gain meaning from increasingly complex texts;
- use reading skills as an integral part of learning throughout the curriculum.

### **Implementation:**

Teachers use the National Curriculum 2014 as a starting point for creating their medium-term Reading plans. These medium-term plans help develop interesting and engaging lessons which are frequently linked to other areas of the curriculum and/or interesting texts that will capture the pupils' attention. When teaching reading, skills that the pupils need to develop become a focus for the lesson or lesson sequence and are modelled for the pupils before they begin a task or activity. Pupils are to become familiarised with the different skills they need to become successful readers and are encouraged to recognise the skills independently. Classroom displays highlight the importance of these skills.

Much of the Programme of Study will be taught through specific Reading lessons. However, additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, practising decoding and fluency skills, listening to whole class stories and research linked to other subjects.

Teachers promote and value reading as an enjoyable activity and a life skill and actively promote reading for pleasure by being teachers who read and readers who teach.

In Whole Class Guided Reading, the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned, and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of most of the class.

Teachers use the Whole Class Guided Reading approach, in which a book is chosen as the centre of an engaging English curriculum. Chapters, characters, plotlines, themes and language choices are

analysed and unpicked as the pupils become fully immersed, in some classes writing activities are then linked to the text, as a way to further explore the content. In other classes the Guided Reading book is separate from the text used for writing.

In addition to this, teachers read high quality novels to their classes to encourage a love of reading; this text is purely for them to sit and listen to and become immersed in the story, being read to by an adult: another way of promoting reading for pleasure.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Through the Accelerated Reader programme, pupils select texts under the guidance of the teacher for independent and home/academy reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis to develop personal targets.

All teachers are responsible for promoting book ownership and recommending books to pupils. Fiction books in the library are banded as per the Accelerated Reader system. Pupils should also have freedom when choosing books to read independently, in order to promote a love of reading.

Reading at home is regarded as an important part of reading development. Pupils will choose a 'text that tempts' from Accelerated Reader as well as selecting a library book to read for pleasure. This second book may not necessarily be one from their 'level' but may be one that they wish to share with an adult, an old favourite or a specific area of non-fiction or poetry which they may want to explore.

#### **Reading Frequency:**

All teachers are responsible for hearing pupils read regularly and setting clear targets for them to improve. Teachers/Learning Supports try to listen to the lowest 20% in their classes daily in order to boost progress. It is the teacher's responsibility to know which gaps these pupils have and to use this to inform one-to-one reading sessions with these pupils. Some pupils will read with members of the community where possible to support and build confidence.

#### **Fluency and Comprehension:**

In response to COVID-19, phonics is taught as required in Year 3. We use Read, Write, Inc phonics with an emphasis on difficult phonemes and alternative spellings for faster word recognition. Some pupils may be in an additional phonics intervention group, planned for their current phase. These pupils are matched to a Read, Write, Inc phonics-based book and are expected to practise reading this both in school and at home. Teachers will ensure books are matched well to a pupil's current abilities and clear targets will be set for them to increase their level.

#### **Impact:**

Pupils have access to a wide range of reading opportunities that include:

- shared reading of a whole class text.
- regular independent reading.
- home/academy reading.
- hearing books read aloud daily.
- selecting own choice of texts for research.
- reading in other subjects.

Pupils are taught a range of reading skills in order to develop both their fluency and comprehension in order to reach the expectations of the National Curriculum for their age, considering their underlying ability level.

Throughout the academy, all pupils regularly hear adults reading aloud in order to promote good fluency, including pace, intonation and expression. Some pupils might be given extra opportunities to read to an adult or to develop their fluency with one of their peers.

Our pupils are introduced to Reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarising) reading skills. These are taught as stand-alone lessons in which the pupils can practise a range of specific skills. It is important to note that these skills cannot be learned in isolation, for example, in order to infer, pupils will need to understand certain vocabulary. In any one lesson, a range of reading skills will be practised, beginning with a range of fluency strategies and, where appropriate, pupils will respond with both oral and written responses. When these skills are embedded, teachers will develop the connections between each skill and pupils will be expected to use evidence to justify their opinions. Pupils will then be expected to develop detail further explaining their viewpoints in line with our Reading Progression document. Each class has VIPERS displayed in their classroom to support the pupils when using these skills.

As a child's reading develops at Newquay Junior Academy, pupils will begin to really understand the link between the author and the reader, understanding how their own experiences can change connotations of language choices and being able to understand author's craft and others' point of views.

#### **Monitoring and Reviewing:**

We monitor and review the implementation and impact of the teaching of reading at Newquay Junior Academy by:

- Learning walks/ Lesson visits (by subject leader and Senior Leadership Team).
- Sharing and analysis of planning.
- Book Looks, looking at the learning produced in pupil books across the curriculum linked to reading.
- Analysis of AR information kept by class teachers.
- Discussions and sharing of good practice through necessary CPD and staff training.
- Termly assessments including test analysis.
- Pupil Voice through conferencing.

#### **Reading Curriculum Planning:**

All Reading planning begins with the National Curriculum. Teachers take these objectives and consider their class's current attainment and how these skills can be built upon each term. Texts are carefully planned and chosen in line with other aspects of learning: including pupils' interests, thematic learning and current world events and are listed in our Reading Spine. A medium-term planning proforma is used to ensure consistency across the school. Writing opportunities are created based upon a range of chosen texts in order to promote the link between reading and writing. From this, weekly plans with consideration for the needs of all pupils in the class are created in order to identify appropriate activities and consistent outcomes across year groups/phases in line with the National Curriculum.

**Assessment:**

We assess reading using a combination of evidence and teacher assessment (including termly PIRA test, marking and feedback). Marking and feedback of reading based activities provide a valuable form of formative assessment. Termly PIRA reading tests are conducted to provide summative data which can be combined with teacher assessment and recorded on INSIGHT.

**Impact of Reading on Teaching in Other Areas of the Curriculum:**

Pupils are exposed to different text-types and genres in all areas of the curriculum and teachers are expected to plan reading opportunities within all subjects. Comprehension skills are developed in maths with modelling of problem-solving and reasoning challenges.

**British Values:**

Pupils are expected to identify the moral of stories, developing Respect and Tolerance within all pupils at Newquay Junior Academy. We aim to include a range of texts that will reflect the ethnicity and diversity of the world we live in.

**Cultural Capital:**

Teachers are passionate about reading and giving pupils the valuable knowledge to help them advance in their understanding. Texts are carefully considered in order to ensure that pupils receive a wider, more diverse view of present-day life. We also introduce pupils to classical and historical texts/texts from other cultures for them to gain an understanding of contexts that they may not otherwise come across. Teachers' subject knowledge and the understanding of knowledge gaps is of paramount importance.

**Resources:**

All classrooms have a Book Nook and we have a well-stocked library with an updated range of books.

Selection of reading books in each class (a range of genres including diverse and classical texts):

- Reading is taught consistently, and teachers can monitor impact.
- The Spelling Shed, VIPERS from The Literacy Shed+ are used throughout school to provide engaging resources that link with our skills' focus and taught, not as a 'pedagogy' but as an acronym as a means for pupils to remember the reading domains.
- Sets of class books are available for whole-class guided reading.

Review Date: November 2024