

# Nevill Road Junior School Reading Policy 2022-2023

“A children's story that can only be enjoyed by children is not a good children's story in the slightest.”

# — C.S. Lewis

**“**Reading takes me on new adventures, widens my vocabulary and makes the unbelievable, believable.”

# — Sadie, Year 5.

## Intent

At Nevill Road Junior, we value the impact that Reading has on children’s lives. Reading is a fundamental life skill and builds the foundations for lifelong learning. We believe Reading opens up new worlds for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures.

At our school, we place Reading at the heart of everything we do. It forms the backbone of our whole curriculum, with texts used in every subject to enhance and bolster learning. We believe children and staff should love Reading and see themselves as readers. They should be able to talk confidently about books, form their own opinions and make choices in Reading. Children should be able to use specific Reading skills to comprehend and analyse a range of texts. We ensure these build in complexity throughout their time at school, so that children become critical readers. We understand that in order for this to happen, as a first step, children must be taught how to decode and read fluently using systematic synthetic phonics so we continue the journey with phonics as our children join the school for all children until October half term. We then continue with phonics through interventions for those who need it. Other children continue to develop skills in phonics through our spelling scheme (No Nonsense spelling). As our children are often bilingual and have a rich variety of language experiences, we place additional significance on the teaching of vocabulary throughout the curriculum, including in Reading. We believe that no child should be left behind in Reading and so place emphasis on rigorous teaching and additional support for those that need it. Every child should leave Nevill Road Junior School with the Reading skills they need to access their next steps in life.

## Implementation

## Early Reading and Phonics in Year 3

During Autumn Term 1 in Year 3, Phonics is consolidated. All children then begin to access our school spelling scheme No Nonsense Spelling. Children who are not yet secure in Phonics access intervention for Phonics. Children access phonics intervention to support their decoding and comprehension.

Fluency and decoding continue to be prioritised during Guided Reading, with children accessing a wide range of texts with teacher support. The modelling of fluency and decoding forms a key part of teaching across the curriculum and picked up in interventions if further support is needed.

In Year Three, we continue to use book banding system to aid transition from Nevill Road Infants and support children in decoding, fluency and understanding. Children are able to choose a book based on their interest from the band they are reading in. Reading records are sent home with the book and are updated by the parent/carer and checked on a weekly basis by their teacher. In addition to this, children are heard read regularly in school.

Children who are not yet secure in Phonics take home a fully decodable book linked to their phonics knowledge. These books are high interest, low reading age, which are closely matched to their developing knowledge, whilst also keeping them engaged in Reading through age appropriate content.

The school also has ‘50 Books to Read challenge” per year group. In Year Three children are encouraged to also read these books, alongside the banded book, at home and in school during independent reading time to encourage Reading for Pleasure. Awards are presented when the children have read 10, 20, 30, 40 and 50 books by the end of their year.

We also support children to build further fluency through the use of online reading programme such as Lexia. This programme offers bespoke Reading practice matched to children’s current needs in decoding and comprehension.

## Early Reading and Phonics in Years 4 - 6

Throughout Key Stage 2, all children access regular spelling teaching using our Spelling scheme No Nonsense Spelling. Links back to Phonics knowledge are prioritised throughout teaching and children are encouraged to use this knowledge across the curriculum. Children who are not yet secure in Phase 6 Phonics access intervention for Phonics in addition to whole class spelling teaching. Whilst we acknowledge the importance of Phonics, we also offer other additional interventions to support decoding and fluency. Interventions include whole word approaches, examining and analysing similarities in words through word patterns and shapes. All our interventions are based on wide scale studies and research that are proven to show rapid growth in months and years in a child’s Reading age.

Fluency and decoding continue to be prioritised during Guided Reading, with children accessing a wide range of texts with teacher support. The modelling of fluency and decoding forms a key part of teaching across the curriculum. Children have opportunities to build pace and fluency using a range of strategies suggested by Alex Quigley, which as a school, we have adopted in lessons. These strategies include: paired reading, echo reading and teacher modelling and DEAL (Drama, Engagement and Active Learning).

From Year Four, Children no longer use the book banded system once they are reading at Ruby Book Band or above. If children need further support in decoding and reading fluently then we continue to use book banding system. Children are able to choose a book based on their interest from the band they are reading in. Reading records are sent home with the book and are updated by the parent/carer and checked on a weekly basis by their teacher. In addition to this, children are heard read regularly in school. Children who are not yet secure in Phonics take home a fully decodable book linked to their phonics knowledge. These books are high interest, low reading age, which are closely matched to their developing knowledge, whilst also keeping them engaged in Reading through age appropriate content.

Once children are no longer on the book banded system, children take home one of the ‘50 Books to Read…” and children are able to choose a book based on the carefully chosen list for their year group. Reading records are still sent home and are updated by the parent/carer for the book they have chosen. They are checked on a weekly basis by their teacher. In addition to this, children are heard read regularly in school. Reading for Pleasure Awards are presented when the children have read 10, 20, 30, 40 and 50 books by the end of their year.

We also support children to build further fluency through the use of online Reading programme, Lexia. This offers bespoke Reading practice matched to children’s current needs in decoding and comprehension.

## Early Reading and Phonics for Children who are International New Arrivals in KS2

We recognise and celebrate skills that children have learnt in their own language or a target language of the country they once lived. We offer a wide variety of opportunities for these children to transfer skills from one language to another and assess their phonetical awareness. Sometimes, a family may not have been able to offer their child an early foundation in Phonics or Early Reading. For these children Phonics interventions are offered which follow our school scheme, Phonics International. Children who are new to English may need time with a bilingual staff member to work initially on key basic skills so that they can access the curriculum. Any interventions follow the Phonics International framework and all children access interventions as an addition to whole class teaching. For those children where a delay in learning occurs, we make careful first language assessments and seek advice from the Ethnic Diversity Service. This enables us to offer resources and teaching styles in Reading that build on early foundations from other countries. For Example, using whole word approaches to sight words in their first language which are skills that are transferable into English and providing dual language books.

## Key Stage 2 Reading Lessons

In Key Stage 2, all classes are taught at least 4 times a week for a minimum of 30 minutes through a whole class approach to Guided Reading. The skills taught follow the reading progression as set out earlier in this document.

Session 1: Pre-read focusing on the Vocabulary and background knowledge needed to understand the focus text. The vocabulary identified is chosen carefully, with a focus placed on Tier 1 and 2 words, with Tier 3 being discussed as appropriate. Children are introduced to the text in this session.

Session 2: Guided read (Teach): focused on teaching a reading skill in context. Children read the text again and discuss it together. The focus skill is taught and modelled. Then the class works together to discuss questions based on that skill, with the teacher guiding discussion.

Session 3: Children work in groups of 4 to apply the focus skill taught yesterday to the text. Using the roles of reciprocal reading (The Questioner, The summariser, The Predictor, and The Clarifier). All discussion based. Children can write notes to capture learning on their reciprocal Read sheet. Use Reading Gem Question stems to challenge all children. Staff support identified children.

Session 4: Multi skill focus. Children work more independently to apply a range of focus skills to the text by answering comprehension questions taken from the Reading Gem question stems for Key Stage 2. Staff support identified children. Discuss answers as a class with time for editing and direct feedback.

Session 5: (Optional) Reading for pleasure time or Deepening Understanding resource.

The texts chosen for whole class teaching will be matched to children’s level of fluency and take advantage of curriculum links where appropriate. We aim to read a wide range of fiction, non-fiction and poetry throughout each year group, making links between texts and subjects. We also believe that it is crucial that children begin to build critical literacy whilst at school, therefore we are mindful of this when choosing texts to discuss. At least one text per term is chosen specifically to support the teaching of this important skill. Children are given regular opportunities to apply their Reading skills and vocabulary knowledge in all curriculum areas. We make careful links between curriculum subjects, with Reading forming a key part of teaching across the whole curriculum at Nevill Road.

Children who are not yet secure with decoding, access the whole class Guided Reading sessions with support from staff. This includes a pre-teach session at the start of the week, where children are introduced to the text and read the text multiple times prior to whole class teaching to support fluent decoding and understanding. In addition to whole class teaching, these children can also access regular small group guiding reading with an adult, focused on a phonically decodable book appropriate to their phonics knowledge. Some children also continue to have phonic interventions where needed. (See phonics policy).

## Reading for Pleasure

At Nevill Road Junior, we recognise the importance of children building a love of Reading. As such, we place high importance on encouraging Reading for Pleasure in a wide variety of ways.

Reading is key to our school day, and as part of this, children always have the chance to read for pleasure every day. Staff read aloud to children for pleasure every day for at least ten minutes. The texts chosen by the teacher take account of pupils’ interests and where possible, children are given the opportunity to vote for their next text. Children themselves have independent opportunities to read for pleasure at least three times a week for 15 minutes.

## Texts

We understand how important a wide range of texts are to building a love of Reading. As such, we invest in updating our texts regularly. We encourage children to read a wealth of material, not just books, and we include newspapers and other texts in our class libraries. We believe it is crucial for our pupils to see themselves in books, both in the characters they read about and the authors who write the books they read. To support this, we regularly review the texts we have in school, looking where we can encourage more diversity in our text selections.

We use extracts in our teaching of Guided Reading, which enables staff to signpost children to new books by introducing them to texts they may have never chosen for themselves. Our take home books are designed to be closely matched to children’s Reading attainment so that children can succeed in Reading and be more likely to enjoy Reading, rather than find it overly challenging.

## Our Reading Environment

We want the pleasure of Reading to be visible to all children at Nevill Road Junior. Our classrooms are envisaged as ‘Reading Spaces’ where Reading does not just happen in a book area, but everywhere. Books linked to current curriculum topics or children’s interests are signposted around the classroom and children’s personal responses to texts are prominently displayed. Reading Displays are used to form interactive explorations of Reading over time as well as providing scaffolding for those that need it. We also have quiet book areas to promote a cosy environment for reading. Our library is an inviting and engaging space that all children can access. We promote adults’ love of Reading through staff book recommendations, which inspires pupils to see Reading as a lifetime skill. Pupil book recommendations are also shared in class and in our shared library space.

## Celebrating Reading

We celebrate Reading and raise its profile continually throughout the year. Every time a home Reading book is finished, a raffle ticket is given to each child and it is placed in the rewards box. Also, pupils at Nevill Road take part in a year group reading challenge called the ’50 Reads Challenge’. This encourages children to read a wide range of texts that are age appropriate. The children record these reads in their reading record books and when they have achieved 10, 20, 30, 40 or 50 reads they are celebrated during our weekly assembly with a certificate and badge. We also take part in many activities such as the ‘Stockport Book Awards’ where we choose a ‘Reader of the Year’ and meet authors. The children vote for their favourite book/author which is announced during the Book Awards ceremony. Pupils have opportunities such as visiting their library and take part in author visits/workshops. We also enjoy celebrating World Book Day.

## Involving Children

We believe our pupils own interests and opinions have a major impact on their Reading success. Therefore, we place emphasis on listening to pupils, through the School Council, Librarians and through pupil voice. Ideas, discussions and suggestions are shared and incorporated into the school’s own Reading action plans. Similarly, a requests box for Reading is placed in the library so that we can respond to children’s interests and tastes when purchasing new texts.

## Trips, Visits and Events

All year groups experience regular visitors from the local library. Parents are encouraged to apply for a Library card and staff support them to access this important service. Books are often linked to educational visits and in-school events, such as theatre productions. Authors and poets are also invited into school each year to share the love of Reading with children.

We run an annual book fair in school, where a wide variety of books are sold to foster the love of Reading. Any commission taken from the fair is used to purchase new books for the school, according to need.

As a school we also celebrate events such as World Book Day, National Storytelling Week and Poetry Day. Our celebrations focus on books, with whole school activities planned to spread the joy of Reading.

## Impact

Throughout their time at Nevill Road Juniors our children will develop their knowledge and skills term on term, with the expectation that by the end of the year, children are ready for the next stage in reading. Our ultimate aim is that children will become readers for life.

When the children leave Nevill Road Juniors pupils will:

* Have developed a love of reading across a range of genres.
* Been able to succeed in all reading lessons.
* Have a good knowledge of a range of authors, genres and text types.
* Be able to provide clear, articulated responses when discussing texts.
* Be supported by parents and carers (who will have a good understanding of how they can support reading and home)
* Approach reading with enjoyment and challenge
* Read a variety of rich texts with developed fluency and comprehension.
* Read independently to increase knowledge, understanding and curiosity.
* Become a reader for life.

This policy should be read alonside Nevill Road Junior ‘Progression in Reading’ Document