Reading at Robin Hood Junior School

Our Teaching Principles

Our ultimate aim is for pupils to develop strong reading skills so that they can access, and enjoy, the rich and diverse range of texts that they will encounter during their education and beyond.

We aim to ensure all pupils:

- become **fluent** readers
- read with a high level of **comprehension**
- develop a **love of reading**

Our first priority is for pupils to read fluently, in order to access the rich texts used during reading lessons. Once pupils become fluent, we develop their reading comprehension. Through exposure to high-quality texts, and teaching of reading, we provide opportunities for pupils to comprehend at a greater depth. We are committed to promoting a love of reading for all pupils.

Fluency

Our first priority is for pupils to read **fluently**, in order to access the rich texts used during reading lessons. We do this in the following way.

- When pupils arrive in Year 3, we assess their fluency and comprehension and identify pupils who did not pass the Phonic Screening Check at KS1. Children are identified as New, Early, Developing or Fluent readers. It is likely that New, Early and some Developing readers will need some form of intervention to increase their fluency.
- **New or Early readers** will be supported by daily 1:1 reading with an adult, alongside phonic support to practice decoding and blending. They will also practice reading high frequency and common exception words on sight. They will read books from our Songbird Phonics reading scheme which is matched to their phonic stage to enable them to practice decoding using the sounds that they know.
- **Developing readers** will be developing either their reading speed or basic reading comprehension. At this stage, they have a secure grasp of phonic sounds and can read high frequency words on sight. These pupils will be supported by regular 1:1, or group reading with an adult. They will select books from our Rigby Star scheme, to support them to achieving a secure level of reading comprehension.
- Once children read fluently, with a secure level of comprehension for their reading age, they become **Fluent readers**. At this stage, they will be supported by whole class teaching of reading alongside the Accelerated Reader program.

Comprehension

Once pupils become fluent, we develop their **reading comprehension**. Through exposure to high-quality texts, and teaching of reading, we provide opportunities for pupils to comprehend at a greater depth. We do this in the following ways:

- Explicit teaching of the **Reciprocal Reading skills** to ensure pupils understand the texts they read. These skills are: **predicting, clarifying, questioning and summarizing.**
- Regular exposure to a range of reading questions, through whole class discussion, 1:1 or group reading, paired reading with children in other year groups and reading comprehension papers.
- Explicitly teaching pupils how to answer different types of questions, using Reading **Content Domain ladders**. Pupils are taught to: **define, retrieve, summarise, infer, predict, relate, explore and compare.** Pupils can then refer to these to support them when answering comprehension questions.
- Children have the opportunity to apply these skills across all areas of the curriculum through curriculum booklets. Our aim is that every lesson will contain an element of reading.
- We support pupils to recognise and celebrate their progress in reading, supported by the **Accelerated Reader** program. This enables children to identify how well they have understood a text and select books which will support and challenge them.
- Teachers select high-quality texts to use during reading lessons and we are continually adding to our library to stock to ensure that all books are of high-quality and in good condition.
- Communicate pupils' next steps to parents and carers, offering support through coffee mornings or individual meetings.

Love of Reading

We aim for all pupils to develop a love of reading, which will they will take with them into their next stage of education and beyond. We do this in the following ways.

- Sharing staff love of reading. We do not underestimate the impact that teaching staff can have on a child's view of reading, and aim for staff to convey their own love of reading at every possible opportunity. There is a display board on entry to our school where staff have shared their favourite childhood books. All staff have taken part in storytelling training, where they learnt how to support pupils to develop their own storytelling and oracy.
- Library visits. Our school library was opened in 2017. It is a place where children can discuss and share books with others, as well as sit and read in peace and quiet.
- Bedtime Reading afternoons. We began these sessions as part of a World Book Day celebration and they have been so successful in engaging the children that we now host them regularly throughout the year. The focus is on developing children's reading stamina and simulates the environment of reading in bed—complete with pajamas and duvets!
- Author visits. We aim to invite children's authors into school to run assemblies and workshops with the children.
- Book Fairs. Through the year, we host book fairs to engage children and parents with books.

SMSC in Reading

Spiritual: Pupils develop a sense of enjoyment, fascination and imagination through the books that they read and are encouraged to reflect on how a story has made them feel or perhaps changed the way they thought. Through new texts which will be added to the library, pupils will be able to access texts which encompass different beliefs and religions. This will inform pupils' perspective on life and their interest in, and respect for, different people's feelings and values.

Moral: Books are an excellent way to discuss moral topics with children. We discuss common themes, such as right and wrong, during our reading lessons and encourage all pupils to participate and share their views.

Social: When we speak with pupils about their reading progress, we teach the importance of effort. We help them recognise that the more they read, the more progress they will make. When they achieve their reading targets, pupils' self-esteem and self-confidence increases. We discuss the importance of challenge, and teach that reading higher level texts will help them to widen their vocabulary, which in turn supports their writing. We build pupils' independence when choosing books, ensuring that texts will support and engage them.

Cultural: We aim for children to learn about the cultural diversity we have in the world through the books that they read. Firstly, we have enriched our library stock with texts written by BAME authors. Our next step is to add books through which pupils can develop appreciation and respect for their own and others' cultures. To help children better understand themselves and others, we will also be adding books which discuss topics such as religion, immigration, disability, equality and gender identity.

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Assessment

Performance:

- Staff assess children's understanding throughout lessons to identify children requiring support.
- Pupils receive immediate feedback on their comprehension through AR quizzing.
- Notes on performance are recorded during 1:1 and group interventions, to identify pupils' progress and emerging needs.
- Comprehension papers combined with Accelerated Reader ZPD assess children's ability to answer questions about texts.

Long-term learning:

- Comprehension: Progress through the Accelerated Reader levels reflects the progress a pupil is making in their comprehension. This will be triangulated with teacher's knowledge of pupils as readers through 1:1 reading or whole class reading lessons, as well as comprehension papers.
- Fluency: Children's fluency in reading will be assessed through 1:1 reading. Consideration points include: correct application of phonics, speed of sight reading, accuracy of reading punctuation and use of intonation and expression.
- Monitoring: Both within year groups during PPA and across the school in staff meeting time.

Initiatives/Training 2021-22

- Storytelling training (Autumn 1, 2021)
- Storytime Trial in Year 5 and 6 (Autumn 2, 2021). Once results have been published we will use this to inform our teaching of reading.