



'It is essential that, by the end of their primary education, all pupils are able to read fluently and with confidence in any subject in their forthcoming secondary education.'

(www.gov.uk/government/collections/national-curriculum)

Whilst learning, discrete reading skills are vital. Recent research into reading shows that developing positive attitudes to reading can also play a key role in children's development:

'Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age.'

(Children's and Young People's Today, National Literacy Trust, 2012)

As reading is at the core of accessing all areas of the curriculum, it is essential that at Newlands Junior School there is focused and dedicated time given to the teaching of the mechanics of reading. As well as daily reading activities there will be periods for teaching reading everyday as part of the English Curriculum.

Aims for reading policy

The school aims to develop literate pupils who:

- Read for pleasure
- Read to acquire knowledge
- Read a wide range of quality texts
- Make close links between reading and writing
- Read fluently with confidence
- Read to develop vocabulary
- Select own choice of texts
- Read in all subjects

Core teaching methods

The school teaches reading through a combination of approaches:

- Whole class shared reading
- Modelling reading
- Close Reading
- Paired reading
- Performance reading
- Independent at school and at home
- Introducing writers as role models
- Decoding
- Reading comprehension with written answers
- Reading assessments

Progression

The school uses national curriculum guidance for planning. This provides guidance for teachers in understanding how to teach reading and how their children will progress through their years at KS2. Teachers assess pupils against this framework using school-designed reading assessment criteria to determine progress and achievement throughout the school year and the key stage. The end of KS2 tests give a summative assessment which is passed onto secondary schools.

Adaptive Teaching

The National Curriculum provides a broad and balanced education for all children. Throughout all teaching and learning at Newlands, we provide opportunities that enable all pupils to make good progress. We do this by setting suitable challenges and responding to each child's individual needs, as well as choosing activities to suit each year group and lesson. Teaching is adapted to meet the needs of all pupils. Appropriate support, whether adult support or the use of manipulatives or other extra learning resources, is given to any child that needs it to move their learning forwards.

Close Reading

Texts for Close Reading are chosen meticulously. All Close Reading texts are designed to challenge all readers within a class, developing confidence and resilience. The texts aim to motivate children's interest in reading and give them qualities they will need to flourish in our society. Questioning about the text extends comprehension skills and textual understanding. All readers are challenged by the questions asked and the expected answers (which quote from the text, refer back to the text and provide evidence from the text). During Close Reading sessions, the whole chapter(s) is read to the class. The children are then provided with an extract from the chapter. They then re-read this extract together before text-marking each paragraph. At this time, difficult words are identified, 'what we have learnt' is discussed and new vocabulary is identified and recorded. Questions are then answered which require the children to demonstrate their understanding of the text. The questions range from basic text retrieval questions to a range of comprehension questions that require deep-thinking and use of the text in order to answer them.

Performance Reading

This will come from reading a performance poem, a play script or text which provides a stimulus for drama activities e.g. reading a performance poem and acting it out. Here the focus will be fluency, intonation and clarity.

Home-School Reading

Children choose an independent reading text. They record the date, title and page number in their reading record. At Newlands Junior School we encourage a reading partnership where parents share books at home with their children and provide valuable help and support for this area of the curriculum. Parents are encouraged to make comments in reading records, regarding pupil's progress.

Individual Reading

All children will be heard to read by an adult in school on a regular basis. This takes place during DEAR (Drop Everything and Read) sessions. (See Reading for Pleasure Policy)

Monitoring and evaluation

- The Subject Leader and Head Teacher analyse assessments termly.
- Progress in intervention programmes is monitored every term.
- Targeted support provided to specific groups linked to analysis of performance data.

Equal opportunities

- All children have equal access to the curriculum regardless of their race, gender, disability or ability. A wide range of materials which promote equality and represent individual characteristics positively and inclusively will be studied and available to children. Classic books which do not represent protected characteristics and equality issues may promote debate and discussion about historical expectations and compare them to society today.