

AJS Reading Curriculum

“Once you learn to read, you will be forever free.”

Frederick Douglass

Statement of Intent

It is our intent that reading inspires, engages and challenges pupils and we aim to develop key skills to enable all children to become fluent and confident readers. We will support and encourage all children to decode, comprehend and enjoy reading regardless of starting points and strive to enable good progress through high quality teaching and learning. Reading is an essential life skill and at Ashley Junior School we want our children to leave with a passion for reading. We aim to promote a love of reading across all ages by allowing children to access high quality texts across the curriculum, encounter rich & varied vocabulary and develop their comprehension skills. We want reading to develop as a transferrable skill which will enable pupils to become inquisitive, improve their spoken and written literacy skills and become lifelong learners.

Implementation

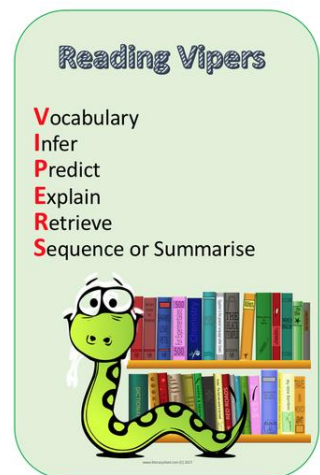
Whole Class Reading

Reading continues to develop decoding, fluency and comprehension skills. The Simple View of Reading, highlighted in the Rose Review, forms the foundations of provision for reading in Key Stage Two. Developing key reading skills through high-quality teaching is the priority for our children. In addition, studying whole texts in lessons develops children’s love of reading by giving them the opportunity to read and listen to texts and authors they might not have chosen to read for themselves, also providing opportunities to encounter a wide variety of genres. We have guided reading comprehension sessions to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise) as our method to explicitly teach each skill. These whole class or group reading comprehension sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination.

Writing Lessons

At Ashley Junior School, developing children as positive and confident writers is embedded throughout the school, and is a value which we all hold dear for their futures.

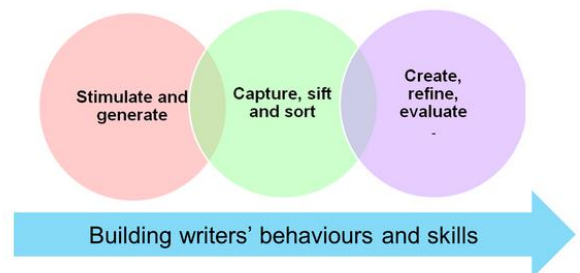
We use high quality text drivers in all year groups to broaden children’s exposure to literature and to drive the writing curriculum.



Alongside these, we follow the key principles laid down by Hampshire for their English Learning Journeys. We use texts to help our children develop a mastery of grammar alongside their broadening vocabulary, both in the spoken and written language. We pride ourselves on a consistent approach throughout the school and working walls can be seen in each and every classroom to reflect the key vocabulary and the writing journey being undertaken.



Children are captivated in the text through the 'Stimulate and Generate' phase – allowing them to gather good examples from a range of writing styles; to try things on for size. They then move through a phase of 'Capture, Sift and Sort' whereby they are able to analyse writing styles for impact – assessing the use of vocabulary, grammar and overall structure. Finally, the children have the chance to 'Create, Refine and Evaluate' as writers: having the freedom to show their learning; to demonstrate the impact of the feedback they have been given; and, most importantly, to develop their own voice as young writers. Throughout this process, opportunities are provided for the children to engage in short burst writing activities where they can experiment and build confidence.



The children are encouraged to read works by a variety of authors and then to consider how these styles might impact on their own writing. They are encouraged to make conscious choices to enhance the effect of their writing and are given time to carry out the drafting process so that they may realise their full potential.

Love of Reading

- Books and stories are used widely in assemblies and our children look forward to these
- Reading events throughout the year further help us enhance the pleasure of reading at AJS. These include visiting authors, World Book Day celebrations and competitions
- We also invest in support from the Schools Library Service in order to provide our children with specific reading materials to support their wider reading and book choices.
- Each year group has selected poems to learn by heart in a whole school assembly at the end of each term.
- Children and children read aloud books for pleasure together.



Individual Reading

Lexia

As children enter our school, we assign them to a programme called Lexia. Children work independently on the activities so performance data is collected and this allows the children to be assessed without testing. This also allows children to work at their own pace and automatically adapts to provide the correct level of support in a subtle and encouraging manner. As the children move through the levels of the programme, they are engaged and motivated by the activities that take them on a journey around the world. Lexia accelerates reading skills by increasing knowledge in a structured and systematic way covering six critical areas of reading:



- **Phonological Awareness** - recognising sounds in words
- **Phonics** - understanding the connection between sounds and letters.
- **Structural Analysis** - recognising meaningful parts in words
- **Fluency** - reading smoothly and with expression
- **Vocabulary** - understanding word meanings and relationships
- **Comprehension** - understanding spoken and written language

Once the children have completed Lexia to the appropriate level for their age group they will move on to Reading Plus.

Reading Plus

Reading Plus develops reading efficiency in order to free up mental energy for comprehension, and make reading more enjoyable and rewarding. Students take control of their reading experience by selecting texts from a wide range of genres and interest areas at a reading level most appropriate for them. This reading is completed at home and in the classroom. Reading Plus improves and develops:



- Fluency
- Comprehension
- Vocabulary
- Stamina

Interventions

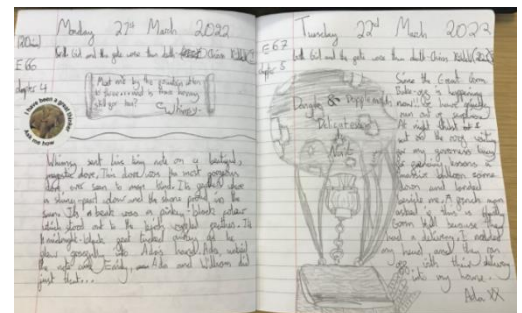
No-one Left Behind

Whilst undertaking our reading lessons, we assess the children carefully and react swiftly to give children extra support and interventions to help them make progress in line with their peers and be able to move forward. We have a range of reading interventions including: immediate in class support from a teacher or learning support assistant, along with regular phonics based interventions linked to Lexia or interventions linked to Reading Plus, one:one reading with adults and Catch Up[®] Literacy. Catch Up[®] Literacy is a structured one-to-one intervention for children who find reading difficult. Catch Up[®] Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. As reading is the key to all areas we make it our mission to do all we can to ensure children make progress in reading.



Home learning

Parents are expected to hear their child read daily even when they are fluent readers. There is guidance for parents in the Reading River Records and regular reminders. Children are encouraged to record all reading experiences in their Reading River Record. In our celebration assembly, every teacher awards a Star Reader. The children are motivated with a sticker, house points and getting to take their class mascot home. Book lists are made available to parents via our website, and sent out at various points during the year to continue to encourage parents to support their children in choosing age appropriate quality texts.



Impact

Assessment

We build a picture of a child's reading behaviours, including their views on reading, by gathering evidence from:

- Phonics screening results received from the KS1 data
- Lexia and Reading Plus Assessments
- One: One reading and teacher assessment
- Salford Reading Assessment
- Reading Comprehension Assessment papers

Long term

Pupils will:

- Be confident in the art of speaking and listening
- Be able to read fluently both for pleasure and explore their learning further.
- Enjoy writing across a range of genres to create impact for their chosen audience.
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately supported and inclusive for all.
- Have a wide vocabulary and be adventurous with choices within their writing.
- Have a good knowledge of how to adapt their writing based on the context and audience.
- Make good progress from their starting points to achieve their full potential, achieving age related expectations or better at the key milestones.