

READING – At NCJPS reading lies at the heart of the curriculum and is the key to all learning



INTENT – We aim to...

Develop a love of reading by interacting with and enjoying a variety of fiction, non-fiction and poetry.

Provide children with the necessary skills to read fluently, confidently and with a secure understanding.

Create engaged readers whose knowledge of carefully chosen texts enriches their understanding and appreciation of the world they live in.

Develop a consistent approach to teaching reading across the school, ensuring that our children continue to secure excellent levels of attainment.

Provide a range of opportunities to read for pleasure and engage in discussion about books.



IMPLEMENTATION – How do we achieve our aims?

Learning to read

A systematic approach: In foundation Stage and KS1 we use a DFE approved systematic synthetic phonics programme called ‘Rocket Phonics’ which is supported by a comprehensive range of decodable books and activities. All children have daily phonics sessions where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

Support to catch up: Teachers use ongoing observations and assessment to ensure that children are challenged, and they identify those who may need additional support. Daily reading is prioritised for those children in the bottom 20%. KS1 use half termly Rocket Phonics Assessments, supplemented by the end of booklet tests. In Y2 – 6 termly NTS Reading Tests are used to track progress and half termly Star Reading Tests are completed to identify any children who are not on track as part of the Accelerated Reading Programme. In KS2, additional support is provided for those children in the bottom 20% through the use of the Reading Planet reading scheme and additional reading to an adult, either in small groups or 1-1.

Daily reading practice: In EYFS/Reception and KS1 priority is given to identifying and addressing decoding errors.

In KS 1 children read daily through whole class reading sessions, guided reading, individual reading and reading for pleasure. In KS2, children take part in dedicated whole class reading sessions four times a week and there are daily opportunities for children to read across other subjects. Those who are less fluent are listened to read more regularly. During Reading for Enjoyment time teachers may listen to readers 1:1 with a particular focus on the lowest 20%.

Access to appropriate books: We understand the importance of regularly reading at home to practise and embed reading skills. In Reception and Year 1 phonically decodable books are sent home alongside a book to share from our Class Library. This ensures all children regularly practise transferring the phonics skills they have been taught alongside developing a love of reading. In KS2, children select reading books in line with their reading level (generated by their half termly Star Reading Test) to take home. They read each book and complete a quiz on the book to build reading comprehension skills. Children independently record their reading in a Reading Journal which is monitored by the teacher.

Reading for meaning – Learning to understand

Comprehension: We recognise that systematic, high quality phonics teaching is crucial, but additional skills and opportunities are required for children to gain fluency and understanding. From Y 1 – 6 we use the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence (KS1) Summary (KS2) approach to cover the reading content domains. A lesson focussing on key vocabulary introduces the text for the week to ensure the book is accessible for all children. In Years 3 -6, we deliver whole class reading sessions based on extending and developing comprehension, fluency and vocabulary.

Clearly structured lessons: In EYFS/Reception and KS 1 children are taught reading through a whole class reading lesson at the start of the week which prepares the children for activities centred around the content domain skills for the remaining lessons. The class teacher teaches reading through individual or guided reading sessions during these lessons. Whole class reading lessons take place in Years 2-6 at least four times a week. Lessons address the reading content domain skills. These skills are explicitly shared with the children and following this structure allows the children to develop as competent readers who can discuss and record their understanding of texts read. There is always a focus on understanding vocabulary as a way of 'unlocking' the text.

Reading for pleasure – Reading for enjoyment

Access to quality books: Children have access to a wide range of quality books that link with all areas of the curriculum. Classrooms all have a Reading Area which include books labelled with their AR Book Level as part of the Accelerated Reading Scheme from Year 3 – 6. Topic books are regularly updated to align with current teaching, allowing children to access texts in different subject areas.

Strong vocabulary development: Engaging texts and extracts are used in reading lessons which are appropriate to expectations of year groups or children's abilities. Vocabulary is explored and developed as a crucial part of 'unlocking' a text. In addition, teachers develop children's knowledge and use of tier 2 vocabulary using a prescribed, progressive list of tier 2 words.

Allocated time for free reading: To develop a lifelong love of reading, reading for pleasure is actively encouraged, modelled and celebrated. Children read books of their choosing or explore texts teachers or other children have recommended to them. Children in Year 3/4 and Year 5/6 have the opportunity to take part in the Stockport Children's Book Award.

Class story time: Teachers read to children daily in all classes and the current class novel / book is displayed on the classroom doors. The class text may link with learning in different subject areas or be an age appropriate text that is taken from our recommended reading list.



IMPACT – How will we know if we have achieved our aims?

By listening to and exploring a range of high-quality texts, children display an enthusiasm for reading and enjoy reading

Children will be able to read for meaning, reading a range of texts fluently, allowing them to transition confidently to the next stage of learning

Children choose and enjoy books for pleasure; staff and children show themselves as readers and discuss texts with enthusiasm.

Children read in other curriculum areas and as a result, their skills are enhanced and their understanding of the world increased.

A high number of children achieve the expected standard or higher in reading and those who find reading challenging are helped to catch up.

