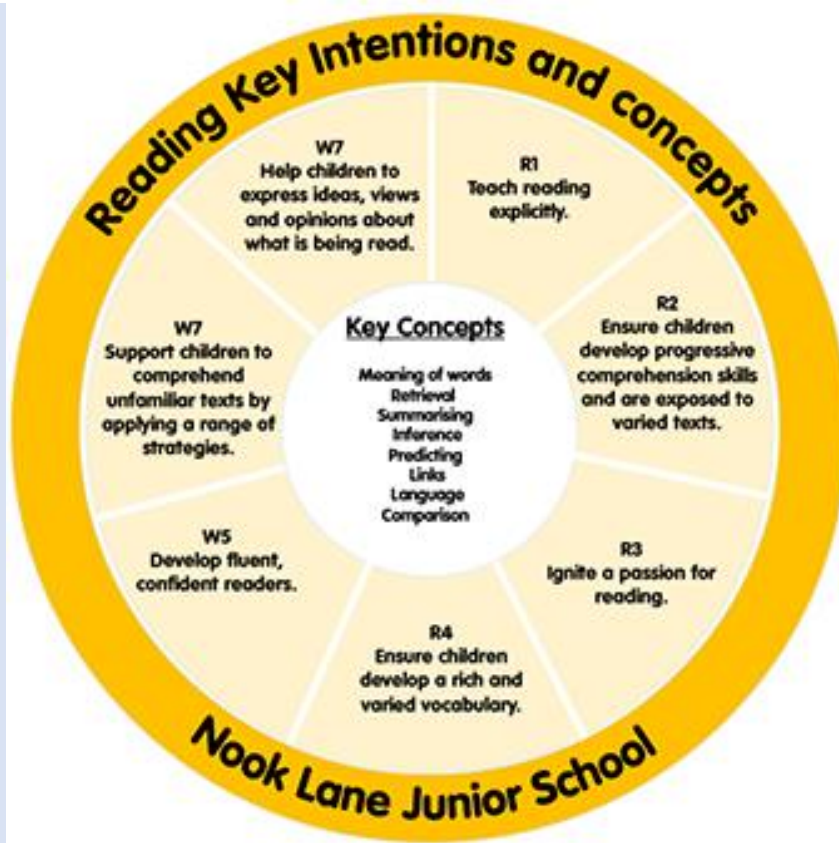


INTENT



At Nook Lane we view reading as the key which enables children to unlock the rest of the curriculum. We aim to **inspire** a **lifelong** love of, and **passion** for, reading. It is our belief that, for children to achieve their full potential, we need to equip them with the skills needed to read, interpret and understand a range of different texts. By the end of their time at Nook Lane, children will be fluent readers armed with the tools needed to decode unfamiliar vocabulary and with the ability to comprehend any texts that they encounter. Children will be introduced to a wide range of different genres, authors and themes which will provide them with an understanding of **different cultures, different ways of life and diverse characters** which goes beyond their own experiences, ensuring they leave Nook Lane as **responsible and respectful global citizens**. It is our aim that children develop a rich and varied vocabulary through the texts they study which will enable them to talk confidently about the books they read and **express their ideas, opinions and feelings about them clearly** and concisely.

At Nook Lane Junior School, we aspire to help children develop as readers, building progressively each year on the following key reading intentions:

1. It is our intention that reading is taught through the explicit teaching of the eight reading content domains tested at the end of KS2. Our children move through the reading curriculum at broadly the same pace during whole class reading sessions. Children are challenged through the use of open ended and higher order thinking tasks and supported through the use of strategic intervention.

2. We ensure that the reading curriculum is progressive by exposing children to increasingly complex questions, introducing them to progressively more challenging texts, including poetry and non-fiction, and ensuring that comprehension skills are built upon and developed as children move through school.
3. We ignite a lifelong passion for reading through the careful selection of quality texts studied in each year group, encompassing a wide range of authors, genres, styles and themes for all children to enjoy, including poetry and non-fiction, so that children leave Nook Lane with a good knowledge of a range of authors and are able to express opinions about their favourites.
4. Children will develop a rich and varied vocabulary through both the texts which they are exposed to and the explicit teaching of carefully selected tier two and tier three words which they will apply during their discussions and written work in reading sessions as well as using them appropriately across the curriculum.
5. We aim to create fluent, confident readers who have the skills to decode progressively challenging texts in any context by building on their knowledge of phonics and continue to develop further strategies needed to read progressively challenging texts fluently so that they are able to understand more about the world in which they live through the knowledge gained from texts.
6. It is our intention that children are able to comprehend unfamiliar texts by visualising what they are reading, linking the text to their background knowledge, recognising and finding the meaning of unfamiliar vocabulary, identifying key information and making comparisons within and across texts.
7. It is our intention that children are able to express their ideas about what they are reading clearly and concisely through both written outcomes and group discussion and can present their thoughts about a text in a variety of different ways.

IMPLEMENTATION

Teaching and learning – whole class reading

Nook Lane follows a whole class reading model for teaching reading where a mix of specific skills sessions, targeted at shorter texts, and a book study approach, where children study a full book, are used to give children the skills needed to understand and interpret a wide range of different texts including poetry and non-fiction. Reading is used to make our pupils respectful, responsible global citizens as we ensure that, throughout their time at Nook Lane, children are introduced to a diverse range of styles, genres, themes, authors and characters.

The Reading Response Squad provides a whole school approach and common language for the eight reading content domains and all reading skills and book study sessions are focused on one or more of these characters and the content domain they represent ensuring skills are committed to long-term memory.

Reading sessions are delivered four times per week for at least half an hour with sessions initially focused on children having a broad understanding of the text through teacher lead and pupil lead 'read aloud, think aloud' activities, activating children's background knowledge linked to the text and making predictions. This is followed by vocabulary learning which may include finding definitions, explicit teaching of carefully selected tier two and tier three vocabulary, spelling patterns, word families, etymology and word choices. Other activities such as visualisation, summarising and making comparison between and within texts are used to aid the overall comprehension of a text. Finally, comprehension activities focussed on particular content domains are taught. Although activities are consistent across school, the sequence of learning varies to suit the text being studied and the age and needs of the children.

In Y3, reading sessions are focussed on building fluency and retrieval skills. In Y4, reading sessions are focussed on continuing to develop fluency and retrieval skills while also introducing inference skills. In Y5 and Y6, once the majority of children are fluent readers, teaching is focussed on all content domains with time spent on each domain reflecting the amount of marks awarded for each domain in the end of KS2 SATs assessments.

At Nook Lane we acknowledge and celebrate the diversity of proffered learning styles and aim to ensure that reading lessons provide a balance of visual, auditory and kinaesthetic inputs – a variety of interactive teaching methods to maximise learning outcomes for all our children.

Teaching and learning takes place within a whole class setting. Good practice is shared and modelled across both settings with children also working independently, in pairs (matched or mixed ability) or as part of a small group based on Assessment for Learning. The nature of groupings will be task specific and dependent on desired learning outcomes. ICT is used where it enhances, extends and complements Reading teaching and learning.

Additional adults are used to support the teaching of Reading. They work under the guidance of the teacher with small groups of children or individuals.

Planning

The National Curriculum 2014, in conjunction with the reading content domains, form the basis of reading teaching and learning at Nook Lane Junior School.

- Weekly plans are drawn from the yearly overviews for English and are flexible documents adapting to the progress of the learners.
- Clear objectives are set for each session and shared with the children.
- Teaching sequences are planned in line with the progressive reading sequence (see above).

Assessment

Teachers assess children's work as part of every lesson using a variety of informal strategies. This effective use of assessment for learning helps to ensure that planning is adjusted accordingly and written feedback ensures that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking and feedback policy and reflects acknowledgement of achievement at all levels. Children are also given ownership of assessment, being encouraged to review their progress through self and peer assessment and editing their work regularly

Initial assessments (NVR, Suffolk Reading ages) are made at the beginning of each year to identify any children who need additional support. Standardised summative assessments are made across all year groups at the end of each term using Headstart Reading Comprehensions, TestBase assessments and past SATs papers in Y6 and are recorded in line with the school assessment policy. Results, in conjunction with observations from teachers and work in children's books, are used to make a judgement about each child's progress (Working Towards, Expected, Greater Depth) against the age-related expectations for their year group as defined by the National Curriculum and are used to inform Pupil Progress meetings, half-termly planning and the Reading Action Plan.

Early Reading and Phonics

Children at Nook Lane who have not passed the Phonics Check in KS1 or who have significant gaps in their phonics acquisition, will take part in our Read Write Inc Phonics programme at least four times per week. Children are assessed using the Read Write Inc assessment sheets and their areas of need identified from this. Children are then placed in small groups based on their ability. Groupings are reviewed regularly and adjustments made if needed. Lessons are progressive and are planned and taught in line with the Read Write Inc scheme. See the Read Write Inc Phonics scheme for more detail on the structure and progression of lessons.

Promoting a love of reading incorporating a range of high-quality texts.

High-quality texts (including a range of stories, non-fiction, poetry and plays) are selected for book studies, class reading books, for class libraries and to ignite learning across the curriculum. The Nook Lane Reading Spine provides a list of recommended age-appropriate texts for children in each year group which is progressive in terms of challenge, content and theme. Within the spine there is a progressive list of books that are selected for book study units and for class novels. Books are chosen based on their ability to develop children's vocabulary; improve comprehension skills; provide children with a deeper understanding of different cultures, ways of life and characters beyond their own experience; and to inspire and promote a love of reading. It is regularly reviewed in consultation between staff and the English lead to ensure it is up to date with texts of the highest quality and is responsive to the needs of each cohort of children. Each class has dedicated 'Reading for Pleasure' time each day where staff share a book from the Nook Lane Reading Spine with their class. This time encourages informal book talk between staff and pupils and promotes a love of reading. Staff are encouraged to make book recommendations at the beginning of each PDM with the aim of all staff having an excellent knowledge of children's texts.

We foster a passion for reading through whole school reading events such as World Book Day, Bake for Books competitions, Book Fairs, visits to the local library and participation in the Sheffield Children's Book Awards as well as regularly reviewing and adapting the books selected as book study texts and class novels to ensure children are exposed to texts of the highest quality which ignite curiosity, engage and inspire.

We create a reading rich environment throughout school through the use of displays and inviting reading corners in every classroom alongside class novels, dedicated reading for pleasure time, holding lunchtime book clubs and whole school reading assemblies. Each classroom has its own class library which includes carefully selected texts from the Nook Lane Reading Spine. Books are organised by genre, theme and author ensuring children are not overwhelmed by choice and to enable teachers to make targeted recommendations and engage in informal book talk with children. The whole school library, managed by Nook Lane children, has a high profile providing a

quality range of diverse reading materials, including book banded, non-fiction, picture book and shorter read sections, catering for all tastes and abilities. Each classroom has a display of recommended reads for the relevant year group taken from the Nook Lane Reading Spine and staff choices. Staff recommendations are on display throughout school and the whole school library displays recommendations from children as well as recommendations based on certain books, themes and authors.

Children across school select a book banded book at their level from the book banded section of the whole school library and a book to read for pleasure from either their class library or the whole school library (see Nook Lane Reading at Home – Information for Parents document for more detail). Children are expected to read their book banded book at least three times per week at home or school with an adult to ensure they are regularly practising their reading fluency. The book they choose to read for pleasure ensures that children continue to be engaged and passionate about reading. Children select books in conjunction with their teachers to encourage book recommendations and informal book talk. Those children who are taking part in our phonics programme will have a phonically decodable book to read to ensure they are practising the phonemes and graphemes they are being taught. Children are given the opportunity to change their books regularly. We create a learning partnership for reading between home and school through the use of Reading Records and celebrating home reading by logging home reads on class displays, recognising those who have read regularly. Staff are able to monitor the books their children are reading through careful monitoring of their Reading Records. Regular fluency assessments are carried out with all children to ensure that children are reading books from the correct book band.

Reading is a core part of the Nook Lane writing structure and children are exposed to, and analyse, high quality example texts and books to provide models and inspiration for their writing. Reading is also central to learning in lessons across the curriculum.

Inclusion

All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion. All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, class support will be given and, where necessary, intervention programmes will be implemented e.g. Paired Reading, TRUGS, Rainbow Readers, and Spelling Zappers. Teachers and teaching assistants plan programmes together and monitor the progress of these pupils. It is expected that all children access whole class reading sessions and book studies with a focus on fluency for those children who are not yet reading at an age appropriate level.

Children who access the Integrated Resource range from 7 to 11 years. Where possible, they will pursue English alongside their peers, integrating into mainstream with the support of an adult. If unable to access learning within the normal class differentiation, children will work within the Integrated Resource, following their own curriculum appropriate to their learning needs. Due to the diversity of needs across the Integrated Resource, units of work in the Integrated Resource may draw upon Early Learning Goals, Birmingham Toolkit objectives and personalised objectives which ensure that children with special needs of all kinds may participate fully and demonstrate their achievements. As a result, planning may not follow teaching phases, or units, outlined in the KS2 National Curriculum.

IMPACT

1. Reading skills will be taught progressively from one year group to the next, using the Reading Response Squad, ensuring that children have a deep understanding of the eight reading content domains and a strong grasp of the skills and strategies needed to interpret and understand a text.
2. Children will be fluent readers, who are able to confidently read and understanding to a range different texts confidently. They will have committed the skills needed to do this, as well as a wealth of rich vocabulary, to long term memory.
3. Children will talk with confidence, using a rich vocabulary, in order to justify their ideas and express their opinions about a text.
4. Children will have a passion for reading and books.

5. Children will leave Nook Lane with the ability to retrieve information from a range of different texts for a variety of purposes.
6. Children will be able to locate and use appropriate evidence from a text to justify their ideas, impressions and hypotheses and explain these clearly and concisely.