

Vision

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.

Intent

At Nook Lane Junior School, we aspire to help children develop as readers by prioritising the following key intentions:

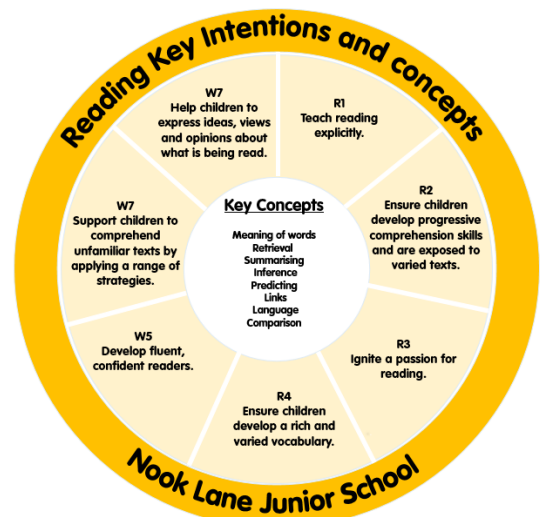
R1	It is our intention that children move through the reading curriculum at broadly the same pace during whole class reading sessions. Children are challenged through the use of open ended and higher order thinking tasks and supported through the use of adaptations within lessons and strategic interventions if needed.
R2	We ensure that the reading curriculum is progressive by exposing children progressively more challenging texts, including poetry and non-fiction, and ensuring that they develop their expertise in all facets of being a skilled reader.
R3	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 as well as broadening children's horizons through the texts which they read.
R4	Children will develop a rich and varied vocabulary through the wide range of 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.
R5	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.
R6	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.
R7	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.

Throughout their learning, children will develop an in-depth understanding of the following concepts that are continually returned to and discussed within each unit of learning so children improve as writers.

1. Meaning of words
2. Retrieval
3. Summarising
4. Inference
5. Predicting
6. Links
7. Language
8. Comparison

Key Concepts

Our reading key intentions and concepts are captured within our reading Logo.



Implementation

- ❖ Nook Lane follows a whole class reading model for teaching reading where we offer children the opportunity to get to know a book or a text deeply through a book study approach. Children study full texts as well as high quality extracts and poetry. 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.
- ❖ We train our children to be experts in the facets needed to be a skilled reader and by the end of their time at Nook Lane, children should use a range of expertise in order to gain a deep understanding of what they are reading such as read aloud, think aloud, questioning, predicting, VIP words, GIST, activating background knowledge, making connections, visualisation.
- ❖ Fluency is prioritised through regular, targeted, 1:1 reading, small group fluency activities during whole class reading sessions, whole class fluency activities in whole class reading sessions and progression through the Read, Write Inc Phonics program for targeted children.
- ❖ The Reading Response Squad provides a whole school approach and common language for specific strategies so that they are committed to long-term memory and that children become increasingly skilled at expressing their ideas about, and comprehension of, a text clearly and concisely.
- ❖ Reading sessions are delivered four times per week for at least half an hour with sessions initially focused on children having a deep understanding of the text through teacher lead and pupil lead comprehension activities such as 'read aloud, think aloud', asking questions, activating children's background knowledge linked to the text and making predictions. Most sessions will include 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, children will be given the opportunity to demonstrate their understanding of what they have read through targeted questioning. 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.
- ❖ Children who have not yet passed the phonics check in KS1 or who have significant gaps in their phonetic knowledge are placed on the Read, Write Inc Phonics programme.
- ❖ Texts are chosen purposefully to ensure there is progression of challenge and content within each year group and across the school. Texts are chosen to ensure children are exposed to a diverse range of authors, genres and themes, with a particular focus on introducing children to new or unfamiliar texts and authors.
- ❖ Reading for Pleasure is an important part of the school timetable and takes place for at least ten minutes, at least four times per week. Staff and pupils are given the opportunity to talk about and recommend books. Texts read in these sessions are carefully selected and progressive throughout school.
- ❖ Reading is celebrated through a range of whole school events such as World Book Day, National Poetry Day, Nooker Prize, Nook Lane Short Story Competition, Sheffield Children's Book Awards, book clubs, cosy reads, Stannington Library visits and assemblies.
- ❖ Home reading is a key part of home learning. Each child is placed on the Nook Lane Reading Spine – a progressive collection of carefully selected books which aims to develop reading fluency throughout school - and takes home a Reading Spine book and a book to read for pleasure. Children on the phonics program will take home a book from their phonics stage as well as a book for pleasure. Each child is expected to read at least three times a week with an adult. Reads are recorded on whole class displays in classrooms and awards given out when children have completed each stage (white, bronze, silver, gold, diamond)
- ❖ At Nook Lane we acknowledge and celebrate the diversity of preferred 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.
- ❖ The majority of teaching and learning takes place within a whole class setting. Teachers will use a range of pedagogical approaches, such as dialogical teaching, choral responses, wave reading, popcorn reading, targeted questioning, think/pair/share with well chosen learning partners and mixed ability pairings.
- ❖ All children will access whole class reading sessions. Where the task is unsuitable for a group of learners, it will be adapted to enable them to access it. Some children may take part in activities which aim to improve their fluency as a part of their reading session.

- ❖ Children will work 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.

Impact

- ✓ Children will be fluent readers, who are able to confidently read and understand unfamiliar texts confidently. They will have committed the skills and strategies needed to do this, as well as a wealth of rich vocabulary, to long term memory.
- ✓ Children will talk with confidence, using a rich vocabulary, in order to justify their ideas and express their opinions about a text and will be able to express their ideas and understanding about text clearly and concisely.
- ✓ Children will have a passion for reading and books.

Overview of learning Y3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Twits Hundred Mile an Hour Dog Poetry	Book Study – A Christmas Carol	Non-fiction focus	Book Study – Diary of a Killer Cat	Book Study- Sheffield Children’s Book Awards	Book Study – The Story Thief

Overview of learning Y4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Usborne Greek Myths Poetry	Book Study – The Girl Who Stole An Elephant	Non-fiction focus linked to Celts and Romans	Book Study – The Lion The Witch And The Wardrobe	Non fiction texts linked to Oceans and ocean animals	Book Study - Varjak Paw

Overview of learning Y5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Book Study – Boy At The Back Of The Class Poetry	Book Study – Boy At The Back Of The Class	Non-fiction linked to nature	Book Study – Wolf Brother	Book Study – COSMIC	Book Study – Malamander

Overview of learning Y6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Non-fiction texts on WWII Book Study – Letters from the Lighthouse	Book Study – Letters from the Lighthouse	Book Study – The Explorer	Book Study – The Explorer	Book Study - The Nowhere Emporium	Book Study - The Nowhere Emporium

Y3 morning timetable

Y3	Session 1 8:50am – 9:55am			Session 2 10:05am – 11:05am	Session 3 11:15am – 12:15pm	
Monday <u>Reading morning job</u>	Spelling	Handwriting	RfP	Reading	Maths	
Tuesday <u>Reading morning job</u>	Spelling	Handwriting	RfP	Writing	Maths	
Wednesday <u>Maths morning job</u>	Spelling	Handwriting	RfP	Writing	Maths	
Thursday <u>Maths morning job</u>	Handwriting	Spelling Test	RfP	Writing	Maths	Singing assembly
Friday <u>Maths morning job</u>	Maths		RfP	Writing	Maths revision	Whole school assembly 12pm

Y4 morning timetable

Y4	Session 1 8:50am – 9:55am			Session 2 10:05am – 11:05am	Session 3 11:15am – 12:15pm	
Monday <u>Maths morning job</u>	Spelling	Reading		Writing	Maths	
Tuesday <u>Maths morning job</u>	Spelling	Reading		Writing	Maths	
Wednesday <u>Maths morning job</u>	Spelling	Reading		Writing	Spanish	
Thursday <u>Maths morning job</u>	Spelling	Reading		Writing	Maths	Singing assembly
Friday <u>Maths morning job</u>	Maths			RSHE	Maths revision	Whole school assembly 12pm

Reading for Pleasure 10 minutes after lunch.

Y5 morning timetable

Y3	Session 1 8:50am – 9:55am		Session 2 10:05am – 11:05am	Session 3 11:15am – 12:15pm	
<u>Monday</u> <u>Maths morning job</u>	Spelling	Reading	Maths	Writing	
<u>Tuesday</u> <u>Maths morning job</u>	Spelling	Reading	Writing	Maths	
<u>Wednesday</u> <u>Maths morning job</u>	Spelling	Reading	Maths	Writing	
<u>Thursday</u> <u>Maths morning job</u>	Spelling	Reading	Maths	Writing	Singing assembly
<u>Friday</u> <u>Maths morning job</u>	Maths		RSHE	Maths revision	Whole school assembly 12pm

Reading for Pleasure 10 minutes after lunch.

Y6 morning timetable

Y3	Session 1 8:50am – 9:55am		Session 2 10:05am – 11:05am	Session 3 11:15am – 12:15pm	
<u>Monday</u> <u>Maths morning job</u>	Spelling	Reading	Writing	Maths	
<u>Tuesday</u> <u>Maths morning job</u>	Spelling	Reading	Writing	Maths	
<u>Wednesday</u> <u>Maths morning job</u>	Spelling	Reading	Writing	Maths	
<u>Thursday</u> <u>Maths morning job</u>	Spelling	Reading	Writing	Maths	Singing assembly
<u>Friday</u> <u>Maths morning job</u>	Maths		RSHE	Maths revision	Whole school assembly 12pm

Reading for Pleasure 10 minutes after lunch.

Reading response squad character

Dark Decoder

Rocket Retriever

Summarise and Sequence Shadow

Crimson Clue Hunter

Phantom Predictor

Puzzler

Word Wolf

Captain Comparison

Reading comprehension strategies taught across school:

Comprehension strategy	Code
I wonder, I predict	PDT / ASK Q
Visualise	V
Background knowledge	BG
Think like a detective	DET
VIP words	VIP
Gist	G
Meaning breakdown and repair	MB + R
Fluency / prosody	F / P