

Reading for Pleasure

Reading for pleasure is at the heart of our reading curriculum. At Stoke Hill Junior School our intent is to create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities.

Our intent for children:

- To build preferences in reading and choose to read
- To recognise authors and styles of reading that individuals enjoy
- To engage in book discussion in a range of contexts, alongside both adults and peers
- To share and recommend a range of books

All of the below activities and provisions contribute to developing reading for pleasure.

Reading aloud to children

Intent	To introduce children to a wider range of authors and contexts e.g. historical and cultural To expose children to challenging and archaic texts. Widen knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening and reading Making connection within and across books
Implementation	All classes will have a class book which the teacher will read aloud to the children every day. These texts will be selected from our reading spine to ensure a range of styles, including non-fiction and poetry. Other texts can be incorporated if they fit into an English sequence, or to meet a particular need in the class.

Independent reading and home/school reading

Intent	<p style="text-align: center;"><u>Y3/4</u></p> <p>Children choose age appropriate books, and can read for a sustained period. They begin to increase the length and complexity of texts being read. They can read short novels independently with understanding by the end of year 4.</p>	<p style="text-align: center;"><u>Y5/6</u></p> <p>Children read age appropriate books, including whole novels. Children widen the range and challenge of books they read, including texts from a wider literary heritage.</p>
Implementation	<p>Children have access to a well-stocked library and a dedicated librarian. Books in the library are coded using Accelerated Reader levels, and children know their ZPD and choose books accordingly. Teachers monitor children's independent reading using reading records and Accelerated Reader quizzes. Children take their reading book home and parents are expected to read with their child as part of their home learning.</p> <p><u>Intervention</u> Children with reading difficulty are identified in year 3 and phonics interventions are in place to help them catch up. These children will also have access to phonically decodable books until they can access school library books. In other years reading fluency interventions take place to improve children's fluency and comprehension skills. Teaching assistants are timetabled to read 1:1 with children who are identified as needing additional reading support.</p>	

Reading Instruction

Intent	To teach the comprehension and decoding skills required to achieve age related expectations
Implementation	<p>Teachers teach reading alongside English using a combination of fluency practice, close reading and deep reading. There is a core spine of texts for teachers to use, however teachers can use their judgement to choose texts outside of this that are most appropriate for the needs and interests of their class.</p> <p>Children will read a variety of text types including short stories, non-fiction, plays, poems and songs. Performance reading and choral singing/reading will be used where appropriate to build reading fluency and speaking and listening skills.</p> <p>Reading is modelled during lessons and 1:1 sessions. Comprehension strategies are taught specially during whole class lessons and typically include strategies to decode, predict and use inference. Children are taught how to help themselves when discovering new vocabulary.</p>

Shared Reading as part of teaching sequences

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Intent	Expose children to high-quality text models, in a variety of text types, as models for writing at a higher level than all children could access independently.
Implementation	We use English sequences produced by Bookwrites, Literacy Shed + and Read, Write, perform. These sequences give children the chance to read and respond to text, map and learn text, explore text structure and summarise text features. Bookwrites sequences include reading objectives and have a focus on learning and understanding the text at the beginning of each unit. Units based on videos include exemplar texts, and these should be used for shared reading to ensure children are exposed to good models even in non-book units.

Reading across the curriculum

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Intent	Children listen to and read a variety of texts to find out information and develop knowledge across the curriculum. The skills of information retrieval are applied in reading textbooks from across the curriculum and in contexts where children are genuinely motivated to find out information.
Implementation	Topic boxes ordered from Devon library service containing books related to wider curriculum subjects. These books can be used in lessons, or made available for children to read independently. Teachers will, when appropriate, incorporate reading fluency practice when teaching new content in foundation subjects.

Assessing impact

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Assessment Evidence	The following assessments will be used to monitor the impact of the reading curriculum: <ul style="list-style-type: none"> - Half termly STAR test to track progress and provide children with a ZPD - Accelerated Read quiz scores will inform teachers of children's understanding in independent reading - Termly PiRA tests in years 3-5 to assess comprehension - Phonics screening in year 3 for children with reading difficulties - DIBELS assessments used to assess fluency. Used widely in year 3/4, and for bottom 20% readers in year 5/6 - Year 6 sit half termly SATs papers to track progress in comprehension and prepare them for end of KS2 assessments. - All assessment is underpinned by AfL during reading lessons to create a depth of Teacher Assessment. The Right to Read and Fluency project are focused on enabling children to read fluently with meaning to support their wider entitlement to learning.
Assessment Expectations	STAR - We aspire for all children to be at/above benchmark in STAR assessments. PiRA - A standardised score of 95 or above is considered expected standard in PiRA assessments. Greater than 115 is considered greater depth. SATs - A Standardised score of 100 or more is the aspiration for all children, with a score of 110 or more being considered greater depth.