

Sunnymede Junior School's Reading Statement

Reading Aims

Teaching children to read is one of the most important aspects of every child's learning. Children must be taught the knowledge and skills to become confident and effective readers to enable them to read for both pleasure and to access all areas of the curriculum.



As a junior school we aim for a shift in emphasis from 'learning to read' to 'reading to learn'; as pupils have mastered the skills of decoding, the focus will be increasingly on understanding and interpreting the material they access.

We want the children at Sunnymede Junior School to:

- Enjoy reading a wide range of materials
- Make choices about what materials they read
- Read confidently and with understanding across the curriculum and at home
- Read a range of different genres fluently and with understanding
- Use appropriate strategies to read between the lines and interpret images
- Use a full range of reading cues with confidence, including: phonics, grammar and context
- Use appropriate comprehension skills with confidence to understand and analyse texts in detail
- Gain purposeful library skills

At Sunnymede Junior School, we encourage parents to be active partners in developing pupils' reading. By working in partnership with parents, we believe that pupils benefit and make more rapid progress within reading fluency, confidence and understanding.

Reading Skills

Phonics is taught systematically in Year 3, and where necessary, in other year groups. We use the well-established *Letters and Sounds* programme. We recognise that phonic understanding is only part of the process of developing reading. Once children can recognise and pronounce words with growing confidence, there are additional skills that need to be learnt and practised. These are taught in line with the 2014 National Curriculum, with end of year expectations set out for each year group.

These skills include:

- Explaining and discussing their understanding of what they have read
- Retrieving and recording information (through skimming and scanning)
- Asking questions to clarify and deepen their understanding
- Making predictions from details stated
- Summarising the main ideas of a text

- Drawing on inferences and deductions with evidence to support their ideas
- Distinguishing between fact and opinion
- Understanding how language, structure and presentation contribute to meaning
- Understanding that different texts are structured in various ways
- Identifying main ideas/themes
- Having an awareness of writer's purpose

Reading Opportunities

Reading skills are developed through regular **Guided Reading** sessions. The children are grouped according to reading ability so that the teacher can focus on their specific needs. Each group participates regularly in exploring a high quality text with the teacher, whilst the rest of the pupils are engaged in quality independent or partner English tasks. For example: SPAG (spelling, punctuation and grammar) activities, follow-up writing tasks, reading comprehensions, exploration of newspapers and topic books and independent reading.

In addition to guided reading sessions and independent reading activities, **written comprehension skills** are actively taught by teachers. These lessons build on the oral skills pupils develop during guided reading sessions, teaching them the skills to their responses succinctly and purposefully in writing.

Children also visit the **library** on a regular basis, during which time they are taught key library skills in line with our Library Policy. The school library is also open every morning, where pupils can visit with their parents to read books and change their loan books,

We benefit from a number of **reading volunteers** who read regularly with pupils on a 1-1 basis, developing the confidence of pupils and providing further opportunities for them to read in different contexts.

Children also have many opportunities to read and interpret texts through their learning across the curriculum. Teachers also read to the whole class regularly and pupils have time to read silently for sustained periods from time to time. A range of additional reading opportunities, including reading interventions, are implemented when particular need is identified for either an individual child or group of pupils.

We use a range of methods to identify pupils' achievement in reading, as well as to identify future learning needs, whether through quality first teaching or through a more individualised programme.

Additional Approaches

We use additional materials and approaches to support reading, where appropriate, through interventions such as:

- Phonics (teaching children to blend and segment sounds using synthetic phonics)
- Rapid Reading
- One-to-one pupil and adult sessions with our reading volunteers, LSAs and teachers

- Reading Comprehension intervention groups
- Partnership work with external agencies e.g. Southend United football club reading programme

We also use teacher assessment to identify areas for pupils to focus on next.

Home Reading

As part of our Homework Policy, children are expected to read at home daily, with the support of their parents. Parents are encouraged to record in their child's home reading record book regularly and children are also encouraged to record in them, particularly in upper key stage two. Teachers also record in the home reading record book.

Reading Resources

At Sunnymede Junior School, pupils work through a coloured book band system, which enables children to progress their reading skills at their own pace. Once the children have progressed through this system, they become 'free readers' and move on to selecting their own reading books to take home. We encourage children to make independent book choices to inspire and excite them to engage in reading independently, and to read for pleasure in their own leisure time.

In addition, children can also develop their enjoyment for reading throughout the school. They have the opportunity to access the School Library to choose from a wider range of books on a daily basis and children in higher year groups have the opportunity to become Library Monitors. Also, every classroom has a book corner, complete with reading resources which further promote and encourage reading for pleasure.