



### Reading at Westfields Junior School

At Westfields Junior School, our intention is that all children leave with the ability to read fluently and for understanding. Reading widely and often is at the heart of our curriculum, opening doors to a range of authors, genres and cultures, which allows children to develop their own preferences. Through our well-designed Literature Spine, through thoughtful curriculum links and using our well-resourced library and our ever knowledgeable and skilled librarian, a wealth of literature is explored, discussed and enjoyed, providing children with knowledge beyond their own life, time, place and culture. It also provides vocabulary acquisition and a love of reading appropriate for their ability and age. When children's word reading is not yet proficient, targeted support ensures that gaps are addressed quickly and effectively. Through CPD, workshops and guidance for parents, we equip all stakeholders with the necessary skills to ensure children leave our school with the skills and knowledge required to succeed in all areas of learning.

### Coverage

- Word reading – through exploring a variety of texts and genres, children are taught how to work out of the pronunciation of unfamiliar words (decoding) and the recognition of familiar words. Underpinning this is the application of sounds and phonetical knowledge.
- Comprehension – when reading within lessons, the children draw from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world to comprehend a variety of texts. Comprehension skills are taught and used to discuss and respond to a range of stories, poems and non-fiction. Reading texts are carefully selected to ensure children read widely across both fiction and non-fiction and develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. New vocabulary is explored for meaning, purpose and effect.
- At Westfields Junior School, children read to adults, read to themselves, to each other and are read to by adults. Children have daily guided reading sessions, have reading time in class and story time is included within the school day. Each classroom has a well-stocked book area and our rainforest themed library, which is ably organised and lead by our skilled librarian and junior librarians, inspires and engages children, promoting reading for pleasure.

### Progression

- The National Curriculum for English develops progression through the Years 3 & 4 and the Years 5 & 6 curriculum and progression documents for reading for each year group have been created.
- Long and medium-term planning is carefully developed to include age related texts with increasing complexity in themes.
- Reading scheme and stage books ensure progression, with regular benchmarking of children to provide accurate levels and next steps.
- The complexity of tasks and activities ensures progression is evident through the year and from year to year.
- Our Literature Spine has been thoughtfully planned to include increasingly more complex texts as the children move through the school to enable them to develop a deeper understanding, applying a wider range of reading strategies and skills whilst developing their ability to explain their thoughts with evidence-based responses.

### Enrichment

- Poetry Slam
- Reading Matters Week
- World Book Day
- Share a story/Buddy reading events
- Library events (Storytime and Book Launch)
- SLS Book Award

### Cross-Curricular Links

- Reading texts across the English curriculum have been carefully selected to develop the children's knowledge across the curriculum as well as PSHE and SMSC skills.
- Year 3 – London, Japanese and Egyptian themed texts (Geography); animal and habitat themed texts (Science); Stone Age, Bronze Age, Iron age, Ancient Egyptian themed texts (History).
  - Year 4 – Ancient Greeks, Romans and Celtic themed texts (History); water and African theme texts (Geography); winter themed texts (RE, DT).
  - Year 5 – Earth and Space themed texts (Science); Anglo-Saxon and Viking themed texts (History); Mexico and rainforest themed texts (Geography).
  - Year 6 – World War II themed texts (History); Amazon, locational and natural disaster themed texts (Geography).

### Assessment

- Whole class and verbal feedback.
- Use of quizzes, starter & plenary activities.
- Teacher assessment, self-assessment and peer assessment of activities and tasks.
- Biannual reading ages.
- Reading benchmarking (P.M. Benchmark).
- Internal and External Reading Moderations.
- Nessy (30 children) and Lexia (105 children) ongoing assessment
- Termly summative assessments.
- SATs.

### Inclusion and Challenge

- Everyone has access to the English Curriculum.
- Key vocabulary is shared and discussed throughout lessons.
- Key skills are modelled by adults and children.
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches. and strategies, task design and differentiation.
- Lesson structures are pragmatic to ensure every learner meets the learning objective, but the routes children take may be different.
- To support children, differentiation will include: self-selection and tiered activities; planning structures and scaffolding of questions; adult support and peer-support.
- Across all year groups to support children, we provide pre-teaching of texts, reading fluency and comprehension groups, reading for pleasure groups and additional 1:1 reading support as well as Read, Write Inc. teaching, access to Toe by Toe, Nessy and Lexia.
- To challenge children, the complexity of activities is varied using the HIAS Guided Reading Toolkit.