



Reading Subject Overview

CPD

- Staff training on reading monitoring and assessment.
- Whole staff training of closing gaps with disadvantaged and non-disadvantaged pupils.
- RWI training for TAS.
- Active reading training- use of modelling.

Assessment

- Pixl past papers for Year 6 four times a year. QLA analysis and action planning. Informs pupil progress meetings.
- PIXL papers for Years 3, 4 and 5 three times a year.
- Bench-marking of all pupils or reading age tests for more able readers.
- Insight is used to track progress and performance of particular cohorts and groups.
- Termly assessment of RWI across the school where appropriate.
- Reading eggs assessments for SEN pupils at end of unit.
- Bedrock learning – Year 6 assessments at end of units.

Strengths

- Development of reading environment and access to a wide range of quality texts.
- Novel and text led English curriculum.
- Consistency in teaching of comprehension through active reading strategies.
- Greater time devoted to reading each day for pleasure and adults reading to children.
- Pupils' positive responses to reading.

Intent

At Danesholme Junior Academy we believe that reading is an essential life skill, and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children reaching the expected standard or higher.

We have high expectations of all children, and we encourage children to challenge themselves, persevere and pursue excellence.

Enrichment opportunities

- World War one poetry recital by Year 6.
- The highwayman recital by Year 5.
- All year groups take part in one production a year.
- World book day.
- Reading across academies in a 'teacher swap.'

Areas to develop

- Progress of disadvantaged groups in all year groups.
- Improve reading culture.
- Home reading and parental involvement.

- Implementation:

Reading is at the heart of the Junior Academy curriculum. Through daily reading for pleasure sessions, daily story time, novel-led learning, and twice weekly formal comprehension lessons, we ensure reading is given priority in the timetable and that pupils learn to hone their reading skills as well as develop a love for reading.

At Danesholme Junior Academy all classes follow a structured approach to reading activities. All sessions are interactive and teachers facilitate speaking and listening opportunities, with children working hard individually. Passive learning is minimised and engagement promoted through regular use of think-pair-share, responses on mini-whiteboards and collaborative tasks.

High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to notice breakdown in reading - identifying words/phrases they don't understand and strategies to fix breakdown in meaning. Children are taught to relate the text to themselves, previous reading experiences and the world around them. This is modelling is taught in weekly active reading comprehension lessons.

Further to modelled sessions, children have the opportunity to read texts with greater independence.

Utilising a novel and text led curriculum, rich reading opportunities are provided across the curriculum, exposing children to a wide range of quality texts providing context to learning.

At Danesholme Junior Academy we believe that regular reading at home is an important tool in developing reading skills.

Our library ensures children are offered high-quality books that reflect the diversity of our modern world.

- Impact:

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home and contribute regularly to home-school records.
- The % of pupils working at age related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

