



How we teach READING at

St Thomas of Canterbury Church of England Junior School

Reading

Our aim is to encourage all our children to have a love of reading, and to read confidently and independently in a range of contexts with a wide range of texts. To be worldly literate, fluent, and for them to comprehend and love reading with a passion. Reading is beyond just reading the book – it gives them a greater knowledge of the world. We support opportunities to read for pleasure and for information from a wide range of materials including: written texts, picture books, images and film. We use a wide variety of teaching strategies and opportunities across the curriculum to deliver the National Curriculum. Teachers acknowledge the diversity of pupils' learning styles and provide a balance in the approaches used to teach reading that will ensure pupils are Secondary ready. Different methods are used according to the focus of the learning objective, they include:

- Independent read and respond
- Fluency reading
- Individual reading
- Class Comprehension
- Group reading and comprehension

Intent

At St Thomas' we aim to consolidate the skills that pupils have developed at KS1 and move their learning forwards: increasing their ability to read challenging and lengthy written texts, analysing and discussing them with others; enhancing their semiotic reading skills to make them more worldly. However, children working below their chronological age are supported appropriately to improve their phonetic and fluency skills.

The former helps to develop a deeper understanding of the structure, purpose and meaning of the increasingly complex texts they are encountering, and, ultimately, support the development of the children's writing skills.

Consequently, as the children move through the school and their reading accuracy improves, the focus on individual reading lessens. Teachers seek to develop higher order reading skills through discussions and questioning during group and class reading, and through evidence in their written work.

We use the four key strands of reading comprehension: literal understanding, skills of inference, deduction and evaluation. Children are additionally taught:

- to retrieve, record, summarise, compare, justify and predict information from a wide variety of texts;
- knowledge of grammatical structures;
- contextual understanding;
- to use their knowledge of other texts they have read;
- to scan and skim text for information and overall impression;
- to use organisational features and systems to find information;
- to critically distinguish between fact and opinion;

- to distinguish between different fiction and non-fiction genres;
- to identify/explain how meaning is enhanced through choice of words;
- to consider poetic forms and their effect.

Whole class comprehension sessions take place three times a week in Upper School, with the addition of Book Club sessions and four times a week in Lower School, in which children read and discuss appropriately challenging texts linked to the genre of writing being studied.

Pupils are encouraged to develop a love of reading throughout their time at school. Class novels are read at least three times a week and are a highlight of the school day. All pupils have a school reading scheme levelled book and make regular weekly visits to our well-resourced school library, where they can choose an additional title for reading or sharing at home. An annual incentive challenge is adopted by all of the children to encourage them to read across genres (E.g. The St Thomas' Reading Tree). Bronze, Silver, Gold and Platinum awards are worked towards and awarded, in celebration, during Worship each Friday. Entries in the homework diary are recorded by adults in school and parents/children at home, where discussion about books read (e.g. plot, characters, vocabulary choices, interpretation of themes, predictions etc.) is encouraged.