

Our Reading Strategy:

Here at Shottermill Juniors, we believe that ensuring high standards of Reading is the key to unlocking a child's future academic achievement, wellbeing and success in life.

Developing a love of Reading and language comprehension enables children to access the full curriculum and therefore Reading is one of the highest priorities at our school.



Our strategic focus for Reading at our school:

- ✓ All adults working in school are knowledgeable in the teaching of Reading in both language comprehension and word reading (phonics).
- ✓ We promote the use of stories and high quality talk to develop language skills and use of Standard English.
- ✓ We are focused on eliminating the impact of possible barriers to successful Reading and ensure that no child is disadvantaged.
- ✓ If a child has fallen behind with their Reading, we aim to diagnose their gaps and provide high quality intervention to help them catch up.
- ✓ We foster a love of Reading and books so that children can develop their knowledge and skills across the full and wide curriculum and read for pleasure.
- ✓ We want our parents to share in these ambitions and know they can support their child's Reading development at home.

By the time children leave in Year 6 we want them to be able to:

- Develop a proficiency in Reading, Writing and spoken language, across the full curriculum;
- Transfer their knowledge from reading to help them spell words correctly and understand a range of punctuation;
- Take pleasure in Reading and understand the emotional benefits as well as how this skill builds knowledge and understanding of the world around them;
- Engage in meaningful conversation and be able to articulate themselves in a range of different ways or situations.

Our approach to teaching phonics:

From September 2022 onwards, we will ensure we are ready to continue the systematic synthetic phonics teaching from our main feeder school, by adopting the Little Wandle Letters and Sounds resources. Specifically, we will be using the newly published Key Stage 2 version of this phonics programme known as **Little Wandle Rapid Catch Up**.

We aim to deliver this programme to:

- Any Year 3 child who has not passed the phonics screening check;
- Any other child in Years 4, 5 or 6 who is not reading at age appropriate level or with the required fluency (for their age group) including those children in the early stages of learning English as a second language.

Once children have graduated from the Little Wandle Rapid Catch Up programme and are reading 60 words per minute or above (but have yet to develop reading with fluency) they will join a **Fluency Book Club**.

Our other approaches to promoting and teaching Reading across the school:

We believe that providing a dedicated, high quality library for children to access is key to developing a love of reading. This is why we have prioritised resourcing and refurbishing our School Library, split into fiction and non-fiction rooms. Children can borrow up to 3 books a week.

We also ensure that there is a constantly replenished library stock through our Hampshire Library Loan Service subscription, where book exchanges take place termly. This means that every child has access to a range of new texts at all times.

Book Clubs for identified groups of children:

In 2021, using some additional funding, we launched our Book Clubs which focused on broadening children's reading experience, where children have struggled to get a thirst for reading outside of school. Our Book Clubs involve a dedicated adult, a quiet space, carefully selected novel to promote a love of reading for pleasure.

Whole school reading challenges:

Every year, we launch a whole school **Reading Challenge**, because we know that regularly reading a book improves a child's academic attainment. Specifically, we tell our children and parents that reading for as little as 16 minutes a day, has been proven to be the 'magic number' at which students start to see substantial positive gains in reading achievement. Our Reading Challenge usually involves the extra motivation of book themed prizes, kindly sponsored by our local Haslemere bookshop!



Reading to Barney:

Sometimes, we all need a little bit of extra motivation to help us want to pick up a book... this is where Barney, our specialist **Reading Therapy Dog** plays an important part! Barney offers children a unique opportunity to sit down and share a book together. The experience is non-threatening and helps make reading a pleasurable experience, especially where children may lack confidence in their reading ability. We feel enormously lucky to welcome Barney into school every week.

Performance Poetry Competition

Every other year, in May, we challenge our classes to a Poetry Competition. Although this was not able to run during the last few years, due to the pandemic, we relaunched this important aspect of our English curriculum in 2023.

Reading Volunteers

We are extremely fortunate to have a steady team of volunteers who actively support the school's reading strategy by hearing children read each week. Each year group has at least one, if not two reading volunteers and this makes an enormous difference to those children who are still developing their fluency and comprehension.

Guided Reading / Whole Class Books / VIPERS

Children share a whole class book with their Class Teacher during their Guided Reading sessions every week, or 'Reading Explorers' which includes extracts from high quality texts and comprehension questions.

	Autumn Term	Spring Term	Summer Term
Year 3	<i>'The Ancient Egyptian Sleepover'</i>	<i>'The Boy Who Grew Dragons'</i>	'Reading Explorers A Guided Skills-Based Journey Year 3'
Year 4	<i>'Butterfly Lion'</i>	<i>'The Firework Maker's Daughter'</i>	'Reading Explorers A Guided Skills-Based Journey Year 4'
Year 5	<i>'James and the Giant Peach'</i>	<i>'The Explorer'</i>	<i>'The Explorer' continued</i> 'Reading Explorers A Guided Skills-Based Journey Year 5'
Year 6	'Reading Explorers A Guided Skills-Based Journey Year 6'	<i>'Goodnight Mister Tom'</i>	'Reading Explorers A Guided Skills-Based Journey Year 6'

Over the next academic year, we will be training our staff to use **VIPERS** when sharing guided reading texts with children. VIPERS helps our Reading Teachers to recall the 6 reading domains within the National Curriculum in order to better teach comprehension skills.

V	Vocabulary	Give / explain the meaning of words in context.
I	Inference	Make inference from the text / explain and justify using evidence from the text.
P	Prediction	Predict what might happen from the details stated and implied.
E	Explanation	Identify / explain how information / narrative content is related and contributes to the meaning as a whole. Identify /explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.
R	Retrieval	Retrieve and record key information / key details from fiction and non-fiction texts.
S	Sequence or Summarise	Sequence and order or summarise main ideas from more than one paragraph.

Reading regularly to an adult at home

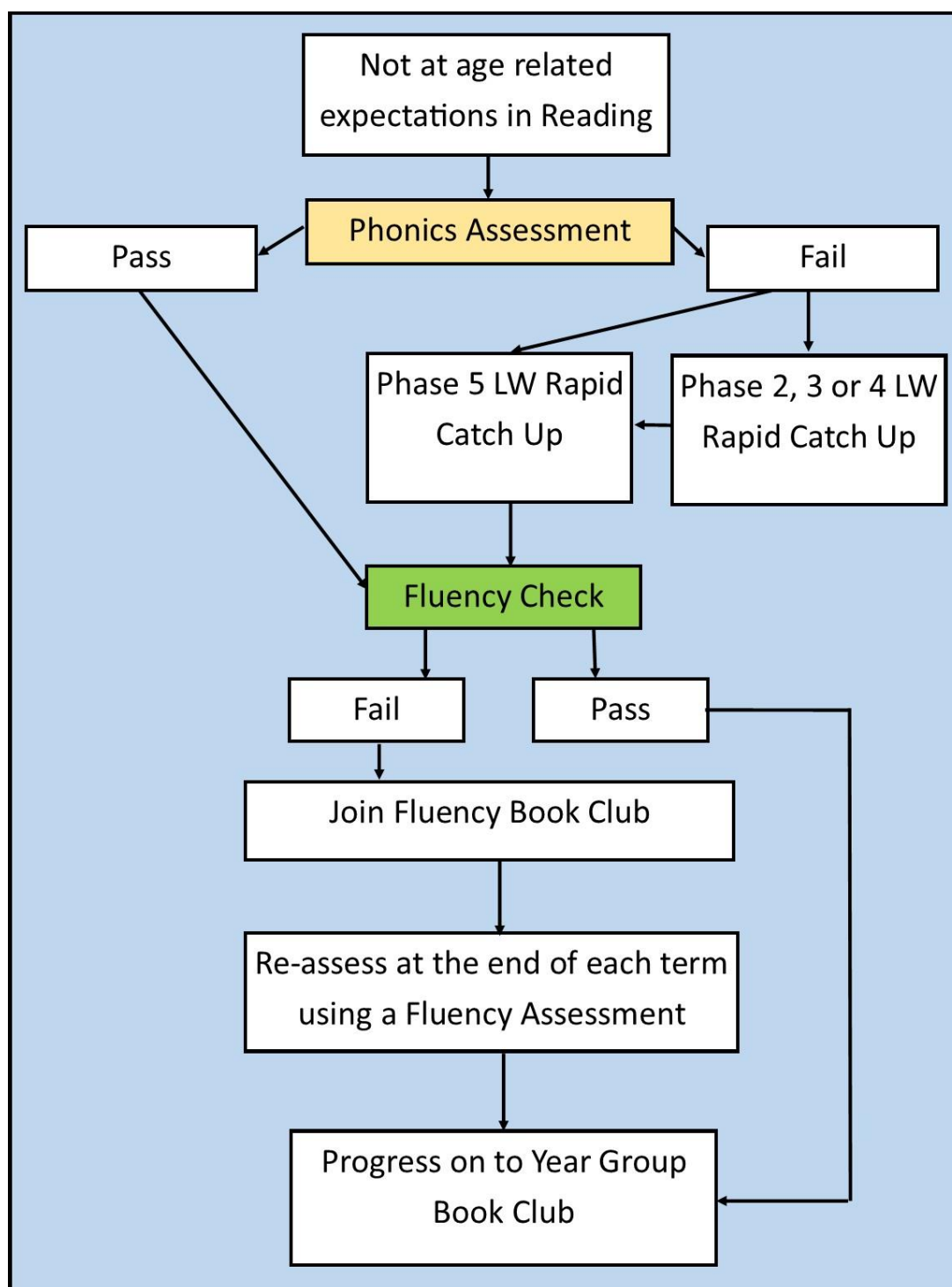
Our expectation is that every child at our school reads and shares a book with an adult at home every day. **Children who are at the very early stages of reading should be reading their matched decodable reading book to an adult at home every day where possible – in order to make rapid progress and catch up with their peers.** Children can share a book with a parent, grandparent, other relative or guardian.

Sometimes sharing a book might also mean that the adult reads a book to the child. This allows time to develop a love of stories, introduces unfamiliar vocabulary and aids fluency - as punctuation is read correctly for the child.

We know that home life can be very busy, so we may send parents a **reminder text message or email**, to prompt them to listen to their child read at home.

Flow chart of Early Reading support at our school:

The following diagram shows how we will intervene to support a child who is not reading at age related expectations:



Children with EHCPs

Where other reading strategies have not had the desired impact because a child has an identified Special Educational Need / EHCP, we seek the advice of external advisers and may use other bespoke interventions to support a child's Early Reading, such as use of the **Active Literacy Kit**.