

Sir John Sherbrooke Junior School's Framework for Reading



The ways in which we aim to teach reading at SJS

Intent

At John Sherbrooke we value reading as an essential life-skill and all members of staff are dedicated to making our children life-long readers. We promote a love for reading and our reading curriculum ensures our children become confident readers.

A child's reading ability impacts their progress in all other areas of the curriculum and so with a robust reading curriculum, our children's educational success is greatly enhanced.

Our curriculum creates a variety of opportunities for children to read to increase knowledge, awareness and love of the world around them and to promote the importance of reading in everyday life. We aim to enrich pupils vocabulary and foster a love of reading that will open up new opportunities for our pupils through all areas of our curriculum.

We aspire to create an atmosphere where reading is an ever-present part of our children's lives and we intend for all children to leave our school as competent and enthusiastic readers. We aim to install a thirst for reading where children are able to speak confidently about their likes and dislikes within what they have read and independently read for their own enjoyment. Though a variety of reading Enrichment activities we aim to raise aspirations for students to take them Beyond Expectation and fulfil their full potential when they leave SJS.

Implementation

Pedagogical Approach and Strategies

- Weekly, formal comprehension lessons. One unit a week in Year 5/6. One unit every two weeks in LKS2.
- Weekly whole class Reciprocal Reading
- Class read to by an adult with a class book
- PM Benchmarking colour book banding
- Weekly reading interventions
- Phonics intervention / Y3 catch up groups / Word recognition program
- Weekly reading assembly
- Comprehension homework – UPKS2
- 3x reads with an adult at home for homework
- Time to 'free read' every week DEAR (Drop, Everything and Read)
- Writing units based around a high quality text
- Engaging children with a range of text types and styles - modern, Shakespeare, scripts, parliament papers, classic texts, poetry.
- Take Care Reading leaders.
- Targets reading for lowest 20% readers.
- One writing mission per half term (extended piece of writing in another subject).

Environment

- Creative and engaging reading areas in all classrooms
- Access to free reading books (for pleasure) in every classroom
- Reading leaders
- Topic books (from Inspire) in every classroom
- Reading displays around school
- Teachers create an atmosphere that encourages a love of reading
- Library area in the main corridor (plus non-fiction library in the porta-cabin)
- Word rich environments – vocab/language displayed around the school/classrooms
- Good range of different reading materials available, including audio books
- Reading is celebrated and encouraged at every opportunity
- Books linked to most displays

	• Book Nook • Book Machine in hall and used in weekly reading assemblies
EAL provision	• Intervention groups / TA support
Interventions inc SEN provision	• Reciprocal reading small group interventions • Phonics reading interventions / word recognition program • Grab and Grow sessions where needed • Book Club for GD children • Reading Leaders • NESSY
Phonics	• Little Wandle program taught in Y3, Y4 and 5 catch up intervention groups.
Enrich Reading Community	• 3 times a week to read at home for homework and complete reading comprehension, giving parents a better understanding of expectations • Reading events such as: StarBooks family reading cafe, Scholastics book fair, World Book Day • Half price book fair in school giving every child the opportunity to own their own, new book • Library visits for every class • Reading Olympics certificates – celebrated in assembly every week • Reading reward breakfasts/brunch/high tea and reading prizes • Reading leaders visit infant school to read to younger children and read to younger children in SJS • Shakespeare Week, Parliament Week • Parent Book Swap at school entrance • Reading Reward book machine • Wide range of diverse books and different styles of books • Books available to read at playtimes
Impact	
Assessment	• PM Benchmarking colour banding system • Summative assessment tests for each year group (PIRA) • Past SATs papers in year 6 • Learning walks, moderations, observations – staff involvement with reviewing reading systems in school • Ongoing teacher assessments • Y3 entry baselining • Individual B² for SEND children • Pupil progress meetings to plan targeted interventions.
Staff CPD and induction	• Termly staff meetings to disseminate training and practice • English lead attends Reading Networks and feeds back to staff • Shared PPA/phase meetings used to feedback and set new learning • Work closely with the other schools in the MAT to develop reading • All teachers attend the family of schools’ reading moderation event • Internal writing moderation • Little Wandle phonics training