**READING**

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Reading is a multi-strategy approach to obtaining meaning from print.  Reading is also a means by which children can access the joy of visiting ‘new worlds’ and ‘new ideas’ through the pages of a book.  At Branston Junior Academy we believe that there is no one *right way* to teach Reading to all children.  We therefore incorporate a variety of strategies to teach Reading which include:   * Phonics – (mostly Y3/4) * SPaG (Spelling, Punctuation and Grammar) (mostly Y5/6) * sight recognition / ‘look and say’ * segmentation – breaking words up * blending of sounds * individual, paired and group reading * shared and guided reading * skimming and scanning for information * close reading for meaning | Reading is planned with guidance from the revised framework and is taught in each term. It is linked to other areas of the curriculum when appropriate. Skills, knowledge and relevant vocabulary are taught progressively.  The English Subject Leader is responsible for:   * supporting staff with planning the Reading Curriculum * advising staff on ways to improve children’s learning and practical skills * advising staff on assessment * providing sufficient resources to enable good quality work to take place.   Class Teachers are responsible for day-to-day teaching and for ensuring that children’s reading is effectively and efficiently managed. Specific interventions (often led by TA’s) are available to support those children who have specific needs in reading.  Children are taught reading skills during English lessons, in dedicated reading lessons and in other curriculum areas where appropriate. It is planned termly, and focuses on developing reading strategies.  All children are provided with an individual reading book, initially from the ‘Pearson Bug Books’ reading scheme, until they are deemed fluent enough to be able to choose a reading book from the ‘Free Reading’ section of the library. Children change this book when, in the professional judgement of the teacher, they have read with the fluency, accuracy and understanding expected. Children are able to take this reading book home to read with their parents. They are issued with a Planner. The Academy and parents monitor reading progress in this planner on a regular basis.  Children have regular access to reading materials (fiction, non-fiction and poetry), located in the classroom and in the Academy library. The Academy also uses a variety of resources and strategies to improve reading and reading comprehension; for example Y3/4 use a whole class guided reading approach to establish the core skills of reading and comprehension and Y5/6 use the ‘Reading Detectives’ Scheme for reading comprehension. All classes carry out additional sessions to read a whole-class text which are considered to be a ‘classic’ text.  The Academy provides parents with information supporting guidance for children’s homework in order to develop effective study skills; this is through specific Parent Information sessions, as part of setting actual homework, Parents Evenings and through information on the Academy’s website. | Children are regularly assessed formatively, using the online ‘EAZMAG’ system. Teachers use ‘gap analysis’ to be able to cater for specific reading needs.  Teachers may use ‘mini-assessments’ to inform the assessment of individual areas of the reading curriculum.  A ‘Checkpoint’ is carried out in the Autumn and Spring terms, whereby a summative assessment is made on EAZMAG.  End of year tests are used as a final summative assessment in the Summer term. |