



PJS Reading Curriculum

Intent:

At Perryfields Junior School, we endeavor to immerse children in the amazing world of great quality children's literature. We see reading as a tool which children can use to access and interpret the world around them and understand that being a successful reader underpins all areas of learning and is integral in accessing the wider curriculum. With this in mind, we intend to foster a love of reading for both knowledge and pleasure through a broad and ambitious curriculum that is accessible to all.

In conjunction with the aims of the National Curriculum, our reading curriculum offers opportunities for children to:

- Develop their fluency and comprehension in reading through a progressive curriculum and reading scheme
- Read a wide variety of texts to develop their cultural capital
- Be challenged through skillful questioning and exposure to a wide variety of authors e.g. Shakespeare, Dickens
- Be enthusiastic about reading for pleasure and talk passionately about their reading with their peers

Implementation:

Reading

- Reading 'working walls' are in each classroom with tier 2 vocabulary and skill-based S2S to support learning
- Pupils are taught VIPER skills through whole class lessons with targeted differentiated small groups (if needed)
- VIPER lessons are structured in a way that all children have the opportunity for challenge through mixed skill questions
- Reading carousel x4 weekly allows children to apply/embed VIPER skills through a range of activities (both verbal and written)
- Where possible, links are made with other subjects across the curriculum/ the writing stimulus/genre for the current unit of work
- Children are exposed to a wide range of text types and authors (in both VIPER lessons and reading carousel) to challenge all learners and build cultural capital
- Starter activity (Do Now) is used to practice retrieval skills and revisit previous learning to ensure skills are embedded
- Quality first teaching is provided throughout the school along with effective teacher modelling (both reading and comprehension skills) and effective assessment for learning to ensure all children are challenged and supported when finding it difficult

- Teachers use questioning to challenge all learners
- Immediate intervention during lessons are used to support pupils in the moment
- A personalised curriculum is available (planned by our SENCO) for children who are unable to access the curriculum/ whole-class learning)
- Opportunities for self-assessment are provided daily (e.g. self-assessment trays)
- The lowest 20% of readers per class have been identified and additional 1:1 reading has been put in place
- Marking and feedback is given by adults throughout the lesson during the 'Talk Task/Shared Question' and during independent activities
- Class books are read for 10 minutes at the end of each day to model reading with expression
- Children are assessed termly to ensure that children who need additional support are identified
- Reading interventions focusing on VIPER skills are run for children who require additional support
- Fluency interventions are run for children who need them
- BIG CAT COLLINS reading scheme is used to ensure children are reading books that match their comprehension level (which is assessed at the start of the year and monitored regularly) – these includes phonics books. These books are a mixture of fiction and non-fiction and cover a range of genres/topics to enhance cultural capital
- Our library is well stocked and library monitors and LSAs help children pick books for pleasure. Children have also had their work published in our library for others to enjoy.

Phonics:

- Children in year 3 who have not passed their phonics test or would benefit from additional phonics interventions are identified (as well as targeted year 4 children) and interventions are put in place (using Letter and Sounds and twinkl for additional resources). Children who did not pass their phonics screening test retake the test termly to measure progress and interventions are adapted based on personal targets/boundaries
- Phonics training is delivered to LSAs to ensure phonics interventions are taught effectively

Enrichment:

- Reading assemblies occur fortnightly where children listen to a short story read by different teachers to effectively model reading with expression and inspire a love of reading for pleasure
- ERIC time occurs fortnightly to allow children time to read for pleasure (which CTs also model) and provides an opportunity for children to discuss their reading and recommend their favourite books to each other

- Our 'Reading Challenge' runs throughout the year to promote reading for pleasure. Children receive an award for every 3 books read and must complete a book recommendation
- Our Reading Ambassador scheme runs throughout the year on a fortnightly rota where Year 6 volunteers read with Year 3 children who have been identified as needing additional support with their reading. This runs every lunchtime where the Year 6 children listen to the Year 3 children read their reading scheme book whilst the Year 6 asks comprehension questions to assess understanding
- Reading Gladiators runs for selected Year 4 children who are MA but would benefit from additional reading to challenge them and progress their reading skills. This is run weekly in a guided reading format.
- Other enrichment opportunities run throughout the year e.g. having a professional storyteller come in for World Book Day/ author visits

Impact:

As a result of our teaching of reading at Perryfields Junior School, you will see:

- Pupils who are engaged in lessons and who love to challenge themselves
- Confident readers who can discuss their reading with both peers and adults
- Pupils who are enthusiastic about reading for pleasure and enjoy listening to books being read to them
- Pupils who are confident to form and share their opinions on texts and make recommendations
- Pupils who are better able to access the wider curriculum and interpret the world around them
- Pupils with an excellent standard of fluency in reading who make good progress throughout their time with us
- Pupils who can work both independently and discuss their learning with peers
- Learning which is tracked and monitored to ensure all children make good progress
- Most children achieving age related expectations or above in reading at the end of their cohort year