



Reading Statement

We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Intent

At Lawdale Junior School, we aim to instil in all children a love of reading, deepening the learning journey with enjoyment of books and other texts. We recognise the importance of reading and aim for all children to become confident independent readers, with an excellent understanding of what they read. Children will be able to read and respond to a wide range of different text types. We believe that reading is the gateway to learning, enabling children to access the wider curriculum. By the end of year 6, we intend for children to be confident, fluent readers who are ready for secondary school. At Lawdale Junior School, we actively encourage a love of reading and guide children on the path to being a reader for life!

Implementation

Through a combination of modelled, shared, individual and independent reading, children enjoy their reading success and progress. They learn to understand, analyse and thoughtfully respond to a wide range of texts. Children take Accelerated Reader and library books home to support them both in learning to read and reading for pleasure. As children become increasingly fluent and confident with reading, they develop the reading skills and strategies to read both for pleasure and to support their work in all areas of the curriculum.

Children are assessed every half term using the Star Assessment within Accelerated Reader, in addition, we assess year 3 to 5 using the NFER assessment every term; year 6 continue to be assessed every half term. All children are expected to be making at least good progress and we provide targeted interventions to those that need more support to keep up. We are able to track and monitor progress by using the reports on Accelerated Reader and O'Track.

Children are engaged in fully planned and resourced daily shared reading sessions. For those children that need additional support, interventions such as phonics (THEP scheme of work), one to one or booster sessions, additional time and support during school hours, as well as after school booster clubs with experienced class teachers and support staff, are provided. Across each half term, children will engage with a range of fiction, non-fiction and poetry texts that are linked to their topics. There is a big emphasis within our school for children to have wide language comprehension and broad vocabulary development. These shared reading sessions focus on the various reading domains to fully explore and develop the children's understanding of what they read.

We believe that reading for pleasure is at the heart of teaching children to read. Time is set aside daily, for teachers to read to the children and share quality books from a range of authors. Special reading events are celebrated in school and during book week children are engaged in a host of reading activities. We also hold a Scholastic Book Fair where books are promoted and children are encouraged to buy books to read at home. Children are encouraged to read as many Accelerated Reader books as they are able, which are tracked carefully by the class teacher. This ensures that children are reading at their level and good progress is made and promoted. Each class has a weekly library sessions where they are able to explore and discuss books they intend to read with the librarian, class teacher or TA. Each classroom also has its own book area with both fiction and non-fiction books for children to experience. There are also books displayed within class which link to class topics to encourage children to read for information and to engage in subjects they are learning about.

Impact

The impact of our reading emphasis and teaching at Lawdale Junior School means that we achieve high progress measures for children's reading ability, as well as high levels of comprehension and vocabulary development. Our teaching and data also shows high levels of engagement in the books children read and the ability to read across a range of subjects. These approaches work in tandem to foster a clear sense of reading for pleasure.