



## Reading

### Intent, Implementation and Impact

#### Intent

It is our intent at Burlington Junior School to provide pupils with a high-quality education in Reading so that children are able to read fluently with confidence. We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves, the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills.

#### Implementation

In our school children participate in a carefully planned thirty-minute Guided Reading session each day. There is one learning objective for the whole class based around the one challenging text. Children explore a wide variety of genres, both fiction and non-fiction which allows them to access, input ideas and understand a wider range of adventurous vocabulary. The pupil's fiction writing is based on the same text which strengthens the link between reading and writing. The activities are adapted for different abilities so that all children can access the learning objective and be sufficiently challenged.

Reading is promoted as an enjoyable and enriching experience to both children and parents. The children are able to enjoy books at playtime and lunchtime and reading clubs are run throughout the week. Towards the end of the day, the teacher reads to the children from the chosen class novel. In addition, adults in school hear pupil's read on a daily basis to improve fluency, decoding and comprehension skills.

The children enjoy special reading occasions such as National Poetry Day and World Book Day and timetabled sessions to encourage reading for pleasure. Parents are encouraged to read with their child at least three times a week and record it in a reading record. Individual reading books are from a range of sources which offer a variety of fiction and non-fiction texts.

#### Impact

Impact is measured using a range of formative and summative assessment methods. Formal reading assessments are undertaken in the autumn, spring and summer terms in Years 3 – 6 (inclusive) so that progress in reading may be tracked during the year. Teachers assess individual pupil's decoding and comprehension strategies on a daily basis. A tracker based on National Curriculum objectives is used to inform teachers and leaders of the skills and knowledge the pupils have achieved or need to improve further. School improvement leaders closely monitor all pupil's books and hold individual termly meetings with all teachers to assess every individual child's learning needs and progress. In addition, pupil voice is used to enable leaders to assess the impact of reading across the curriculum.