



Reading 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.

The reading curriculum at Burlington Junior School follows the National Curriculum and aims to build on and enhance this. To ensure that pupils develop a secure knowledge and skills base that they can build on, reading is organised into a progression model that outlines the skills to be taught in a sequentially coherent way towards defined expectations at the end of each year and at the end of Year 6. The skills of explain, retrieve, summarise, infer, predict, word choice, authorial voice, fluency and making comparisons are all mapped out to ensure pupils build on secure prior learning.

Teachers plan high quality texts to be used within the long term plan. Skills, vocabulary development and knowledge is then planned for at a greater level of detail in medium term planning that maps out how each skill is taught over the course of a week.

Children are taught reading in daily guided reading sessions and are exposed to a wide range of reading opportunities across the curriculum and throughout the school day.

Reading is promoted as an enjoyable and enriching experience to both children and parents. The children are able to enjoy books in reading clubs that are run throughout the week. Towards the end of the day, the teacher reads to the children in story time. After that, reading for pleasure strategies focus on developing children's reading identities and provides them with opportunities to discuss and explore texts and authors, share their opinions of books, take part in performing texts and read independently or in small groups. In addition, adults in school hear pupil's read on a daily basis to improve fluency, decoding and comprehension skills.

How is our intent implemented in the classroom?

In our school children participate in a carefully planned forty-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 and scaffolded for different abilities so that all children can access the learning objective and be sufficiently challenged.

During the reading lesson, pupils unpick texts, identify new vocabulary, clarify meaning and use their skills to suggest alternatives. Pupils work with the teacher to practise the skills from the progression model for their year group, moving from supported practise to independent application. Teachers explicitly teach fluency and prosody and ensure that this is effectively modelled on a daily basis.



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Pupils who are not yet meeting their age related expectations have additional support in reading through the Read, Write Inc. strategy or teacher led interventions. These pupils may also access Lexia which helps them to catch up and keep up.

Pupil's individual reading is closely monitored through detailed tracking to ensure that they are matched to the correct reading band. The school has a range of home school reading material including phonically decodable books that are supporting those children who are still developing their early reading skills and have not yet passed their phonic screening. Children are encouraged to read every day and this is evidenced in home reading diaries and summary sheets.

All classrooms contain an inviting reading area, to promote pupils love of and knowledge of books. Reading is promoted through displays and reading books around school to enable pupils to have as many opportunities to be immersed in reading. Teachers read engaging texts to children every day with intonation and expression.

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 every day 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.

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, fluency and comprehension strategies on a daily basis. National Curriculum objectives are 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 termly meetings with all teachers to assess every individual child's learning needs and progress.

What is the impact?

At Burlington 'pupil voice' shows that pupils enjoy reading and are confident when talking about the skills they need to be a good reader. Pupil's work demonstrates that reading is taught at an age appropriate standard across each year group, with sufficient challenge and opportunities to work at greater depth. National testing outcomes also evidence impact.