



*Believe. Achieve. Succeed Together.*

**Iver Village Junior School**  
**Implementing the Reading Curriculum**

**Article 28, 29**

***Education must develop every child's personality, talents and abilities to the full***

Sarah Short

## **Intent Statement**

At IVJS we put reading at the heart of the curriculum. We strive to foster a love of reading both at school and at home and believe that reading should enable children to connect with the world around them. It should open up a world of possibility and intrigue and is a fundamental life skill which, enables children to communicate effectively and equips them for the challenges they will face in the wider world.

We aim to have pupils leave IVJS as lifelong readers, who have an instilled love for reading. In order to do this, children are encouraged to read widely and are exposed to a variety of genres. Reading across all subjects within the curriculum will prepare pupils for life beyond the classroom: they will be taking with them the skills required for in-depth reading and analysis.

## **Implementation**

### **Curriculum Design**

#### ***National Curriculum:***

*he programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:*

- *word reading*
- *comprehension (both listening and reading)*

*It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.*

*Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.*

*Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.*

*It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.*

## ***The reading curriculum and Iver Village Junior School***

At Iver Village Junior School, we place great importance in the skill and joy of reading and as such strive to ensure that pupils are both competent and fluent readers on a word level and demonstrate an understanding of the texts that they read. We believe that strong focus on both these elements are essential to ensure a love of reading and to support our pupils in becoming life long readers.

### **Phonics:**

In order to support pupils word reading, we have a rigorous phonics programme which is used to explicitly teach pupils to read on a word level, ensuring all pupils have a solid understanding of phonics. Pupils are assessed at the beginning of each school year and then termly until their phonics knowledge is deemed secure. Any pupil requiring phonics input will receive this from a qualified teacher.

At IVJS, we have chosen to use the Little Wandle phonics scheme to support our phonics teaching. After assessments have taken place, our phonics lead will organise pupils into ability groups and advise teacher where their teaching should begin and following which aspect of the scheme (e.g. main scheme, rapid catch up programme or SEN programme).

### ***Comprehension***

#### ***Cyclical curriculum and repetition:***

Our reading comprehension curriculum is underpinned by 6 core skills:

1. Vocabulary
2. Inference
3. Prediction
4. Explanation
5. Retrieval
6. Summarising

These skills are explicitly taught through guided reading lessons and practiced in lessons and individual reading time.

As seen below in medium term planning cycle, these core skills are taught repeatedly throughout a week/term/year in order to embed pupils understanding and skills. These same principles are taught repeatedly in every year group, building on their prior learning to ensure the logical and methodical development of skills.

#### **Medium term planning:**

Pupils in Lower School will have 4 phonics/guided reading lessons per week. Guided Reading lessons will follow the below half termly structure to ensure all reading skills are taught and practised

regularly. Teachers will utilise the question stems in the skills progression document to plan questions for modelling, guided practise and independent practise tasks.

Lower School	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Lesson 1</b>	Vocabulary	Retrieval	Prediction	Vocabulary	Retrieval	Prediction
<b>Lesson 2</b>	Inference	Summarising	Explanation	Inference	Summarising	Explanation
<b>Lesson 3</b>	Prediction	Vocabulary	Retrieval	Prediction	Vocabulary	Retrieval
<b>Lesson 4</b>	Explanation	Inference	Summarising	Explanation	Inference	Summarising

*\*Where a term is longer than 6 weeks, teachers will use their professional judgment to consolidate reading skills they have assessed as needing development.*

Pupils in Upper School will have 3 x 60 minute guided reading lessons per week. Guided Reading lessons will follow the below half termly structure to ensure all reading skills are taught and practised over the half term and there is sufficient time dedicated to deepening knowledge and skills in each area. Teachers will utilise the question stems in the skills progression document to plan questions for modelling, guided practise and independent practise tasks.

Upper School	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 1	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarising
Lesson 2	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarising
Lesson 3	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarising

## **Lesson Design**

All reading lessons follow a similar structure to support pupils in developing a depth of understanding and opportunity to practise skills they have been taught.

Aspect of lesson	Details
<b>Review of previous learning and retrieval practice</b>	Each lesson will begin with a recap of the previous lessons learning. Teachers will encourage pupils to recall the reading skill they learnt, what it means and demonstrate this with a short task.
<b>Introduction of learning question</b>	Teachers will introduce the focus for the new lesson through a learning question and success criteria. The success criteria will offer steps pupils will take to be successful in the skill being taught.
<b>Concepts, knowledge, skills, vocabulary</b>	Teachers will explicitly share the reading skill they are learning about. They will explain what the skill is, why it is useful and how they will demonstrate the skill.
<b>Modelling</b>	Throughout the lesson, teachers will model the reading skill discussed explicitly through thinking allowed alongside visual demonstrations. Teachers

	will use questioning to elicit pupils understanding and build their modelling on this.
<b>Guided practice</b>	Throughout the lesson, teachers will provide opportunities for guided practice when pupils will work alongside teachers to rehearse the specific reading skill. This may be based on the class text that is being read or a stand-alone text chosen by the class teacher. Teachers will use the stem sentence and reading skills documents to support their planning of guided practice tasks to ensure they are building skills systematically.
<b>Independent practice (learning tasks)</b>	Pupils will engage in at least 1 independent practice task in each lesson. Teachers will plan independent tasks which reflect the learning question and provide opportunities for pupils to utilise and rehearse skills taught. These may be tasks based on the class text or a text chosen by the class teacher. Tasks may be comprehension
<b>Plans for scaffolding</b>	All pupils are supported in practising the intended skill at a level which is appropriate to them. Teachers may need to adapt the text used for individual pupils to ensure that it is phonetically decodable or consider alternative means of accessing the written text such as peer support, adult support or assistive technology such as read aloud software where appropriate. It may also be necessary to adapt the questions being asked about a text to meet the needs of an individual and ensure their progress in small steps. Other individual support for pupils will follow individual plans such as the use of task organisers or visual prompts

### Classroom Practice

<b><i>Retrieval practice</i></b>	The start of every lesson will incorporate some retrieval practice of previous learning. This may be in the form of a short text with quick questions which reflect a taught skill to answer verbally or in writing.
<b><i>Modelling:</i></b>	Teachers actively model how to use taught skills in independent practice. Teachers will demonstrate for example how they will read around a word, skim and scan for details etc.

<b>Questioning</b>	Question stems are used to support the development of key skills. All teachers and LSAs have access to these documents to support questioning.
<b>Scaffolding:</b>	Scaffolding is used to support pupils in achieving a development of their reading skills. The aim is that all pupils are working together on the same skills but independent practice tasks are adapted to support pupils in accessing this learning. This is likely to look different in every task
<b>Practise</b>	Independent and Guided practice tasks will vary lesson to lesson. They may be as a comprehension-based activity around a class text or stand-alone text. They could also be book-based tasks which reflect key skills but also develop pupils love for reading and stories such as role on the wall, feelings graphs, drama activities or short writing activities.
<b>Oracy</b>	We aim to develop a love of reading and actively encourage all pupils to discuss their thoughts, feelings and understanding about what has been read. Throughout guided reading lessons, pupils skills may be developed through drama, role play or debate activities.

### ***Adaptive teaching:***

The main aim for adaptive teaching within reading is providing appropriate and timely scaffolding to allow for all pupils to access the lesson. The table below identifies some of the ways scaffolding is provided during maths lessons.

<b>Task organisers</b>	As per individual support plans, task organisers may be used to support pupils in breaking down independent practice tasks into manageable chunks.
<b>Physical Resources</b>	Texts may be adapted to reflect pupils individual phonics skills and allow for reading comprehension skills to be effectively practiced.
<b>Visual supports</b>	Visual reminders about how to utilise key skills may be provided for key pupils.
<b>Adult support</b>	Timely adult support is provided to all pupils to address challenges within lessons. Teachers are responsible for deciding the best way to utilise adult support and deploying any additional adults effectively. This may be through 1:1 support or focus groups.

### **Additional intervention**

For some pupils, additional support is required to support the development of pupils reading skills. The below table identifies the types of additional intervention that may be provided. This provision is planned with support from the SENCo.

<b>Phonics</b>	Where further phonics intervention delivery is by a qualified teacher. Pupils will continue to receive a SSP programme for as long as they need. In Y5 and 6 this will be done through small group intervention.
<b>Reading comprehension group</b>	Pupils who are finding reading comprehension challenging may be part of reading comprehension groups. Pupils will practice the skills taught in guided reading and have further opportunity to rehearse skills with the support of an adult. This intervention is aimed to reflect the teaching in guided reading lessons and allow for opportunity for over learning.
<b>Individual reading</b>	All pupils will read aloud to adults. Some pupils may read to adults daily. Adults who read with pupils will utilise the VIPERS question stems to support them in developing pupils understanding of books they have read.