

Moss Park Junior School Reading Policy

Purpose and Aims

Purpose

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

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

Provision

Our reading curriculum is categorised in two ways:

- Reading
- Comprehension

It is essential that teaching focuses on developing pupils' competence in both dimensions.

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 are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, 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.

We read with every child 1:1 at least once a week. Targeted readers are read with at least twice a week.

Progression and Assessment

Progression

We set out our year group expectations according to the National Curriculum objectives outlining the knowledge pupils will gain as well as the skills they will accomplish. It is expected that the overwhelming majority of pupils will have a secure understanding of the age related expectations by the end of the year and some will have a deep understanding.

Some children may take part in reading interventions to support their progression.

Assessing and Reporting

We assess pupils' knowledge, skills and understanding in reading as and when a child achieves each objective; this assessment is then used to plan teaching activities that support pupils in meeting our curriculum expectations for the end of a year. Our progression document ensures that pupils have lots of opportunities to deepen and extend their learning over the year and throughout the Key Stage.

Monitoring, Evaluation and Improvement

The role of the subject leader in monitoring pupil outcomes is to audit teachers' judgements. Leadership time within the school day is planned carefully so that subject leaders can effectively monitor and evaluate their subject. The subject leader then works collectively with teachers and Senior Leadership Team to examine the strengths and areas for development in reading provision. The reading subject leader then creates action plans to improve achievement. The reading subject leader keeps track of the improvements they have secured over time to understand how effective he or she is as a leader.