



2 Minute Read – Approach to Reading

At Mexborough St John the Baptist we value reading as a key life skill and are dedicated to ensuring our pupils become lifelong readers. We aim to foster an outstanding reading culture through the teaching of reading skills and promotion of reading for pleasure. Our goal is to provide pupils with many opportunities to read throughout the school day to build reading fluency and most importantly to enjoy a text. Our reading curriculum ensures pupils are exposed to a wide range of books throughout the year.

How we teach reading at MSJ

In EYFS the teaching of reading is implemented by:

- Daily phonics teaching and three times a week reading teaching practising: fluency, prosody and comprehension skills.
- Having books in provision that are accessible, owned and loved by children, indoors and outdoors.
- Using core books to plan for children's interests and class topics.
- Children identified through the Little Wandle assessment reading with an adult using the levelled reading books at least once a week.

In Key Stage One the teaching of reading is implemented by:

- Daily phonics teaching and three times a week reading teaching practising: fluency, prosody and comprehension skills.
- Whole class reading in Year 2 once children have completed the phonics programme
- 1:1 reading opportunities with teachers, parents and volunteers

In Key Stage Two the teaching of reading is implemented by:

- phonics teaching if required
- small guided reading sessions for those catching up with phonics interventions.
- whole class reading
- vocabulary building
- shared reading of class texts

What is whole class reading?

In Y2 and Key Stage 2, reading is explicitly taught at least four times a week for a minimum of 40 minutes. The reading curriculum at St John's has been carefully curated to include a wide range of diverse, challenging text extracts which are linked to history, geography and science units, where appropriate.

Each reading lesson starts with a vocabulary focus. Key vocabulary is identified from the text and pupils are encouraged to use the clues in the text as well as resources to work out the meaning of the word as well as how to use it in a sentence. Every lesson includes the teacher modelling reading and decoding and pupils

reading the text out loud, independently or in pairs. The lesson will then include a range of retrieval questions to ensure key understanding of the text before delving deeper into other reading skills. The sequencing of learning is recorded by pupils in reading books.

Reading for pleasure

Every class has a specific, allotted slot that is dedicated to reading for pleasure. Children have opportunity to read at their own pleasure. Staff also read during this time as this allows them to model the behaviours and discipline required when reading.

Children visit the library once a week where they can change books, enjoy a book with a friend and relax. We have librarians who are book experts and are able to make recommendations to children.

To further encourage positive attitudes towards reading, every week a child is selected by the class teacher to win a golden coin which can be used in the school book vending machine. The book that the child selects can be taken home as a gift. Children may be picked for the following reasons:

- The child’s attitude towards reading
- The child’s effort and/or progress in reading
- The child’s willingness to engage in recommendations of books towards peers

The Reading Agency commissioned a review that looked into the link between reading for pleasure and empowerment. Reading for pleasure was found to impact in all of the below areas:

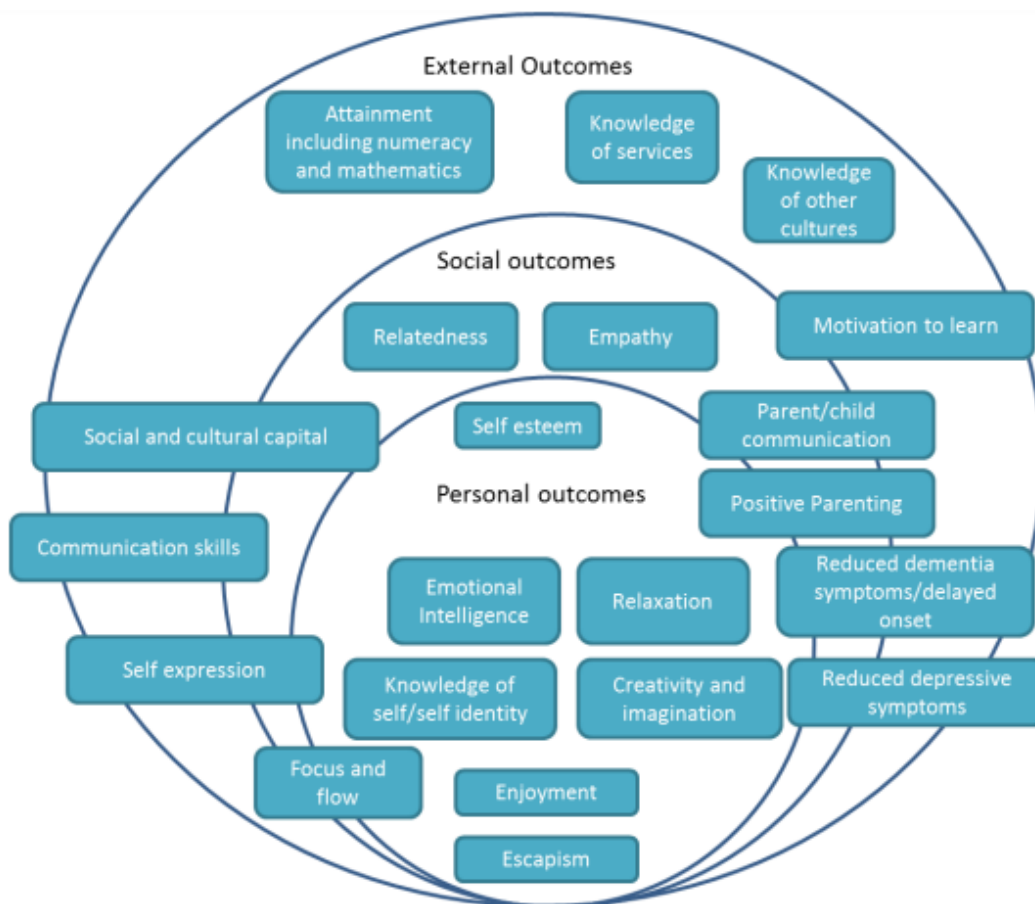


Figure 1: Overall Outcomes Map



Home Reading

In Foundation Stage and Key Stage One, children take home books which matches their phonics assessment band. In Key Stage 2 the children take one book home. This is a book chosen from their year group shelf and is for pure enjoyment.

The reading diary is used as a liaison between parents and teachers. In Foundation Stage, Key Stage 1 and Lower Key Stage 2 parents are expected to listen to their child read, discuss the book and write a comment each time they read with their child. In Upper Key Stage 2 parents are expected to discuss their child's reading book with them and sign the reading journal each time they discuss the book or hear them read.

