

Subject on a page:

Reading

At Castleford Park Junior Academy we believe that reading is an essential part of the curriculum: An essential skill that is key for accessing and unlocking all areas of the broader curriculum!



Intent We aim to...



Deliver an engaging and exciting curriculum that helps to develop a love of reading and inspire children to want to read.

Inspire children to become enthusiastic with reading so that they can develop their imagination and creativity, developing readers into writers.

Provide children with knowledge in language comprehension and word recognition so that they can read with understanding and automaticity.

Encourage children to express their thoughts and ideas about what they have read - clearly and creatively.

Support children to be articulate and confident communicators who can express themselves when engaging in discussion.

Create a culture where children love to read, giving them the communication skills and motivation to be successful in the future.



Implementation

How do we achieve our aims?



well structured curriculum map

Daily guided reading lessons are taught using an inclusive whole class approach using a range of high-quality texts across different genres, that are accessible for all children using the whole school reading spine. This approach, which follows recommendations from the EEF, allows children to develop oracy skills and widen their vocabulary choices, whilst deepening their understanding of reading choices.



High quality texts

Across the curriculum, children have access to high quality, challenging texts and visual stimuli which spark imagination and inspire a thirst for learning. The text choices enable pupils to read increasingly challenging texts by building reading accuracy and automaticity. At CPJA, we ensure that children are exposed to texts that cover a multitude of cultural, spiritual and moral themes to ensure that they are equipped to lead successful lives in the future. Texts are also used to explore structural and language features of specific genres which include poetry, fiction and non-fiction and Shakespeare.

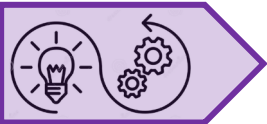


A clear reading process

At CPJA, lessons are clearly structured to allow children to develop essential substantive and disciplinary knowledge. A typical unit spans two weeks and begins with a 'big question' to hook the children in. They spend the first part of the unit analysing vocabulary to ensure they understand the text they are reading as well as a fluency focus day, where children are given chance to practise and perform reading the text. This is then followed by a range of lessons where children analyse the text on a deeper level exploring comprehension strategies, that allow for regular opportunities to practise and review their disciplinary knowledge.

Oracy and drama development

Children are encouraged to express ideas through speaking and listening opportunities including paired partner discussion, drama-based activities and hot-seating. Drama supports children in becoming fully-immersed within a range of texts and develops their understanding across a range of key themes and contexts. In addition, there are opportunities across the curriculum for children to enhance their spoken language through exploring tier 2 and tier 3 vocabulary, carrying out presentations and taking part in debates. All classes now reference the oracy sentence stems within lessons and introduce new vocabulary using the Frayer model to encourage appropriate vocabulary and speaking in full and coherent sentences. Spoken language, reading and writing enables our children to think. Talk and write about their world.

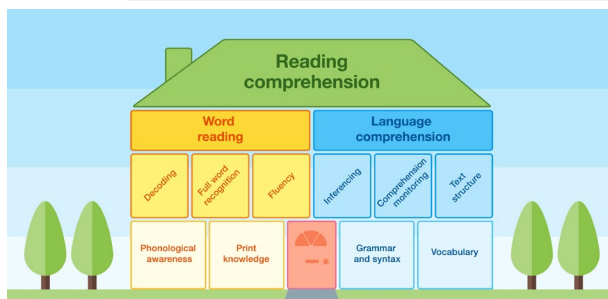


Implementation (continued)



Strong fluency intervention

We want all children to leave CPJA as confident and fluent readers who have a true love of reading. Children who are not yet fluent are identified for a reading fluency intervention which clearly and explicitly models re-reading of texts, using a range of strategies such as choral and echo reading to rehearse reading prosody, to increase their repertoire of reading words on sight and supporting them in getting a 'feel' for what fluent reading is whilst developing their automaticity. Throughout the intervention, children are given feedback on how they are doing and this is recapped at the beginning of each session. This then frees up the children's cognitive load and allows them to comprehend the meaning of a text. The strategies that are used in the intervention are also modelled in the classroom so that the children are able to apply this to a wider variety of unseen texts across the curriculum.



"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss



Phonic development

We believe that a good solid phonic foundation is essential for children to be successful with the correspondence between letters and their sounds as well as being able to decode independently to develop word recognition and automaticity. AT CPJA we use the Ruth Miskin phonic programme to provide children with specific and clear intervention, giving them the knowledge needed to be able to access life-long skills. On entry in year 3 the children are assessed and grouped according to their need, they receive daily spelling intervention through whole class teaching, with children who have good phonic knowledge completing year 3 spellings. Any children identified with needing extra support and urgent catch up with phonics are still accessing phonics, are assessed every 6 weeks and moved onto the next stage of their learning.



Precise teaching of new vocabulary

Vocabulary plays an essential part in learning to read at CPJA and we ensure that we provide children with texts beyond their comfort zone so that they are exposed to examples of beautifully rich texts. Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. We are successfully using the Frayer model to develop higher level tier 2 and 3 vocabulary across school to increase the children's vocabulary range and oracy skills including teaching vocabulary through the texts studied to improve further.



Impact How we know we achieved our aims



Children and staff from CPJA will develop a true love and enthusiasm for reading through an exciting and engaging curriculum.



Children will develop their imagination and creativity through an exciting and engaging reading curriculum enabling them to become more confident writers.



Children will have acquired the essential substantive and disciplinary knowledge to be able to read with true fluency, prosody and comprehension.



Children will speak confidently and passionately about texts/authors they have read and enjoyed.



Children will be able to collaborate effectively with their peers and to be able to justify their thoughts eloquently.



Children at CPJA will leave school confident and fluent readers equipped for a successful future.