



Reading at South Stanley Juniors

Information for parents, carers and the school community

This document details many of the key aspects of our reading offer.

Further information regarding the curriculum can be found on the school website.

Contents:

Section A Reading for pleasure and other initiatives

Section B An overview of our provision

Section C The 'Reading Spine'

Section D How we assess pupils

A Reading for pleasure

In the classroom

Class reader

Free reading time

For individuals and groups

Reading prizes

Buddies

As a school

Reading assemblies

Book giveaways

Library visits

We aim to instil a love of reading in all of our pupils, with a wide variety of opportunities for them to discover new books, authors and genres, as well as plenty of time throughout the school week to enjoy texts

independently, in groups or together as a class (or whole school!). We have invested extensively in our classroom reading corners and library so that there are perfect places to curl up with a great book!

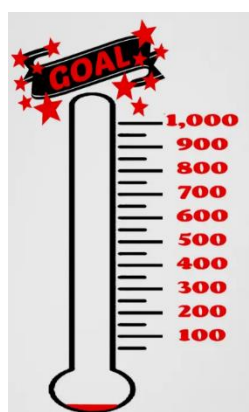
Other Initiatives



- 'Most Wanted' books – these are voted for by the children in each year group, each half-term. This is often used as the class text for the end of each school day.

- 'Red Hot Reads' – these are newly-released books chosen each term by Mr. Forster to go in our library. Pupils can borrow them for free reading.

- Reading Club – this will be run by Y6 pupils over lunchtimes. Children across school will be able to access the library and enjoy all of the different books on offer.

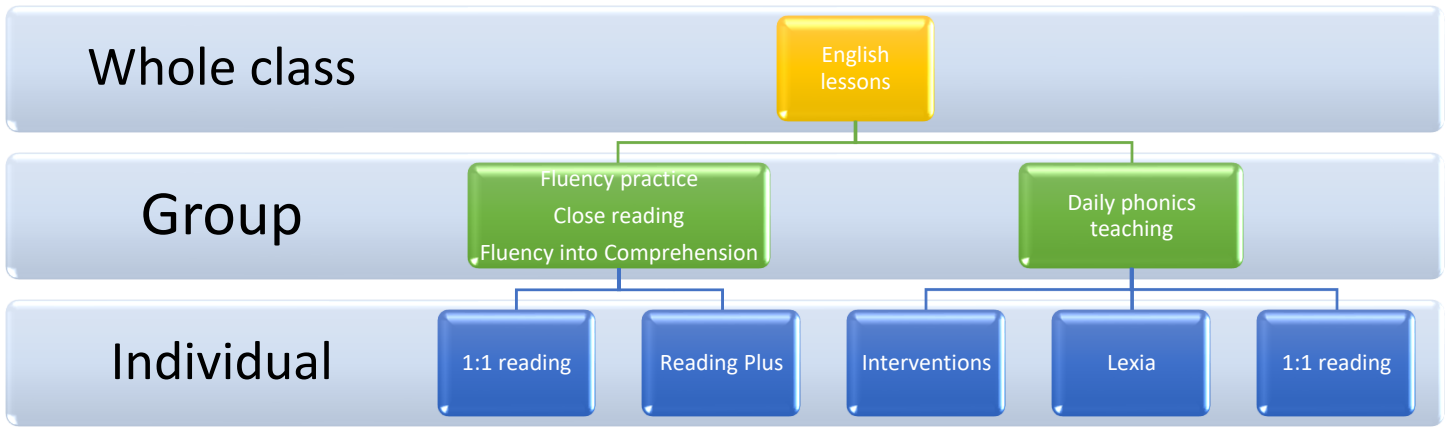


- The Thousand Book Giveaway! We have set ourselves the goal of giving at least 1,000 books to our pupils and families this year (for the second year running!), to ensure that everyone has books they can enjoy and share at home.

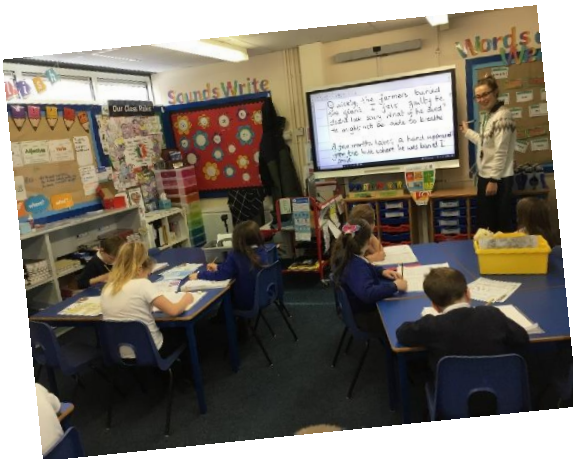
- Library time – giving classes plenty of opportunities to use and explore our own library (as well as their extensive classroom libraries and reading areas!).



B Provision



During a typical school day, your child will be taught reading through their English lessons (morning) and guided reading sessions (afternoon). Depending on your child’s needs, they may also have phonics group sessions each morning (these take place alongside whole-class spelling sessions).



Intervention sessions may take place during the soft-start time (8:40-8:55) or during assembly times (8:55-9:10).



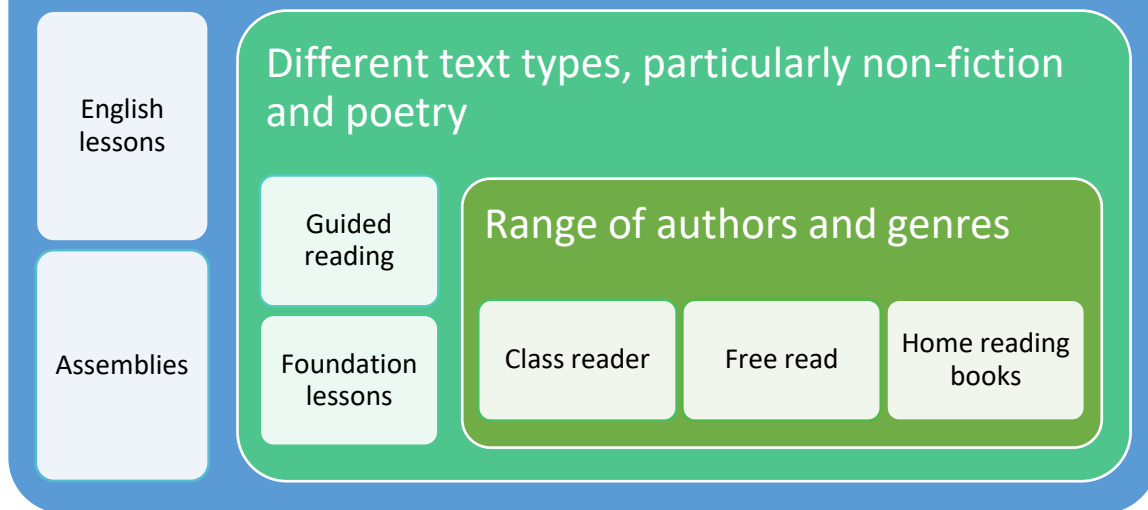
Some further reading sessions, such as catch-up tuition, may take place at other points during the week. The teaching of reading is supported by children using either Lexia or Reading Plus software, both of which are accessible at home. Pupils usually learn their login details early in the year but your child’s teacher can pass these on directly if required.



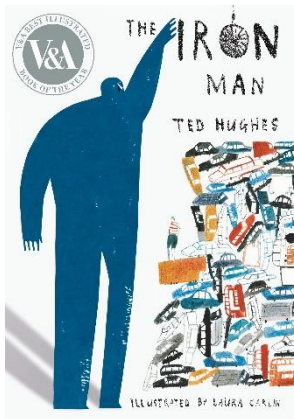
At the end of each day, classes also enjoy ‘class reader’ time, during which they can listen to their teacher reading a story, poem or other chosen texts.

C Our reading spine

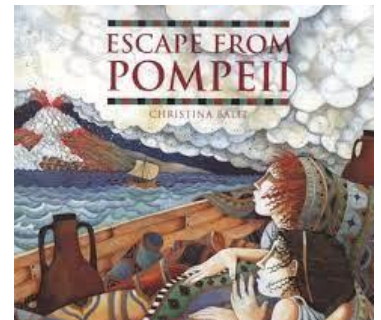
Reading spine, incorporating classic fiction, stories from other cultures, historical and modern classics



We ensure that, throughout their time at SSJS, pupils will read a wide range of texts from different genres, eras and cultures. In a typical year, your child will read:



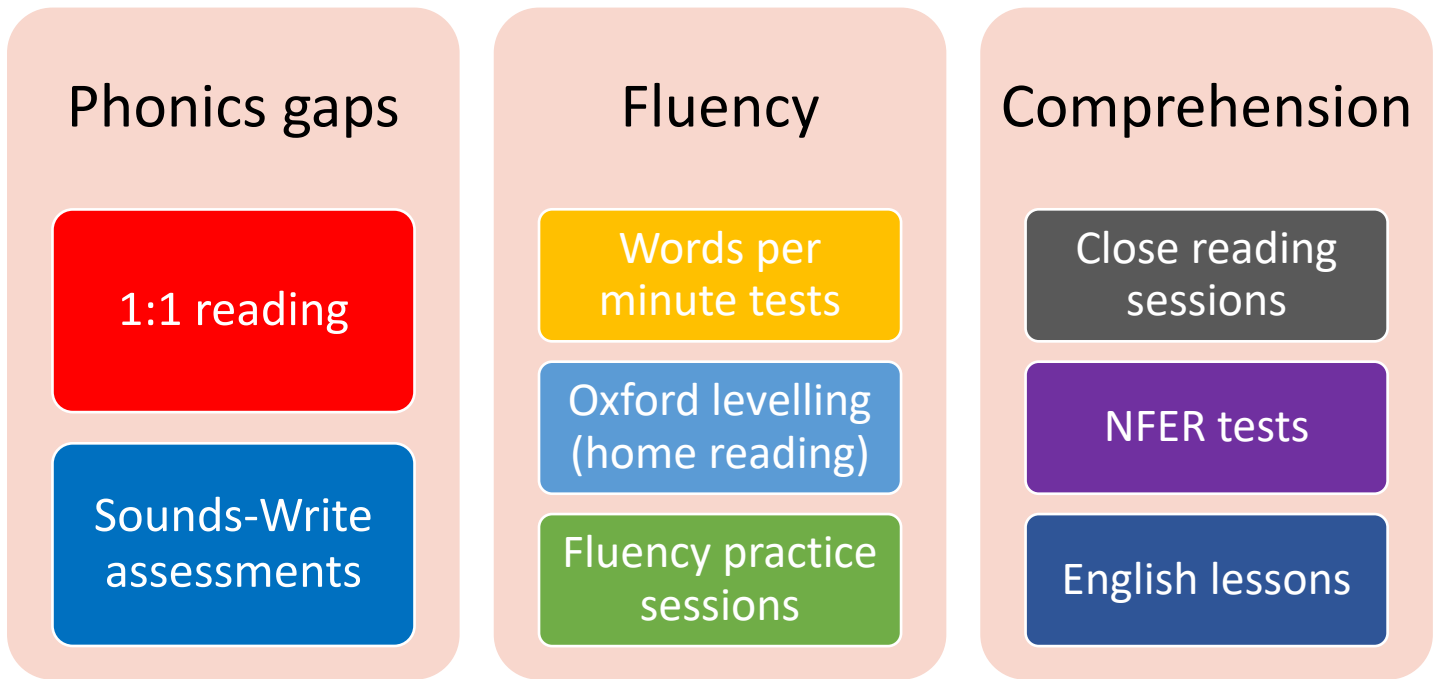
- A classic novel, such as *The Lion, the Witch and the Wardrobe*.
- A modern classic/award-winning book, such as *The Iron Man*.
- A story from another culture, such as *Mufaro's Beautiful Daughters*.
- A text linked to a historical period, such as *Escape from Pompeii*.
- Legendary tales and myths, such as *The Lambton Worm*.
- Famous poetry, such as *The Highwayman*.
- Picture books, such as *Voices in the Park*.
- and many more texts!



Our non-fiction spine is closely linked to our half-termly topics in all subjects. In each year group, there are specific texts for each subject (copies of which are stored in the classroom libraries/reading corners). These can be used during lessons, free reading time or as class readers.

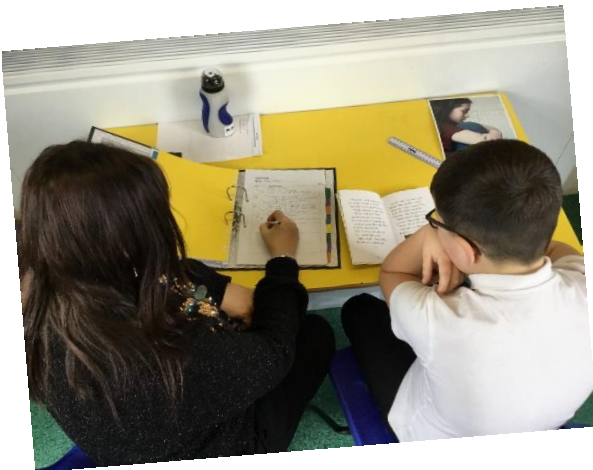
The home reading scheme has a range of non-fiction texts for each level, while we are also developing a specific non-fiction spine to be used in English lessons and guided reading.

D Assessment and identification of areas of need



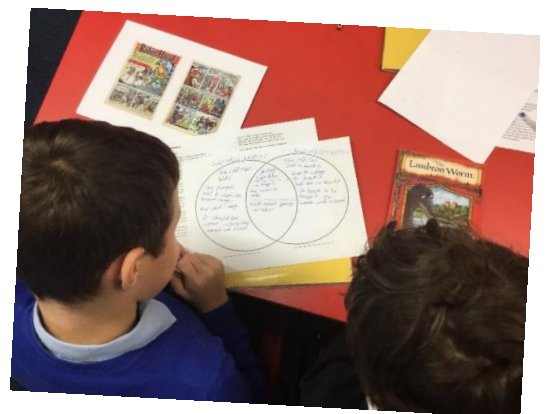
Different forms of assessment take place at different times. Some formal testing takes place each term, including:

- NFER tests (reading and maths tests, which are in a similar format to SATs).
- 'Words per minute' tests, which measure fluency against an age-appropriate text.
- Oxford levelling (for the home reading books)



If your child is accessing the Sounds-Write phonics program, they may complete a mini-assessment each half-term to track their progress and ensure that they are receiving provision tailored to their needs.

Informal, formative assessment takes place daily through English lessons, work in books, responses in class and reading with an adult.



Your child's class teacher will be able to discuss any of these forms of assessment with you, and update you on your child's progress, during the termly parents' meetings.