



How we teach Reading at Cam Woodfield Junior School

Reading Lessons

At Cam Woodfield Junior School, we understand the importance of reading. We see the teaching of reading skills vital to develop children's communication and oracy skills and therefore, we ensure that the reading skills we develop influence our writing and communication skills.

Reading lessons take place daily and focus not only on the reading of new words but also focus on developing comprehension skills. These comprehension skills are based on key elements from the National Curriculum including defining, retrieving, inferring and predicting. Children will have the opportunity to learn and practise these skills throughout a week and apply them to a range of different quality text types, which will influence their writing.

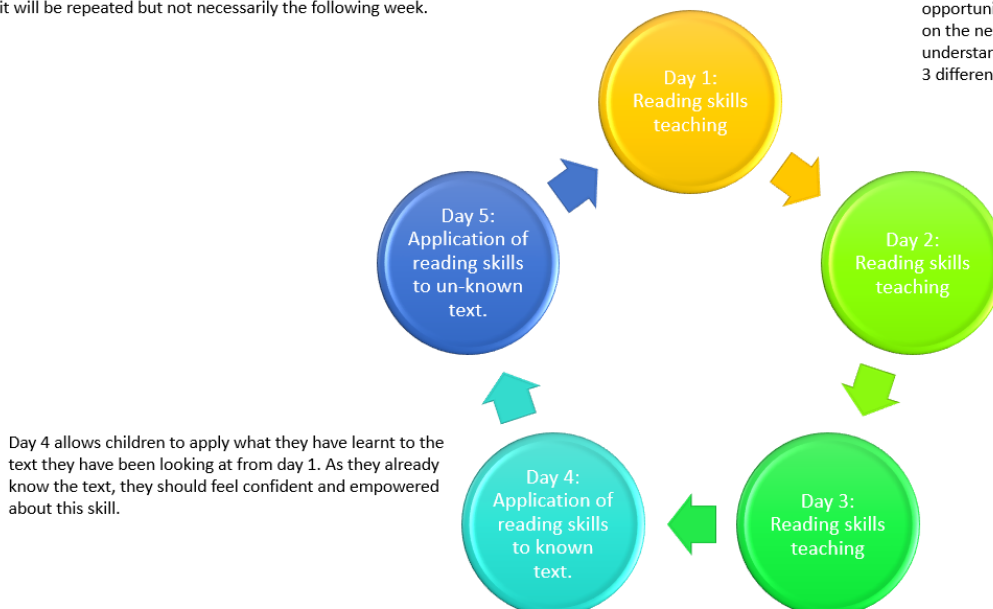
In our reading lessons, teachers follow a cycle to allow children to acquire new skills, and then apply these skills to both known and unknown texts. Throughout this cycle, teachers are constantly assessing the children's understanding of these key skills.

Our skills lessons enable children to have high-level discussions to develop their understanding of the text by really unpicking the meaning of vocabulary, developing an understanding of the background of the text and then developing an understanding of the techniques the author has used as well as discussing how the text makes them feel as a reader.

Our Reading Cycle

This typically lasts one week. It gives the children an opportunity to learn new reading skills and practise them on a text they are more familiar with before showing their understanding of a skill. If they have not fully grasped the skill, it will be repeated but not necessarily the following week.

Days 1 – 3 will be the teaching of specific reading skills in accordance to the National Curriculum. The children will use the same text throughout these days giving them an opportunity to really understand and analyse it. Depending on the need of the group, children might develop their understanding of the same skill over these days or complete 3 different skills.



Reading

Children's reading levels will be assessed and given a reading book to take home to read. Children will also be given a reading ladder, which shows the colour band your child is currently working at as well as where your child should be working, by the end of their year group. Throughout the year, the teacher will listen to your child read and move them up a colour and when they think they are ready. At Cam Woodfield Junior School, we promote reading at home through a reading challenge. Children are expected to read at home three times per week and record this in their individual planners. Planners are checked by an adult who will then stamp to say they have seen that your child has read at home. Once they have read three times per week, each child receives a Lego brick which they initial and add to their class Lego reading challenge sculpture. Each term, during an assembly, the sculpture is broken down and the bricks are used as a raffle to decide a 'reading champion' for that term. The winner receives a book of their choice! Remember, the more times your child reads at least three times per week, the more opportunities they have!

Phonics

When children join us in year 3, we will carry out a baseline assessment of their phonics knowledge and understanding. If a child requires key phonics teaching to assist them with their reading, this will form a part of their reading lessons. Children will also have target intervention groups throughout the week to focus on new sounds and learn the skills needed to decode and segment words. Throughout any phonics teaching, we follow the Letters and Sounds scheme. Throughout our school, we aim to continue to support children with their phonics skills to ensure they become fluent readers.

Developing a Love of Reading

At Cam Woodfield Junior School, we want every child to become passionate readers. To enable children to do this, we share a wide range of text types with children to enable them to become immersed in new worlds. Teachers also encourage children to try books of different genres to open up their minds to new texts. All of our themes centre around a high-quality text for the children to really delve into and link into many other parts of their learning. As well as this, we provide many opportunities for children to further develop their interest in reading such as the opportunity to see famous authors at Cheltenham Literature Festival, taking part in author workshops at school and of course celebrating World Book Day.

How you can help your child at home

Below you will find some question stems to help further these reading skills.

Vocabulary:

What does this word/phrase/sentence tell you about the character/mood/setting?

By writing this way what effect has the author created/did the author intend to create?

How has the author made you/the character feel happy/sad/angry/frustrated?

Retrieval:

Where / when does the story take place? Find evidence in the text.

Where in the text would you find...?

Which part of the story best describes...?

Summarising:

What is the main point in this section of the text?

Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph? Is it mentioned anywhere else?

Inference:

What do these words mean and why might the author have chosen them?

Can you explain why...?

Which words give you the impression that...?

Predicting:

Can you think of another story with a similar theme/opening/ending?

Why did the author choose this setting? Will it influence how the story develops?

How is this character like someone you know in real life? Will they act in the same way?

Explore:

Explain how a character's feelings change throughout the story. How do you know?

What is similar/different about these two characters?

How could this part of the text be improved?

Relate:

What does the word... tell you about...?

By writing in this way, what effect has the author created?

Which words do you think are the most important? Why?