

# READING at Shelton Junior School

Our reading curriculum aims to develop pupils' word recognition and language comprehension skills so that they become fluent, confident and critical readers. This, in turn, will enable our pupils to gain a broad knowledge of the world around them, giving them the foundations for future learning. Most importantly, we will foster a love of reading, through sharing our own passion for reading and exposing our children to high-quality literature and rich, ambitious vocabulary.



At Shelton Junior School, our **POWER curriculum** gives us the

**P**ower to achieve our dreams, and the

**O**rary skills needed to be successful.

**W**e are kind to each other and care for our school, community & planet.

**E**veryone is equal and treated with respect.

**R**eading for knowledge and pleasure gives us the **POWER** to succeed!



Our **Shelton Superpowers** underpin all aspects of school life as we seek to nurture these qualities in all children in our care:

- Perseverer** - resilience
- Reflector** - reflectiveness
- Investigator** - curiosity
- Thinker** - concentration
- Collaborator** - collaboration

Power to achieve our dreams	Oracy skills	We are kind and caring	Everyone is equal	Reading
<ul style="list-style-type: none"> <li>◆ World Book Day</li> <li>◆ Teachers promote own love of reading—'reading classrooms'</li> <li>◆ Book talk, book presentations, in-depth discussions</li> <li>◆ Whole school reading weeks around shared text</li> <li>◆ Author visits/postcards</li> <li>◆ Whole class reads chosen from school reading spine</li> <li>◆ Local authors and book pen pals to recognise local achievements and dreams into the future.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shared reading texts to support cross-curricular reading</li> <li>◆ Oxford Reading Tree/Collins Big Cat books from the reading scheme</li> <li>◆ New phonics based learning and books for children reading below the scheme.</li> <li>◆ 1:1 reading with teachers /TAs</li> <li>◆ Fluency strategies: modelling, paired reading, echo reads, expressive reading.</li> <li>◆ Vocabulary jotters for every child</li> </ul>	<ul style="list-style-type: none"> <li>◆ A wide range of diverse books to reflect the children at Shelton so they can see themselves in the book that they are reading.</li> <li>◆ All children will be able to recommend, share and talk about loved texts.</li> <li>◆ Books gifted as rewards/Christmas presents</li> <li>◆ Reading breakfasts</li> </ul>	<ul style="list-style-type: none"> <li>◆ All children have access to the English National Curriculum</li> <li>◆ In-class and TA support</li> <li>◆ Vocabulary pre-teaching</li> <li>◆ All children have access to a library with a wide range of diverse and accessible texts.</li> <li>◆ Phonics and fluency intervention for pupils not yet reading at Stage 8 (Y3), including interventions for EAL</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reading for meaning, information and pleasure</li> <li>◆ Focus on build-up of vocabulary and bridging the vocabulary gap.</li> <li>◆ Word of the day &amp; working walls</li> <li>◆ Reading as a reader/writer</li> <li>◆ Carefully sequenced units of work which ensure clear progression of key skills and building upon prior knowledge.</li> <li>◆ Library regularly restocked with a range of high-quality texts</li> </ul>

**Reading Concepts**

- ◆ Monitoring (Mana the Monitor)
- ◆ Summarising (Stan the Summariser)
- ◆ Visualisation (Vernon the Visualiser)
- ◆ Predicting/Inference (Priscilla the Predictor)
- ◆ Connecting (Colin and Carmen the Connectors)
- ◆ Questioning (Quentin the Questioner)
- ◆ Poetry and Performance



**Reading Content**

Children will read a range of high-quality texts, including examples of each of the following:

- ◆ Archaic language texts
- ◆ Non-linear time sequence texts
- ◆ Texts with complex narrator/plot
- ◆ Resistant texts (written to resist easy meaning-making)
- ◆ Power of Reading texts
- ◆ Cross curricular texts linked to science, history and geography themes