



Talavera Junior School
Reading Journey Policy

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Signed: Alexis Pinto and Heather Partington (Policy Owner)

Print Name: Alexis Pinto and Heather Partington

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Talavera Junior School
READING JOURNEY POLICY

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	July 2009		Claire Furzland		
2.0	December 2014		Maxine Cutforth		
3.0	November 2015		Maxine Cutforth		
4.0	December 2016		Maxine Cutforth		
5.0	September 2017		Maxine Cutforth		
6.0	September 2018		Maxine Cutforth		
7.0	August 2019		Stephanie Nash		Updated according to new whole school changes.
8.0	September 2020		Stephanie Nash		Updated according to new whole school changes.
9.0	February 2023		Alexis Pinto and Heather Partington		Updated to include reading for pleasure and phonics intervention using Little Wandle only
10.0	November 2023		Francesca Mead		Updated to include library information



Talavera Junior School Reading Journey Policy

Rationale

At Talavera, we believe that reading is fundamental to a child's development. The ability to read fluently and with deep understanding unlocks doors that enables children to explore all avenues of learning. Competence in reading underpins so many elements of the curriculum and sets children on the journey of becoming life-long learners who are able to fulfil their future dreams and endeavours. However, reading is a complex skill that requires mastery of many components. Children are not only required to decode the written marks on the page but to also read with speed, accuracy, expression and a deep understanding. For this reason, the teaching of reading at Talavera embodies all of these fundamental elements and aims to develop children's reading skills through focused teaching of the key strands. Most crucially, we want to develop confident and curious readers who not only read as a necessity but because they have a deep passion and enthusiasm to discover more from an author's words. We inspire this through a range of texts and regularly visit our school and local library.

Aims

At Talavera, we aim for our Reading Journey curriculum to:

- Develop fluent, accurate and expressive readers
- Enable children to understand and respond to what they have read
- Encourage children to ask questions about their reading
- Enable children to form opinions about what they have read and challenge the views of others in a non-threatening manner
- Provide children with key-life skills that enable them to locate necessary information
- Develop children's curiosity of words and expand their ever-growing range of vocabulary
- Analyse an author's choices and critically evaluate their purpose/ success
- Foster a life-long love of reading that will support them in their future

Reading Journey at Talavera

At Talavera, Reading Journey is taught every day for 30 minutes in each classroom.

The key elements of our Reading Journey practice are as follows:

- All children will read the same text which has been selected by the year leader as an appropriate text for their level. Only children who are working **significantly below** age related expectations will be exposed to a different text (see the section titled: specialist provision)
- Throughout their schooling, children will read a variety of non-fiction and fiction texts which meet the 6 challenges of reading: archaic/heritage texts, non-linear time sequence, complexity of narrator, complexity of story, resistant text and cultural texts
- Teaching sequences will follow 2 phases: a teach phase followed by an apply phase. Teach phases will typically last between 2-3 weeks whereby the teacher will model all of the key skills that they require their pupils to learn. Following this, an apply stage will then take place, whereby pupils will be given independent

- opportunities to apply the skills that they developed during the teach phase. The time scale for each phase may vary slightly depending on the length of the text.
- At Talavera, we appreciate that each cohort of children is unique and that the transient nature of our school can have an impact on the provision needed. For this reason, year 6 may decide to stream the children across year groups or remain in mixed ability classes according to the needs of the pupils. When streaming occurs, classes rather than whole year groups will have a selected text chosen for them to study.
 - At Talavera, we promote reading for pleasure through our book swap shop, weekly access to our school library, our outdoor library and reading for pleasure in morning work as well as regular reading competitions.

Structure of a Reading Session

Children will be exposed to a wide variety of texts which they will explore in detail throughout the year. Class teachers will ensure that books are studied in depth without compromising the children's need to develop their pace and stamina whilst reading.

A typical lesson within the **teach phase** may look as follows:

- Whole class or paired reading of a text
- Modelling of a key skill by the teacher
- Short task related to the key skill that has been modelled (adult support will be applied here where necessary)
- Next step or greater depth challenge related to the text

A typical lesson within the **apply phase** may look as follows:

- Whole class or paired reading of a text
- A longer task related to a key skill taught in the teach phase (this could be independent, pair or group work but completed with as little adult assistance as necessary)
- Next step or greater depth challenge related to the text

Sometimes, lessons will deviate from the above structure and children will be given whole lessons to read at length or explore the text in more detail through a series of discussions or group tasks.

Whether children are reading with an adult, independently or as part of a group, tasks will be carefully planned and delivered to ensure that the following areas are addressed:

- Reading fluency- developing speed, clarity and expression whilst reading
- Exploring of new language and building of new word meanings
- Summarising of texts
- Skimming and scanning to find/ retrieve key information
- Developing inference through images and details stated and implied
- Drawing similarities and differences between texts and authors
- Identifying themes delivered within a text
- Unpicking the structure of a text and the author's stylistic choices
- Forming of opinions and voicing them within a comfortable environment

Specialist Provision

At Talavera, we understand that each child is unique and that not all children develop at the same rate. For this reason, if a child is reading significantly below age related expectations, separate provision may be provided to ensure that they are still able to progress and make their way to becoming more confident readers. Provision will be

designed by the year leader to ensure that it is best matched to the child's needs. Typically, this may involve small group phonics intervention or comprehension intervention that enables children to read books that are better suited to their abilities. These will follow the Little Wandle phonics scheme (*see Early Reading Policy for more information*). This provision will be led by trained intervention teachers or LSAs who have had training in phonics delivery. Outcomes will be regularly monitored by the class teacher and year leaders to ensure that children are continuing to make progress with their reading. Extra afternoon intervention may also be provided to try and encourage children to close the gaps within their learning.

Resources

Reading Journey books are selected by year leaders in discussion with SLT. Reading books will be selected according to their level of challenge with many designed to fit with the 6 key challenges of reading. Books are to be kept in topic boxes which will enable all teachers to access the materials as needed. Extra Reading Journey books are also stored and labelled in the back of the school library- these can be drawn upon with the year leader and subject leader's agreement. Throughout the year, teachers will have exposed children to both fiction and non-fiction texts within Reading Journey.

When selecting texts, year leaders will use Textdrivers, the SLS or The Literacy Tree to help guide their choices. Consultations with the English Subject Leader will take place before new texts are selected.

Tasks and resources should be interesting and varied to strengthen the children's enjoyment of reading. Hampshire question webs should be used when planning to help ensure that a range of skills is being developed through tasks and that activities are appropriately challenged. LSAs should also have access to the Hampshire question webs to ensure that quality questioning takes place within reading discussions. LOs should also be colour-coded to ensure that a range of reading strands are being taught.

SEN resources are available from the SEN resources boxes e.g. coloured overlays. Phonics texts and reading intervention texts are clearly labelled and stored in the library or SEN office.

Assessment

Each year group plan and assess according to their year group KPIs. From discussions and reading activities, evidence should be used to assess children's progress on the KPI reading strands and used to inform future planning for children's guided reading to ensure all children make good or better progress. HeadStart reading tests will be used termly to help assist the teachers' assessments. Results will be collated by the English Lead and feedback will be provided to staff.

Reading monitoring sessions will take place regularly throughout the academic year and individual feedback is offered, as well as year group and whole school feedback. Reading books are monitored for the amount and standard of the work produced and we assess the quality of marking in books alongside the school marking policy. Planning is regularly monitored to ensure the best quality learning is taking place in all sessions.