

Our Approach to Reading at Townhill Junior School



At Townhill Junior School, reading is considered a key priority. We recognise the importance of reading in all aspects of life and understand how it can have positive effects on our wellbeing. Our aim is to empower our children, allowing them the opportunity to recognise the importance of reading for themselves and to identify this as a crucial life skill.

We know that, through engaging teaching and learning opportunities, the children will develop a passion for reading. Throughout their education at Townhill Junior School, we equip them with the tools they require to decode a text with fluency (accuracy, automaticity and prosody) in order to draw meaning from what they read, as well as how to interrogate a text in order to achieve a deeper level of understanding and appreciation.

Children are taught reading both in context and explicitly; all English lessons are based on a quality text chosen to suit the needs of the learners, and to deepen understanding of the wider curriculum (where appropriate). Texts selected for reading lessons specifically aim to support and further this development: mirroring or contrasting with texts studied in English where suitable. This provides children with an abundant literary environment within which to flourish.

Our medium term planning document/book spine outlines a rich collection of fiction, nonfiction and poetry- and ensures every child is exposed to a wide range of quality text as a minimum. Regular story time adds to this exposure as well as evolving book corners (mini libraries) that serve to promote and encourage a range of different texts.

We use our medium term Plan to plan Reading lessons that aim to develop different reading skills: the physical act of reading (fluency), reading for meaning and analysing text. We understand that comprehension skills are interdependent and although we have outlined a progressive medium term plan, we know that many skills cannot be taught in isolation. We ensure that we build opportunities into our teaching for the children to practise

interrogating text and ensuring they are exposed to questions that draw from the following areas:

V: Vocabulary

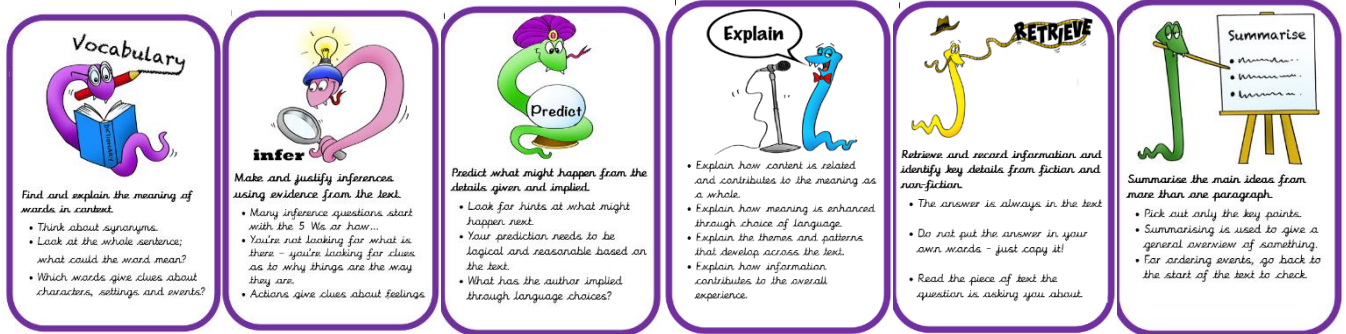
I: Inference

P: Prediction

E: Explaining

R: Retrieval

S: Summarising



As a Junior School we build on the foundations set in KS1 in word reading and regularly revisit this learning to decode new words. We employ Spelling Shed as our dedicated spelling scheme, the foundations of which are rooted in phonics teaching. Where phonics has not been successful at KS1, we plug gaps relentlessly until children are able to decode and access age appropriate texts using Rapid Phonics. Every day, we endeavour to ensure these children are heard reading aloud by an adult; regular practise is key in becoming a fluent reader. At Townhill Junior School, we want our exceptional reading provision to ensure every child can flourish.