

SUCCESS STORIES

Hook Junior School Hampshire

“

The structure of teaching is clear. Children become independent in their reading, their reading talk flows with minimal prompting. They learn to become succinct in their verbal and written responses to questions and know how to extract text evidence.

”

Our teaching before Master Readers

We undertook daily guided reading lessons with teacher-led guided reading groups over the course of a week but found that this practice was not having the impact on children's reading attainment nor was it attending to the specific teaching of reading skills that progressed from phonics to reading for meaning.



What pupils have said

Pupil in Year 6 said, "I like reading a whole book in more detail, in particular we get to solidify our understanding using our roles of clarifier, summariser, questioner and predictor. This has helped me to focus and be compact in how I describe a text using evidence to support. The question stems help is to vary our thoughts and responses. I have learned lots of new vocabulary and use them in my writing. When I started in Year 3, I read without thinking, now I love reading and think as I am reading."

What teachers have said

Year 4 teacher said, "I love that the children get excited about the books, we have made careful text choices which makes them enjoyable to teach too. Children come in to lessons invested in the texts and enjoy analysing them, getting to finish a whole text over half a term is important."

Year 5 teacher said, "I enjoy teaching specific question responses, the children also make active use of Master Reader resources to support themselves."

Year 6 teacher said, "The structure of teaching is clear. Children become independent in their reading, their reading talk flows with minimal prompting. They learn to become succinct in their verbal and written responses to questions and know how to extract text evidence."



MASTER READERS

excellence after phonics

Pupils on roll	458
Ofsted date	March 2017
Ofsted rating	Outstanding
Trust name	n/a

Investment in reading

It is a fundamental life skill that opens the doors of opportunity for all children, it expands their minds and improves children's communication skills. We invested in reading to achieve that goal for all of our children. We highly value reading and **wanted a consistent approach that built the children's reading knowledge and skills, exposed them to high quality texts and enabled them to become truly fluent in reading and fluent in their ability to take meaning from texts.** Our aim is for all children to progress from being novice readers to expert readers, to enjoy a breadth of reading and be prepared for secondary school.

A visible Impact

I wanted every teacher to be an expert. I wanted to be able to guarantee that all pupils make strong progress, and foster a love of reading.

Master readers requires investment not only in resources but in developing staff subject knowledge and pedagogical knowledge to teach reading effectively. As a result, the quality of teaching, in particular teachers' understanding of gaps in pupil reading skills and how to address them has improved.

Lessons are focussed, calm and purposeful and we have a whole-school, consistent approach to teaching reading that is well resourced, built on sound pedagogy and cognitive research that staff and children enjoy. **Our reading lessons require full pupil participation, children enthusiastically discuss texts in detail; the quality of their talk and their behaviours to communicate has improved as a result. Equally, we have noticed the positive impact this is translating into their writing.**



HOOK JUNIOR
SCHOOL