



Subject Overview 2021/22: English



	Year 3	Year 4	Year 5	Year 6
Reading Intent	<p>Compare and contrast texts, identifying similarities and differences.</p> <p>Draw inferences about characters' thoughts and feelings from their actions using evidence from the text.</p> <p>Predict what might happen from details stated and implied with increasing accuracy.</p> <p>Identify main ideas from what has been read and summarise in their own words.</p> <p>Retrieve and record relevant information from non-fiction texts.</p> <p>Discuss unfamiliar words that capture their interest and imagination.</p> <p>Check a text makes sense by confidently asking questions to improve understanding.</p>	<p>Identify and summarise main ideas drawn from more than one paragraph.</p> <p>Identify themes and conventions in a wide range of texts.</p> <p>Infer characters' feelings, thoughts and motives from their actions, increasingly justifying inferences with appropriate evidence.</p> <p>Predict what might happen from details stated and implied, with greater accuracy.</p> <p>Identify how language, structure and presentation contribute to the overall meaning of a text.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with relevant evidence.</p> <p>Predict, with accuracy, what might happen from details stated and implied.</p> <p>Retrieve relevant information from non-fiction with increasing confidence.</p> <p>Identify how language, structure and presentation contribute to meaning, of a range of genres.</p> <p>Summarise main ideas, identifying key details and using quotations for illustration.</p>	<p>(National Standards) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Retrieve relevant information from non-fiction.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Summarise main ideas, identifying key details and using quotations for illustration.</p>

	<p>Demonstrate a positive attitude to reading by listening to and discussing a wide range of texts including non-fiction, fiction and poetry.</p> <p>Read for a range of purposes, for enjoyment and for information and suggest possible meaning.</p>	<p>Retrieve and record information from non-fiction texts through careful selection.</p> <p>Use dictionaries confidently to check for meaning.</p> <p>Explain the meaning and effect of words in a text.</p> <p>Comment on the effect of figurative language eg simile, alliteration etc.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books, considering the views of others.</p>	<p>Start to evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Make comparisons within and across texts.</p> <p>Begin to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Read aloud with intonation and fluency that shows understanding of the material.</p> <p>Work out the meaning of unfamiliar words from the context or using background knowledge.</p>	<p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Make comparisons within and across books.</p> <p>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic whilst providing reasoned justifications for their views.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes listed in appendix 1 (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
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				<p>Read age-appropriate books with confidence and fluency (including whole novels).</p> <p>Read aloud with intonation that shows understanding.</p> <p>Work out the meaning of words from the context.</p>
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Whole School Agreed Expectations of Consistency in Reading
KS2

Approach to Guided Reading

Choosing appropriate texts

As identified in 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence:

- Archaic language
- Non-linear time sequence
- Narratively complex texts
- Figurative/ symbolic texts
- Resistant texts

In each year, pupils will cover all 5 plagues of reading so that, by the time they reach year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books expected of them in secondary schools. Teachers will choose extracts from ARE texts identified within the reading reconsidered document alongside other text genres in order to cover a vast array of literature.

Alongside narrative extracts and play scripts, pupils will read appropriate non-fiction texts and poetry in order to further develop their background knowledge of the subject they are studying.

Non fiction texts

Non-fiction texts come in many types, and have many different purposes. Pupils will access a range of non-fiction text types and will learn specific nonfiction reading comprehension strategies as well as the characteristics of each genre type.

Coverage will include

- Non-chronological report
- Biography
- Autobiography
- Journalistic writing

IMPLEMENTATION

- Letters
- Diary entries
- Instruction texts
- Persuasive text

Poetry

Poetry is also an important part of the National Curriculum and will be studied during guided reading sessions at Alexandra Junior School. The same sequence (see below) will be adopted, pupils will continue to focus on fluency but will also focus on rhyming patterns, sharing opinions about what they are listening to during choral and echo reading stages, and unpick authorial craft related to vocabulary choices made and author's intent as they infer the meaning behind the poem studied.

At Alexandra Junior school we understand the importance of reading different genres in order for pupils to develop a broad perspective on the world around them. Teachers will tick off the text genre covered each half term to ensure there is equal coverage throughout the year.


 Guided reading - Genre Coverage
 2021/22
 

Genre	Autumn	Spring	Summer
Narrative			
Poetry			
Non-chronological report			
Diary			
Biography			
Autobiography			
Instructions			
Journalistic writing			
Letter			
Persuasive			
Balanced argument			
Play script			
Explanation			
Recount			
5 Plagues of reading			
Archaic Language			
Non-linear time sequence			
Narratively Complex			
Figurative/symbolic			
Resistant texts			

Whole class guided reading session varying in times across the school (½ hour session)

Key expectation - Daily guided reading is taught across the school at the same time in each year group using an age appropriate text. The following reading skills are the key focus for guided reading sessions which will be based around text extracts identified above:

2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied	Identify/explain how information/narrative content is related and contributes to meaning as a whole	Identify/explain how meaning is enhanced through choices of words and phrases	Make comparisons within the text

Each week the sequence below is followed:

	Skill	Approach
Lesson 1	Fluency development and reading for meaning.	Children will activate prior knowledge and use a 'this tells me that' process during the reading session. Choral, echo, reading in unison will be used to promote fluency development.

	Lesson 2	Strategic reading and summarizing.	Pupils are taught the strategies needed to repair understanding including questioning, noticing meaning breakdown and repairing it and spotting VIP words. They will summarise what they have read during session 2. This lesson will include strategic reading in order to build upon session one.	
	Lesson 3	Give/explain the meaning of words in contexts and strategic reading	Explicit vocabulary teaching following SEEC model Teacher input - teachers will use metacognition in reading to model the thought process of the reading skills and share strategy. Pupils applying skills to vocab questions only using an 'I do ... we do ... you do ...' model.	
	Lesson 4	Skill identified from National curriculum content domains (above) and explicitly modelled by class teacher	Teacher input - modelling of metacognition in reading and strategies needed to answer the question. Pupils applying skills to one reading domain which vary in structure using I do..., we do ..., approach It is important that the skills within each domain are taught effectively and that pupils are exposed to opportunities to practise and explore them regularly through different text types. Following modelling by a teacher, pupils will be given chances to practise and apply the domain through oral and whiteboard tasks.	
	Lesson 5	Skill identified from National curriculum content domains (above) and completed independently	Pupils apply reading domain based upon the skill explicitly modelled in session 4 independently. Question types may include the following: Tick a box Fill in the table Draw lines to match the correct answers	

		<p>Justification - give one/ two reasons why / How do you know</p> <p>True / False statements</p> <p>Use numbers to order</p> <p>Explain a word meaning</p> <p>Find and copy</p> <p>Match the meaning questions.</p> <p>Two mark questions</p> <p>Three mark questions</p> <p>Justification with evidence from text</p>
Lesson 6	Repairing breakdown in comprehension or additional challenge.	<p>Pupils identified through QFT and marking will return to the questions and correct errors using a purple pen. Discussions on the strategies needed to complete the question successfully will be shared and the pupils will attempt the question for a second time, using a purple pen. For those who don't need additional support, challenge questions linked to the same reading domain will be given.</p>

Reading aloud/reading the text

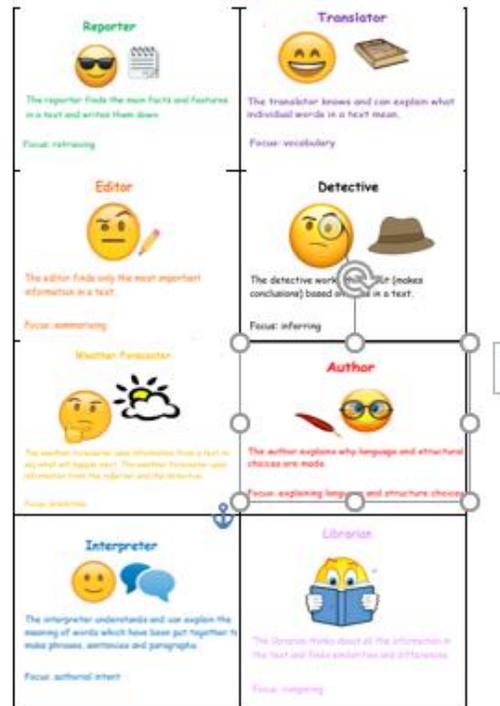
Choral and echo reading are the strategies used when reading the text with the students. The teacher will select a section of text that allows for interesting applications of reading fluency, voice, prosody, phrase boundaries, or intonation. When echo reading, the teacher will model good use of intonation, movement, volume and expression when reading a section of the text and then invite students to reread the section aloud in order to secure the skills needed for increased fluency, prosody and intonation. When choral reading, a shared section of the text will either be read first by the teacher and then read it with students or read the selection together from the beginning.

Children will pick up good reading styles from teachers' performances. Teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson and once the procedures for echo and choral reading have been established, the teacher will vary the reading by having half of the class read one sentence with them and then the other half read the next sentence. Interspersing longer stints of reading with paired discussions/independent follow-up tasks is a must. Allow pupils to annotate and/or record unfamiliar vocab on the text or words/phrases they'd like to discuss on white boards.

Explicit teaching of reading domains and skills

All follow-up tasks should be carefully thought out so as to provide challenge for all children and support for those who need it. Teaching will refer to the reading emojis in year 3 in order to understand the reading skill. This approach ensures that these key reading domains are referred to in a child-friendly way. Teaching children reading skills and supporting them to become resilient readers is essential to accessing the full breadth of the curriculum and is a key life skill. Therefore, as the pupil moves through the year groups (year 4-6), the emojis will be replaced by one reading domain per week/cycle in order to explicitly teach and focus upon this domain as identified in the plan above.

Reading Emojis



Assessment for learning

This teaching sequence is determined by the teachers use of daily AfL and triangulation of reading evidence and their professional judgement to identify and act upon the needs of the class. The approach is flexible to allow more time to act upon the cohort's needs if necessary. If more time is needed in a given area e.g. vocabulary development teachers will adapt the advised sequence.

Using AfL techniques, teachers will identify who requires guided work in their comprehension session or who will complete work independently.

Vocabulary Development

The curriculum at Alexandra Junior School is vocabulary rich and vocabulary development is at the forefront of all teaching and learning. Staff plan explicit vocabulary teaching opportunities across the curriculum using a three tier planner (see below)



Explicit vocabulary teaching planner

Year group:	Classes:	
SUBJECT		
Tier 1 words	Tier 2 words	Tier 3 words
The basics of everyday talk. These words typically do not have multiple meanings. These words are learnt implicitly.	Valuable words that appear across the school curriculum, but they are not typical to everyday talk. Frequently reappear in texts across the curriculum and are useable in child's own academic writing or speech. It can be tier 2 vocabulary that makes sense of the specialist tier 3 words.	Subject specific vocabulary.
Do not require explicit teaching for most children.	Requires explicit teaching.	Requires explicit teaching.
<i>List vocab here</i>	<i>List vocab here</i>	<i>List vocab here</i>

Where appropriate the following model is followed for explicit vocabulary teaching.

Explicit vocabulary teaching - SEEC model

Select Planning	Which words are most important to understand topic? Which words appear repeatedly in the text and topic? What words are unlikely to be part of child's prior knowledge?
Explain	<ol style="list-style-type: none">1. Say the word carefully2. Write the word3. Give student friendly definition4. Give multiple meaningful examples in contexts pupils can and cannot relate to5. Ask for student examples and clarify multiple meanings or any misconceptions
Explore	Further exploration is not always essential, nor is it practical but should be a consideration in order to create 'word consciousness' - Explore etymology, common word families, homophones, synonyms and antonyms, explore strategies to remember the word etc.
Consolidate	To deeply understand a word we need repeated exposure. We also need to allow for a little forgetting, before retrieving the word again, thereby strengthening how well we remember it.

Of course, vocabulary can be taught spontaneously as it arises in classroom talk etc.

Expand and rephrase pupils' vocabulary and responses

When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support

Vocabulary provided by the children is expanded by the teacher e.g. The word scent means the smell the character can smell. Agree and expand - Yes the scent is the aroma, fragrance or smell the character can smell.

Teachers should model, re-phrase and encourage children to make good use of sentence stems (e.g. " The author has used the word _____ to suggest _____ , as the word _____ has similarities to _____ ")

Some pupils receive curriculum vocabulary pre-cuing sessions in order to prepare them for their learning.

Vocabulary is displayed in every classroom and celebrated with an assembly every other week. During this time, pupils are encouraged to share their wow word, where it was found and offer a definition of it before putting it on our 'Word Collector' display.

Approach to Supporting Those Working Significantly Below Age Related Expectations (Reading Squad)

Whole class guided reading session ($\frac{1}{2}$ hour session)

Some pupils will require a different approach to whole class guided reading. Those identified as either failing phonics screening or those identified as significantly behind ARE expectations, or who are new to English across the school will take part in the reading squad approach (Read phonetically decodable book based on their stage of phonics development). Choral and echo reading are also used during this session and the reading for meaning focus concentrates on reading fluency, voice, prosody, phrase boundaries, or intonation, as well as promoting comprehension, and oral language skills.

The 'Reading Squad' is a whole class intervention aimed at improving reading comprehension skills via clear modelling and explanation using a variety of texts. The session, led by an adult, focuses upon one of the comprehension strategies from the National curriculum content domains utilising a phonetically decodable text to practice these

skills with. The reading squad is a team of adults, including a teacher in each year group (from across the school) who deliver guided reading to a group of pupils 5 x per week.

Each member of the squad has a consistent 'tool kit'

- Tricky words
- phase 2,3,4, 5 sounds
- Year group expected reading words

Each session is structured in a consistent way -every session starts of using the flash cards appropriate for the group.

When listening to reading adults will 'live mark' reading strategies by intervening at the point of reading and re-model the error observed in the moment of reading. (Immediate feedback).

Every session starts with flashcards of sounds/tricky words applicable to each group.

	Focus	Key teaching points
Session 1	Book introduction and first exposure.	Identify front/ back cover/ blurb/ making predictions/ vocabulary that children will encounter/ reading strategy that will be used.
Session 2	Prosody and second exposure to text	The children re-read the text using expression, intonation. Fluency, expression, intonation, prosody, and reading for meaning, taking account of punctuation are key in this session.
session 3	Oral comprehension	Oral comprehension linked to a specific reading domain.

		Adult to introduce/ reinforce the reading skill that is being focused on and what we do to answer those types of questions. Guide children through a range of questions linked to the reading domain.
session 4	Written comprehension	Key teaching points - comprehension Children to answer comprehension questions. Adult to reinforce the reading skill that is being focused on and 'live mark' written answers.
Session 5	Repairing breakdown in comprehension or additional challenge.	Pupils identified through QFT and marking will return to the questions and correct errors using a purple pen. Discussions on the strategies needed to complete the question successfully will be shared and the pupils will attempt the question for a second time, using a purple pen. For those who don't need additional support, challenge questions will be given.
<p>The types of questions that children will have exposure to are:</p> <ul style="list-style-type: none"> Tick a box Fill in the table Draw lines to match the correct answers Justification - give one/ two reasons why / How do you know True / False statements Use numbers to order Explain a word meaning 		

Find and copy

Match the meaning questions.

Phonics assessments take place every half term in the form of phonics phase checklist/tricky word checklist.

Identified lowest 20% readers across the school

Children identified as the lowest 20% in each year group access daily reading in school. These pupils are identified as making the slowest progress at assessment points and are reading below ARE expectations. In order to close the gap, additional reading on a 1-1 basis is given with a focus on fluency development through choral and echo reading as well as oral comprehension and staff support these children to become confident, fluent readers. A baseline fluency scale and timed read is completed and a half termly class reading tracker is used to monitor progress (see below). Daily reading records are also kept by the class teacher.

PUPIL INITIALS				
PP, SEND, EAL, New to English,				
	Baseline September 2021	AP1 November 2021	AP2 March 2022	AP3 June 2022
Minute read results				
Reading fluency scale				
Phonics check				
AR reading age				
NTS Year ??				
Scaled score				
Lexia data				
Teacher assessment				
Points progress				

LEXIA

In addition to the Reading Squad, those identified as significantly behind in reading, will also access Lexia, an approach that focuses on sound methodology, engaging experiences, and continued acknowledgement of the value of each individual learner. Children will take part in Lexia sessions 2 x weekly in addition to daily guided reading sessions.

Accelerated Reader (AR)

Accelerated reading

AR is a computer programme that helps teachers manage and monitor children's independent reading practice. Pupils take a pre-assessment which identifies a ZPD range. The children then select their own book from within this range and read at their own pace.

Once finished pupils take a short quiz on the computer. Passing the quiz (with scores 2 out of 3 - 66.7%, 4 out of 5 or 5 out of 10 - 80%) is an indication the child has understood what has been read and they will move up 1 stage e.g. 2.1 to 2.2. If a child fails the quiz they will remain on the same level. If 3 consecutive quizzes are failed, the child will be moved down a ZPD 0.1 level, e.g. 1.3 to 1.2. Quiz scores will be recorded in their guided reading log for monitoring purposes.

Teachers will assist pupils by:

- Guiding them to books appropriate to their ability and interests
- Give 1:1 feedback where necessary
- Ask probing questions as they read and before quizzing
- Analysing quizzes

During this time, teachers will read individually with three identified readers who have been selected because they are the furthest away from ARE in the class or they do not have support with reading at home. At the end of every session, pupils will be encouraged to summarise what they have read.

Shared assemblies every other week celebrate those who have been successful with quizzes passed. Children will be rewarded with 'Brag Tags' for every five AR points accumulated through successful online quizzing. This enables us to praise students for their successes and to discuss with them what they have been reading.

For those identified as being at the early stage of reading will not use the Accelerated Reader as home reading until they can access the ZPD range. Instead, these children will take home decodable 'home reader' books which match to their phonics stage linked to Rocket Phonics.

Paired Reading Tutors (Year 5 and 6)

In teacher specified time slots (AR reading slot pm):

Readers are selected from Year 5 and 6

Reading buddy A - Y5/6 coach

Reading buddy B - selected pupil for support

Reading takes place in pairs selected by a teacher.

After a brief book walk (front cover, blurb, etc) pair being reading in unison. Reading buddy A models fluency and expression. Reading buddy B points as they read if this is helpful. When reading buddy B is confident and would like to read alone they tap the table. Reading buddy A stops reading aloud. If reading buddy B becomes challenged by a word/ struggles with fluency or pronunciation reading buddy A will join in again. This cycle is repeated.

Reading buddies have a record sheet to record positive comments from the reading session.

Reading in English Lessons

KS2

In English pupils follow a differentiated text model which includes:

- vocabulary development activities including SEEC model for unfamiliar vocab
- a regular comprehension activity
- opportunities to read a range of sources and gather vocabulary for the writing process

We use differentiated texts to ensure that all pupils can access the class text, which supports pupils in reading for meaning/immersion in text before writing.

The types of questions that children will have exposure to are:

Tick a box

Fill in the table

Draw lines to match the correct answers

Justification - give one/ two reasons why / How do you know

True / False statements

Use numbers to order

Explain a word meaning

Find and copy

Match the meaning questions.

Two mark questions

Three mark questions

Justification with evidence from text

The feeder infant school also follows a differentiated text model and the two schools collaborate together to ensure progression in all areas. In addition, the subject leader and year 6 cohort also complete differentiated activities with the feeder high school in order to collaborate with the feeder high school.

A range of authors are covered across the key stage:

- Ahlberg and Amstutz
- Dan Santat
- Susanna Davidson
- Ted Hughes
- Roald Dahl
- Kenneth Graham
- Charles Dickens
- Michael Morpurgo

- J K Rowling
- Clive Staples Lewis
- Katherine Rundell

An overview of the texts covered in each year group.



Differentiated texts 2021/2022



	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Year 3	Monsters Ed Vere Mr Creek the Crook Instructions (Photo Frames)	Innovation of Jack and the Beanstalk Explanation of mummification	Iron man (4.7) Recount of trip
Year 4	Charlie and the Chocolate Factory Non chronological report rivers.	Wind in the willows (4.5) Non-chronological report (Romans)	The Brockenspectre Formal/persuasive Letter (linked to local study - Save the bottle kiln)
Year 5	Kensuke's Kingdom (4.7) Non-chronological report - Mayan Gods	Oliver Twist (5.1) Non-chron on Victorian (workhouse)	Harry Potter (6) Explanation on natural disaster
Year 6	The lion, the witch & the wardrobe (5.7) World War 2 non chronological report	The lion, the witch & the wardrobe (5.7) The Explorer Rainforest animals non chronological report.	The Explorer Balanced argument on deforestation

All Stars Differentiated Texts:

The All Stars group study a range of traditional tales as part of their differentiated texts.

The list of differentiated texts to choose from include:

- Jack and the Beanstalk
- The Three Billy Goats Gruff
- Little Red Riding Hood
- The Tiger who came to Tea
- Hansel and Gretel
- Peter Pan
- Goldilocks and the Three Bears
- Aladdin
- The Disgusting Sandwich
- The Owl Babies

Reading in school

Reading in all forms, supports our school context-based drivers, the 5Es (Excel yourself, Embrace yourself, Explore the world, Engage with others, Express yourself). These are explicitly shared with the children when introducing sessions.

Key expectation -

All pupils take part in guided reading five times per week.

All pupils are expected to read at home at least three times per week. Those who have not met this target are supported in school to reach this target.

Children will engage in a whole class, reading for pleasure text daily linked to reading across the curriculum (see below). This text will be chosen as a class and read out loud by the class teacher on a daily basis. Once finished, the children choose a new text to read based on a class voting system.

Additional evidence for reading

Year 3 and 5 library visit to meet an author

Library assembly focus - Summer reading challenge

Termly scholastic book fayre

Vocabulary events - vocabulary parade

Weekly word of the week in assembly focus

Parent workshops/ help me learn focused on reading (All workshops are 1 hour long - $\frac{1}{2}$ hour with just parents and $\frac{1}{2}$ hour with parents supporting children)

Topic lessons

Cross curricular reading and comprehension activities to acquire knowledge.

Working walls

World Book Day

Reading for Learning

Reading for learning takes place in a variety of lessons such as guided reading sessions and other areas of the curriculum. Teachers select texts to gain knowledge in other areas of study, making links where possible and maximising opportunities to develop reading skills. There is an expectation that there is a reading culture of Reading for Learning across the school. Reading for learning opportunities are planned for and occur during guided reading, and when reading for pleasure, in order to maintain a purpose for reading and maximise 'sticky learning' opportunities across the whole curriculum. Reading for learning will take place on a daily basis in order to establish a reading culture that every area of the curriculum has been taken into account when reading to the pupils at Alexandra Junior school. In addition to this, teachers have access to supporting stories for each of the units identified within the National Curriculum. See examples below.

Year 3 – Science

Plants

The Big Book of Blooms - Yuval [Zommer](#)
 The Bluest of Blues - Fiona Robinson
 The Last Tree - Emily Haworth-Booth
 The Night Flower - Lara Hawthorne
[Plantopedia](#): Welcome to the Greatest Show on Earth - Adrienne Barman
 The Story of Frog Belly Rat Bone - Timothy Basil [Ering](#)
 I Am the Seed that Grew the Tree - Fiona Waters & Fran Preston-Gannon
 Up in the Garden and Down in the Dirt - Kate Messner & Christopher Silas Neal

Rocks

The Pebble in My Pocket: A History of Our Earth - Meredith Hooper
 The Street Beneath My Feet - Charlotte [Guilljan](#) & Yuval [Zommer](#)
 A Rock is Lively - Dianna [Hutts](#) Aston & Sylvia Lively
[The Mole and the Hole](#) - [Brayden Kowalczyk](#)
 This Little Pebble - Anna [Claybourne](#) & Sally Garland
 Under Earth, Under Water - Aleksandra [Mizielinski](#) & Daniel [Mizielinski](#)
[Lubna](#) and Pebble - Wendy [Meddour](#) & Daniel [Egneus](#)
[Stone Girl, Bone Girl: The Story of Mary Anning of Lyme Regis](#) - Laurence [Anholt](#) & Sheila [Moxley](#)

Animals including humans

Professor Astro Cat's Human Body Odyssey - Dominic [Walliman](#) & Ben Newman
[Bones: Skeletons and How They Work](#) - [Steve Jenkins](#)
 Can I Build Another Me? - [Shinsuke Yoshitake](#)
[Dragons Love Tacos](#) - [Adam Rubin](#) & [Daniel Salmieri](#)
 Information Graphics: Human Body - Simon Rogers
 Life on Earth: Human Body - Heather Alexander & Andres Lozano
 Book of Bones - Gabrielle Balkan & Sam Brewster
[Bone by Bone](#) - Sara Levine & T.S. [Spookytooth](#)

Light

The Dark – Lemony Snicket & Jon Klassen
 Oscar and the Moth: A Book About Light and Dark - Geoff Waring
[My Shadow](#) - Robert Louis [Stevenson](#) & Sara [Sanchez](#)
 You are Light - Aaron Becker
[Orion and the Dark](#) - [Emma Yarlett](#)
 Windows - Julia [Denos](#) & E.B. [Goodale](#)
 The Night Box - Louise [Greig](#) & [Asylum](#) Lindsay
 Can't You Sleep Little Bear? - Martin Waddell

Forces & Magnets

[Egg Drop Mini Grey Magnet Max](#) - Monica Lozano Hughes & Holly Weinstein
[The Iron Man](#) - [Ted Hughes](#) & [Chris Moull](#)
 The Lost Thing - Shaun Tan
 Float - Daniel [Myares](#)
 Up and Down - Oliver Jeffers
 The Robot and the Bluebird - David Lucas
 Mrs Armitage Queen of the Road - Quentin Blake

Year 3 - History

Scavengers and Settlers - Stone Age to the Iron Age

Stone Age Boy by Satoshi Kitamura
[Stig of the Dump](#) by Clive King
 The Secrets of Stonehenge by Mick Manning & Brita [Granström](#)
 The First Drawing by [Mordicaj Gerstein](#)
 The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams
 Ug by Raymond Briggs
 The History Detective Investigates: Stone Age to Iron Age by Clare Hibbert (NON-FICTION)
 How to Wash a Woolly Mammoth by Michelle Robinson

Walk like an Egyptian

There's A Pharaoh in Our Bath! Jeremy Strong
 Meet the Ancient Egyptians (non-fiction) by James Davis
 Marcy and the Riddle of the Sphinx: 2 - Joe Todd Stanton
 Flat Stanley: The Great Egyptian Grave Robbery by Sara Pennypacker & Jon Mitchell (ALLSTARS)

Year 3 - Geography

Where in the World?

Welcome to our World- by Moira Butterfield.

Mountains

The [Abominables](#)- by Eva Ibbotson
 Mountains (world of wonder)- by [Charloot Guillain](#)

Reading for pleasure

At Alexandra Junior School we are striving to become a reading school where children and adults share in the joy of books and read for pleasure. All our children have access to a vast range of reading for pleasure texts which are regularly reviewed and updated. There are reading stops indoors and outdoors within the school where children can

access quality texts and we also have a section of books in partnership with the Rotary club which children can access texts to keep and read at home. Alongside their Accelerated reading, home reader book, children will also choose a second book which can be read to them at home. Children make informed choices about their own reading preferences based on discussions in and out of the classroom environment and they will be encouraged to choose books at a slightly higher level than their ZPD range (no higher than 1.5 above their level of reading). We ensure children can read books of their choice uninterrupted and for sustained periods of time, and we designate weekly timetabled slots, both indoors and outdoors for them to access and use the reading stops.

English Speaking Board (ESB) Examinations

ESB is designed to promote learners' independence and confidence, whilst developing their communication and fluency in reading skills. Children at Alexandra Junior School will take part in an individual exam and an emphasis on reading with fluency and expression is encouraged. During the exam, children will recite their favourite poem from memory, read an extract from their favourite story and talk, show or explain a topic of interest using visual aids and artefacts. The ESB Speaking exam is designed to encourage an imaginative and enjoyable exploration of verse and prose.

**For further information on ESB, see the speaking and listening intent.*

Assessment for reading

A range of evidence is triangulated in order to assign a teacher assessment in reading.

Standardised Test

GL NGRT - End of year exam

NTS Reading - At the end of each term

Other reading assessment evidence

Fluency scales and timed reading for lowest 20% children across the school

Y6 SATs past papers

CGP practice papers

Bench marking

Learning Recovery

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

Video recordings (See Hackney Learning Trust materials)
Case studies for individual pupils
Accelerated reading STAR reading test
Comprehension activities in English book
Guided reading sessions
1:1/ small group reading notes
Phonics check