



**Subject Overview 2022/23**  
**Curriculum and Pedagogy Document Reading**



	Year 3	Year 4	Year 5	Year 6
<b>Reading Intent</b>	<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  
2022/23



Genre	Autumn	Spring	Summer
Narrative			
Poetry			
Non-chronological report			
Diary			
Biography			
Autobiography			
Instructions			
Journalistic writing			
Letter			
Persuasive			
Balanced argument			
Play script			
Explanation			
Recount			
<b>5 Plagues of reading</b>			
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 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	Reading for meaning - choral and echo reading the text aloud.	Pupils rephrase unfamiliar vocabulary in the text in order to explain its meaning using a 'This tells me that' approach. Choral and echo reading are also used during this session and the reading for meaning focus concentrates on fluency, comprehension, and oral language skills.

	Lesson 2	Strategic reading and summary	Pupils are taught the difference between the domains (the reading skill) and the strategies needed to repair understanding including questioning, noticing meaning breakdown and repairing it and spotting VIP words. Children will also summarise what they have read within this lesson.	
	Lesson 3	Give/explain the meaning of words in contexts and strategic reading	Explicit vocabulary teaching following SEEC model Teacher input - modelling of reading skill and strategy Pupils applying skills to vocab questions <b>only</b> .	
	Lesson 4	Skill identified from National curriculum content domains (above) and explicitly modelled by class teacher	Teacher input - modelling of reading skill and strategy Pupils applying skills to a range of questions types which vary in structure using I do..., we do ..., you 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 an I do approach.	
	Lesson 5	Skill identified from National curriculum content domains (above) and completed independently	Pupils answer a range of comprehension questions based upon the skill explicitly modelled in session Question types may include the following: Tick a box Fill in the table Draw lines to match the correct answers Justification - give one/ two reasons why / How do you know	

		<p>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</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 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

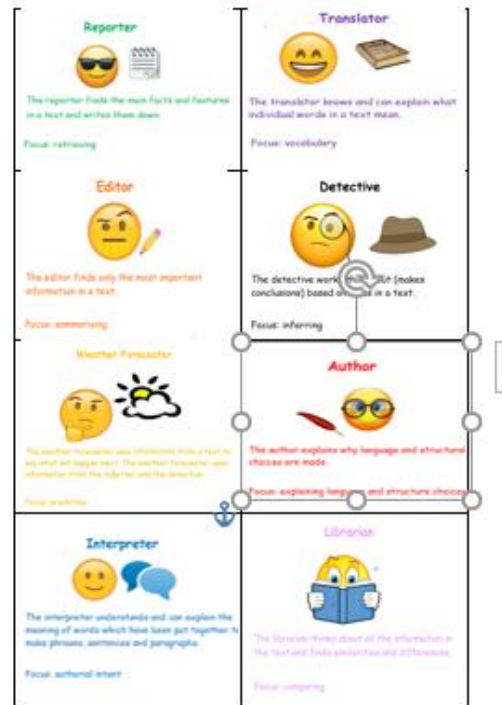


have been established, the teacher will vary the reading by having half of the class read one sentence with them and then the other half read the next sentence. Interspersing longer stints of reading with paired discussions/independent follow-up tasks is a must. Allow pupils to annotate and/or record 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.
<b>Do not require explicit teaching for most children.</b>	<b>Requires explicit teaching.</b>	<b>Requires explicit teaching.</b>
<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

1. Say the word carefully
2. Write the word
3. Give student friendly definition
4. Give multiple meaningful examples in contexts pupils can and cannot relate to
5. 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. For those who may be new to English, join having not passed their phonics screen in year 3, identified as significantly behind in years 4, 5 and 6, a reading squad approach will be used. 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 (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 2,3,5 sounds in line with Anima phonics
- 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).

Year 3, those identified as either failing phonics screening or those identified as significantly behind ARE expectations in years 4, 5 and 6 will take part in the reading squad approach (Read phonetically decodable book based on their stage or 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.

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 and vocabulary development	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 vocabulary 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"> <li>Tick a box</li> <li>Fill in the table</li> <li>Draw lines to match the correct answers</li> <li>Justification - give one/ two reasons why / How do you know</li> <li>True / False statements</li> <li>Use numbers to order</li> <li>Explain a word meaning</li> </ul>		

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, pupils in year 3, and 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.



### **Anima Phonics intervention**

For those identified as failing phonics in year 3 or the lowest 20% within each year group and still needing a phonics intervention, a daily Anima Phonics intervention will be given. Anima Phonics is a DFE validated scheme, and a fully synthetic phonics program that enables children to access a daily, comprehensive phonics lesson. Children will be assessed on the gaps in phonics knowledge after every 2 weeks, to assess the knowledge and skills obtained during these 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 (approx. 80% score) is an indication the child has understood what has been read.

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.

### 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



### Differentiated texts 2022/23



	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Year 3	A range of picture books: Monsters Ed Vere After the Fall 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)	<del>The Brackenspectre</del> 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-chronological report 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 example below.

<b>Year 3 ages 7-8</b>	
<b>Being Me in My World</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
3	We are all Born Free by ISBN 978-1-84507-650-4
<b>Celebrating Difference</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
1	The Family Book by Todd Parr
1	And Tango makes Three by Justin Richardson and Peter Parnell
<b>Dreams and Goals</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
2	Me....Jane by Patrick McDonnell
<b>Year 4 ages 8-9</b>	
<b>Dreams and Goals</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
1	Salt in his Shoes by Deloris and Roslyn M Jordan
<b>Relationships</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
2	Can you Hear the Sea by Richard Palmer available from <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>
2	Badger's Parting Gifts by Susan Varley
2	Goodbye Mousie by Robie H Harris
<b>Year 5 ages 9-10</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
2	Can you Hear the Sea by Richard Palmer available from <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>

You might want to include an example from our Reading Across the curriculum for a yr group here instead

### 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. It is important that our children see themselves represented in a variety of texts. The school is dedicated to offering a vast array of BAME texts for the children to enjoy reading for pleasure. As a result, our children have access to a vast range of reading for pleasure texts which are regularly reviewed and updated, which they take home as a second reading book. 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. Children make informed choices about their own reading preferences based on discussions in and out of the classroom environment. 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**

NTS Reading - At the end of each term

**Other reading assessment evidence**

Fluency scales and timed reading

Y6 SATs past papers

CGP practice papers

Bench marking

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



### 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.