



Subject Overview 2024/25: Reading



	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

Whole class guided reading session (½ hour session)

Key expectation - Daily guided reading is taught across the school at the same time in every year group using an age appropriate text. The following reading skills are the key focus for guided reading sessions:

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

IMPLEMENTATION

Each week the sequence below is followed:

	Skill	Approach
Lesson 1	Reading for meaning	Explicit vocabulary teaching following SEEC model Pupils rephrase unfamiliar vocabulary in the text in order to explain its meaning. 'This tells me that'
Lesson 2	Give/explain the meaning of words in contexts	Teacher input - modelling of reading skill and strategy Pupils applying skills to vocab questions only
Lesson 3, 4 and 5	Skill identified from National curriculum content domains (above) by class teacher	Teacher input - modelling of reading skill and strategy Pupils applying skills to a range of questions types which vary in structure e.g. 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	
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Reading aloud/reading the text

When reading, the teacher and/or pupils should model good use of intonation, movement, volume and expression. 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. During this lesson, children will be encouraged to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. 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 challenges for all children and support for those who need it. Teaching will refer to the discrete reading skills as the focus of the lesson, and teachers will model the metacognition needed to successfully answer a range of comprehension based activities.

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 will also be taught spontaneously as it arises in classroom talk or through the texts read by the children themselves.

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 their views. 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 now word, where it was find 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) and those who are New to English (EAL)

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

Some pupils will require a different approach to whole class guided reading. They may be new to English or join having not passed their phonics screen at Y1 or Y2 and will use phonetically decodable texts.

Those working significantly below ARE are taught through a reading squad approach.

The reading squad is a team of adults (including a teacher) from across the school who deliver guided reading to a group of pupils 3 x per week. For the other 2 reading sessions, Lexia is used to develop individual, personalised learning opportunities. During this time, members of the reading squad will deliver 1:1 interventions to children that require it - based on the data obtained from the program.

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

- Tricky words
- Picture match activities
- Phase 2,3,5 sounds from the text
- Personalised phonics sounds identified during phonics sessions
- 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).

Reading Squad (Read phonetically decodable book based on their stage of phonics development)

	Focus	Key teaching points
Session 1	Book introduction and first exposure.	Identify front/ back cover/ blurb/ vocabulary that children will encounter/ reading strategy that will be used.
Session 2	Prosody and second exposure to text	Fluency, expression, intonation, taking account of punctuation. The children re-read the text using expression, intonation.
session 3	Oral comprehension	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	Phonics and vocabulary development	Key teaching - Finding words that match the phonics sound. Vocabulary focus of tricky words identified in the text or through conversations with the children during reading.
Session 5 and 6	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.

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.

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

Accelerated Reader (AR) and Reading for Pleasure

Accelerated reading

Y3/4 12.50 -1.05 - 15 minute session

Y5/6 1.00 -1.15 - 15 minute session

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. Children can choose whether to read the book themselves, or can have the book read to them, and then once a book has been completed, an AR quiz can be completed.

Children are also encouraged to access to reading for pleasure in school and at home. Titles are matched to each individual student's interests, grade and reading level. Multicultural books allow children to travel to places they have never been and meet people who may look different from them. They spark children's imaginations and provide a basis for questions and conversations. Children are offered a range of multi-cultural books to read for pleasure. During a range of stories, they can see themselves represented in stories or learn about the culture of others through the texts offered.

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.

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 maximizing opportunities to develop reading skills.

A range of authors are covered across the key stage:

- Roald Dahl
- Ted Hughes
- Kenneth Graham
- Michael Morpurgo
- Joanne Rowling
- Clive Staples Lewis
- Robert Louis Stevenson (abridged version)

Whole Class Differentiated Texts:



Differentiated texts 2023/24



Spiral curriculum	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Year 3	Mr Creep the Crook After the Fall Bedtime for Monsters <i>Writing about a real-life experience</i> <i>Instructions - How to make a picture frame</i>	Flat Stanley in Egypt <i>Explanation text - mummification</i> <i>Biography - Tutankhamun</i>	George's Marvellous Medicine (4.0) <i>Recount of trip</i>
Year 4	Charlie and the Chocolate Factory <i>Instructions (D and T - seasonal stockings)</i> <i>Explanation text - rivers</i>	Wind in the willows (4.5) <i>Non-chronological report (Roman entertainment)</i> <i>Persuasive letter to the judge</i>	Secrets of a Sun King <i>Biography - Howard Carter</i>
Year 5	Kensuke's Kingdom (4.7) <i>Non-chronological report - Mayan Gods</i>	The Firework Maker's Daughter <i>Explanation on natural disaster</i> <i>Instructions - How to make a moving toy.</i>	Oliver Twist (5.1) <i>Non-chronological report on Victorian (workhouse)</i> <i>Formal letter to Queen Victoria</i>
Year 6	The lion, the witch & the wardrobe (5.7) <i>World War 2 non chronological report (rationing)</i>	The Explorer <i>Non-chronological report on rainforest animals</i>	<i>Instructions - How to make hummus.</i> <i>Persuasive letter</i>

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

Reading in school

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. 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 library visit

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

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 either take part in an individual or group exam and an emphasis on reading with fluency and expression is encouraged. During the individual exam, children will recite their favourite poem from memory and read an extract from their favourite story. The ESB Speaking exam is

designed to encourage an imaginative and enjoyable exploration of verse and prose. In a group setting they will share a group recital of their favourite poem and use drama techniques to act out and innovate their favourite story.
**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 - every 6 months

NTS Reading - At the end of year term

Other reading assessment evidence

Y6 SATs past papers

CGP practice papers

Bench marking

Case studies for individual pupils considered the lowest 20% in school (timed reading and fluency scales)

Accelerated reading STAR reading test

Comprehension activities in English book

Guided reading sessions

1:1/ small group reading notes

Phonics check and phonics provision for those who have not yet passed the phonics screen.