



Alexandra Park Junior School

Reading at Alex Park

Reading Intent

At Alexandra Park Junior School, we recognise that the ability to read fluently, independently and effectively for meaning are some of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum, providing opportunities to increase pupils' knowledge and understanding as well as being an important skill for future learning and employment. Therefore, we place the systematic teaching of reading at the very heart of our curriculum. Alongside this we aim to nurture a love of books and a desire to read for pleasure through sharing of high quality reading materials and the teaching of specific reading skills.

In order to ensure that the schools' curriculum intent and implementation are embedded securely and consistently across the school, the following systematic approach to teaching reading fluency and skills must be adhered to by all staff at Alexandra Park Junior School.

This reading structure incorporates teaching and learning strategies to develop reading fluency, vocabulary acquisition and development, expose children to age appropriate texts, support cross curricular learning and promote a love of reading.



Reading Implementation

Shared Reading

Whole class shared reading.

Shared reading sessions will be taught 4 days a week, with one reading for pleasure session. Each day will focus on a different reading skill, which will be linked to the reading question domains. This can be taught in any order but each session must be evident in weekly planning to ensure coverage of content domains.

Day	Focus	Domain
1	Vocabulary	A and D
2	Text cohesion	C and F
3	Comprehension	G and B
4	Inference	E and H

Reading Implementation

Daily structure

The structure of each daily shared reading session will include:

1. Read a section of the text
2. Explore unfamiliar vocabulary – this could be achieved through a range of activities including: Word aware activities dictionary work, visuals, matching definitions and key words or drama – in order to develop the children's language acquisition
3. Introduce the question type – with a shared definition and examples of how the question will be structured. Teacher or teaching assistant will model how to answer the question by highlighting key words, identifying the answer in the text (if applicable to that question type) and creating a written answer
4. Allow the children the opportunity to verbally practise answering one or two examples of the question type; in pairs, as a group or independently.
(Steps 1-4 will take place with children in their Kagen groups.)
5. Children to move into their shared reading group activities (Appendix 2)
6. As all children (With the exception of SEND children who will have questions adapted to suit their needs and support material using inprint.) will have the same questions set, at the end of the lesson children will come back together as a whole class to share and mark their answers

Reading Implementation



Shared reading group activities.

These activities will embed and develop the reading and fluency skills taught during the whole class shared reading sessions. The class will be divided into three prior attainment groups numbered 1-3 (1-LPA, 2 MPA, 3 HPA) to complete work either with the teacher, teaching assistant, or in pairs (Appendix 2) .

All children (With the exception of SEND children who will have questions adapted to suit their needs and support material using inprint.) will be given the same set of questions to answer, either verbally or in writing. Children working with the teacher or teaching assistant will verbally answer the first few questions and then complete the remaining questions – initially recording their answers on whiteboards- before working with the teacher/teaching assistant to evaluate their answers and work collectively to produce a shared answer. Or they will be practicing reading a small section of text using text marking, talking tins and drama activities to support this.

Children working in pairs will answer all of the questions (taken from the focus content domains for that session) having time to discuss their answer and compose a written answer together writing in different colours so the teacher can assess each child's progress. These will be completed on paper and stored in the reading assessment files.

Reading Implementation

Shared reading group activities. (ctd)

Children who are unable to access the text will receive group support during the whole class shared reading input, accessing a text more closely matched to their prior attainment and will be taught specific content domains based on their need, or they will receive phonics lessons if they have been assessed at the red group or below. During the shared reading group activities, these children will work independently, completing an activity based on their text.

To ensure an equality of opportunity, (with the exception of those children who are unable to access the text as detailed above) all children will be exposed to all question types each week using a text that is age related and provides cohesive links to writing and or topic lessons. Cross curricular links expose children to a broad range of subject specific/unfamiliar vocabulary, provide opportunities for the children to embed their vocabulary in their long-term memory and apply them fluently.

Reading Implementation

Structure of one to one reading sessions.

1. Ask background questions about the text. Did they enjoy the book? Why/ Why not.
2. Get the child to read a little of the text to you then stop them and point out some strengths of their reading.
3. Read a little further then pick out an area for development to work on.
4. Model how to achieve the area for development.
5. Give the child strategies to achieve their target while they are with you.
6. Allow them time to practice using the strategies you have suggested during the session.
7. After reading check the child's understanding of the text by asking what has just happened and what they think will happen next.



Alexandra Park Junior School

Reading Impact

1. Reading lessons taught regularly and consistently in every class.
2. High quality age related texts used in every reading lesson.
3. Inclusion of all children being exposed to age related texts through listening for meaning for lower ability readers.
4. Data shows reading to be the strongest performing subject across all year groups.
5. Due to the structured nature of our reading lessons this enabled lessons to be shared on line during lock down with the least impact on progress.
6. Reading is prominent around school raising the profile of reading.
7. Consistent provision made for lowest 20% of readers through Phonics and inference training.

Reading progression skills Lower Year 3



<p>READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.</p>	<p>READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.</p>
I take notice of punctuation and meaning and pause appropriately.	I can find answers to my own questions using a variety of information texts.	I can justify prediction and opinions by referring to the text.	I can reflect on enjoyment and usefulness of reading a range of text types.
	I can use detailed knowledge of alphabet to find books and locate information quickly.	I respond accurately and with supporting detail when answering questions.	I confidently relate my own experience to reading.
	I can identify a range of key genres and know some main features.	I knows where to look for answers in the text.	I can independently read an increasing range of text types fluently and accurately .

Reading progression skills Lower Year 3



<p>READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.</p>	<p>READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.</p>
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	I use my knowledge of how texts are organised to find information effectively.	I can reads ahead to work out meaning.	I can expresses preferences e.g. favourite authors, genres.
	I can locate and use information.	I can respond to the tension in a story.	
		I can recognise elements of authorial style.	
		I can interpret and summarise text without losing meaning.	
		I can use syntax (the arrangement of words), context and word structure to build on and develop vocabulary.	
		I can identify key points when reading an appropriate text.	

Progression of Knowledge and Skills

Reading progression skills Year 3

READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.
I can maintain the readers interest through emphasising words, and adding pace to my reading.	I can find the main ideas in text, including chronological structure, cause/effect and plot.	I always look for links and draw conclusions .	I can concentrate on reading for longer periods and can persevere with longer texts.
I understands how the meaning of sentences is effected by punctuation, word order and	I can use the index and headings to find information in a non-fiction text.	I Use evidence from the text to justify my opinions.	I can read a wide range of text types rapidly and accurately.
	I knows an increasing range of text types, and genres, and can identify their main features .	I can find relevant words in a text without prompting.	I can compare the presentation of common themes across different genres
		I knows where and how to look for answers in a text.	I can respond with empathy to elements of fiction and poetry.
		I can refer to Texts when explaining my views.	
		I shows understanding of significant ideas, themes, events and characters, and with help, I can show that they have used inference and deduction.	
		I can respond in detail when	

Progression of Knowledge and Skills

Reading progression skills Year 3

<p>READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.</p>	<p>READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.</p>
		<p>I can express my understanding in my own words rather than just repeating.</p>	
		<p>I can link key elements from different sections of the text to build a detailed understanding and draw further conclusions.</p>	
		<p>I understand and recognise that there may be a deeper meaning, or theme, underlying the plot.</p>	
		<p>I know that certain words and phrases create particular responses in the reader.</p>	
		<p>I use quotes and textual details as part of my evaluation.</p>	
		<p>I recognise the need to go beyond literal comprehension in order to access the full meaning of a text.</p>	
		<p>I can articulate understanding of the main points in a text.</p>	

Progression of Knowledge and Skills

Reading progression skills Year 4

READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.
I can identify expressive, figurative and descriptive language used to create effects in poetry and prose.	I recognise the ways writers present issues and points of view in fiction or non-fiction.	I can refer to the text to support predictions and opinions.	I tackle unfamiliar and challenging texts with confidence
I can recognise complex sentences.	I can Identify how language is used and structured in a range of texts.	I can locate relevant information and use my findings coherently.	I tackle challenging texts rapidly, accurately and with increasing confidence.
I can read aloud, using my voice appropriately to give full value to meaning, pace and tension.	I can locate ideas and information quickly in a range of resources; using the index and contents list.	I can recognise elements of authorial style and am sensitive to their effects.	I can reflect on my reading preferences.
	I can recognise and identify the language conventions of a range of texts.	I can concentrate over extended periods and extended texts, maintaining comprehension throughout.	I can compare the presentation of common themes across different genres.

Progression of Knowledge and Skills

Reading progression skills Year 4

READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.
		I can Use skimming, scanning and note-making to identify the gist or key points in a text.	
		I can give a detailed and well justified opinion giving both praise and criticism appropriately.	
		May suggest possible improvements or sequels for texts.	
		Can explain how authors create particular effects in reader response – powerful vocabulary, questions, stock phrases etc.	
		Forms valid and well-justified conclusions based on textual evidence	
		I understand significant ideas, themes and structures.	
		I appreciate and respond to a range of relationships between characters, settings, and events.	

Progression of Knowledge and Skills

Reading progression skills Year 5

<p>READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.</p>	<p>READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.</p>
<p>I can read aloud using my voice appropriately. I sometimes vary my voice for different characters.</p>	<p>I recognise that different texts appeal to different audiences.</p>	<p>I can select relevant information from a range of appropriate texts.</p>	<p>I can plan and manage my own reading for a range of purposes.</p>
<p>I use my voice and language to engage the reader.</p>	<p>I can retrieve and collate information from a range of sources</p>	<p>I use detailed evidence to give persuasive answers to questions.</p>	<p>I can tackle challenging texts rapidly, accurately and with confidence.</p>
	<p>I can identify key features, themes and characters across a range of appropriate texts.</p>	<p>I use note-making effectively to summarise the main points in a text.</p>	<p>I can concentrate over extended periods and extended texts, maintaining comprehension throughout.</p>
		<p>I can form valid and well justified conclusions based on detail and reference to the text.</p>	
		<p>I can select sentences, phrases and relevant information to justify opinions.</p>	

Progression of Knowledge and Skills



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READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.
		I can explain implied meanings making reference to the text.	
		I can consider what the author may have intended to achieve.	
		I always consider the impact of a text on myself, and Understand that other reactions are possible.	
		I understand significant ideas, themes and structures.	
		I appreciate and respond to a range of relationships and between characters, settings and events.	
		I can comprehend a range of implicit (suggested but not directly expressed) meanings.	
		I show that I clearly understand the story through my responses to questions.	
		I can identify fact and opinion in a text.	
		I can show I have read beyond the literal by the answers I give.	

Progression of Knowledge and Skills



Alexandra Park Junior School

Reading progression skills Year 6

<p>READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.</p>	<p>READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D</p>	<p>RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.</p>
I can read aloud using my voice appropriately, and can vary my voice for different characters.	I can retrieve and collate information from a range of sources.	I use inference and deduction with confidence.	I assertively use texts to support reading purpose, regardless of personal taste or preference.
I use my voice and language to engage the reader.	I can recognise and discuss the elements and purposes of different text structures, e.g.	I can speculate how readers may react in different ways to texts.	I can identify my own research needs and manage my reading accordingly.
	reports, procedures, narratives etc.		
	I Can select essential points.	I can describe and evaluate authors' use of techniques, e.g. narrative structure, themes or figurative language, justifying interpretations by reference to the text.	



Reading progression skills Year 6

READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness Steps to success for 1:1 reading and adult led fluency activity.	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning) Steps to success for Comprehension Lessons content domain B and G	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion) Steps to success for Inference Lessons Content Domain C and F, Text Cohesion lessons content domain E and H, Vocabulary Lessons content domain A and D	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts Steps to success for 1:1 reading and adult led fluency activity.
		I can communicate a sense of the hidden irony.	
		I can read and comprehend texts that are abstract and removed from my personal experience.	
		I can make critical comparisons between texts.	
		I can compare and contrast information from a variety of sources.	
		I can discuss a range of possible deductions and evaluate the most likely	
		I can select sentences, phrases and relevant information to support my views.	
		I can make confident assessments of authors intent, referring in	
		detail to words, phrases, characters and other devices used to manipulate readers' response.	
		I can speculate about the appeal of texts for different audiences and purposes.	

Staff Voice teachers

Reading for pleasure is being promoted in all year groups with some children bringing books from home to read.

In some classes a reward of cookies and milk is being used to encourage reading.

The lowest 20% of readers are focused on in each year group for extra 1:1 reading sessions.

Children enjoy a range of engaging books that link to the curriculum

Children are taught a variety of different ways to answer questions.

Teachers discuss lessons to ensure sharing of good practice.

Assessment is being carried out during lessons.

Children are encouraged to verbalise learning in the reflection section of the lesson.

Questions link to content domains making assessment easier.

Staff Voice T.A's

Fluency work in the lesson is working well and enjoyed by the children.

Model answers and talking tins support children's learning.

Children are enjoying reading more.

Logging comments on boom readers is helping in 1:1 reading sessions.

Parent's are engaged more as they are using boom readers to communicate.

We are confident to use the assessment folders and can get support when we need to.

The structure of 1:1 reading sessions helps with consistency.

The new way of teaching reading is more manageable.

Interventions on the time table so children are not missing lessons to attend them.

Adults rotate round the groups not just sit with the same children.

Pupil voice

Teachers help us to sound out unfamiliar words.

IF you make mistakes teacher's help you to break it down so you can get it right next time.

I use purple pen to edit my answers after the teacher has marked it.

They teach us fluency by showing us how to read so we don't sound like a robot.

I know I have done well because the steps to success are highlighted.

We look at model answers then use purple pens to correct any answers we need to.

I like the fluency lesson as it makes my reading come alive.

I like it when my teacher reads to the class.

Children could remember their favourite books that they have read throughout the year.

Vocabulary is the words we know .

We have to match the words to a picture. We look at interesting words that are used in the book.

I like paired reading because I can discuss the work with my partner.

Answering the questions gives me a challenge.

I like fluency because we get to read and the whole class listens.



Alexandra Park Junior School

Our next steps Reading.

- Monitor planning to ensure all content domains are being accessed by all children and children understand content domains.
- Monitor the use of assessment during lessons including feedback and marking of independent work and use of assessment folders.
- Monitor the use of skills progression to inform steps to success.
- Ensure fluency is being taught in reading lessons.
- Ensure a consistent approach to one to one reading across the school.

Phonics Intent

Phonics

Due to some children arriving at Alexandra Park Junior School having not passed the phonics screening in Year 1 or 2, and the increasing numbers of International New Arrivals, it may be appropriate to deliver phonic support sessions every day for those children. Where necessary we deliver a personalised phonics programme using resources from the Ruth Miskin phonics scheme. Children are assessed every half term and will continue the scheme until they can access age appropriate texts.

All children who did not pass the phonics screening in year 1 or year 2 will be assessed using the Ruth Miskin phonics scheme and placed into groups of children with similar gaps in their learning.



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Phonics Implementation

Implementation.

Targeted children will have a 20 minute intervention of phonics at least 4 times a week delivered at 2.45pm daily. These sessions will be delivered by a variety of teaching assistants across the age groups who will receive a personalised CPD programme on the Ruth Miskin portal to support their teaching. Children will be grouped homogenously across year groups to ensure they receive interventions targeted at their level and delivered by the most appropriate adult to support them.



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Phonics Impact

Impact.

During every assessment week these groups of children will be reassessed and regrouped according to their progress. If children no longer need phonic interventions they will advance to the inference training group to support their comprehension skills. Children will receive interventions delivered by the most appropriate adult to support them regardless of which year group they are in.



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Our next steps Phonics.

- Input data onto the School Portal termly.
- Monitor consistency of delivering phonics across groups.
- Provide CPD for those teaching phonics groups on a 2 weekly cycle during Friday assembly.

Books read in year 6



Alexandra Park Junior School



Books read in year 5



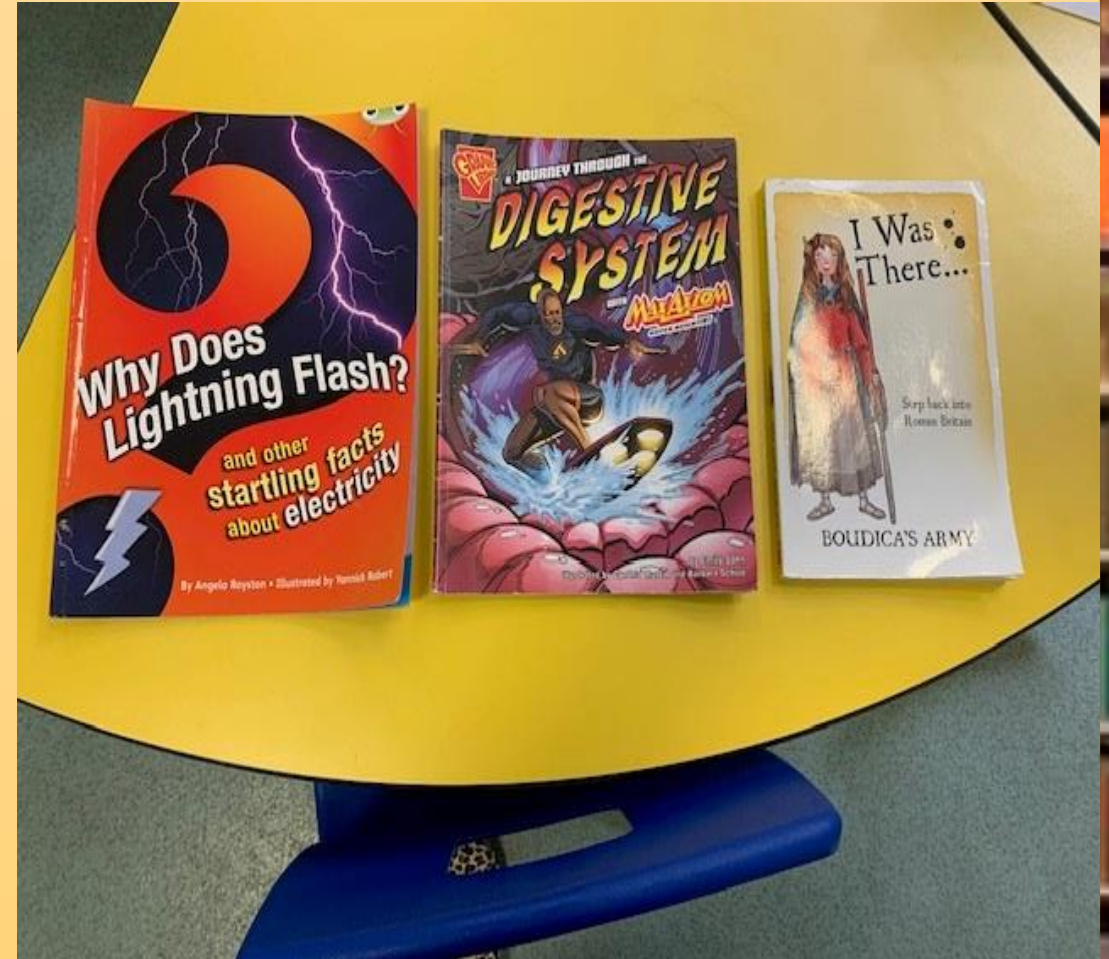
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Books read in year 4



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Books read in year 3.



Alexandra Park Junior School



Howard Carter

Howard Carter was a famous **Egyptologist** and **archaeologist**. He is most famous for discovering the tomb of Tutankhamun.

Early Life
Howard Carter was born in London on 9th May 1874. His father was an artist and taught Howard how to paint and draw. Howard's family lived near a big mansion which had a large collection of **artefacts** from ancient Egypt. Howard enjoyed looking at the artefacts so much that he decided to become an archaeologist.

Discovering Tutankhamun's Tomb
Howard was employed by a rich man called Lord Carnarvon who wanted Howard to search in the Valley of the Kings. He believed that there were undiscovered tombs of Egyptian pharaohs buried there.

Did You Know...?
For a long time, Howard didn't find anything in the Valley of the Kings. Lord Carnarvon told him that he would stop all funding if Howard didn't find anything within the next year.

Timeline of Events
4th November 1922: Howard's water boy finds a large stone. Howard believes that this stone is the top of some stairs. Howard's team begins to dig.
24th November 1922: Lord Carnarvon arrives in Egypt and Howard makes a small hole in the wall they had found. He can see gold everywhere! He has discovered the **entrance** to Tutankhamun's tomb.

After the Discovery
In the antechamber, Howard noticed a large door. On the 16th February 1922, he opened the door and discovered the famous burial chamber of Tutankhamun. Inside this room, there were even more gold objects, including the golden **sarcophagus** of the pharaoh, Tutankhamun. Howard Carter spent the next nine years drawing pictures of the two rooms and all of the objects inside.



The Layers of the Rainforest Song

There are layers in the forest, yes indeed
There are layers in the forest, yes indeed
Emergent, canopy and the understory
There are layers in the forest, yes indeed.

The forest floor is dim and dark and wet
The forest floor is dim and dark and wet
The ants go marching by as they watch the birds up high
The forest floor is dim and dark and wet.

The understory's home to many snakes
The understory's home to many snakes
They eat cats and bats and rats
and they like the gnats for snacks
The understory's home to many snakes.

The canopy is like a big umbrella
The canopy is like a big umbrella
Monkeys, sloths, orangutans
Eat all the fruit they can
The canopy is like a big umbrella.

The emergent's home to birds and butterflies
The emergent's home to birds and butterflies
The leaves are so high that they almost touch the sky
The emergent's home to birds and butterflies.

Year 3 reading area



Year 3 reading area



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Year 4 reading area



Year 5 and 6 reading area



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Home reading books



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