



Alexandra Park Junior School

Reading at Alex Park



Curriculum offer

Reading Curriculum Offer

Stage 1 - Quality First Teaching. Every child receives at least:

- * Whole class reading lessons 5x per week with cross-curricular and enrichment opportunities
- * Book talks and read for pleasure sessions once a week
- * 1:1 reading sessions every week
- * Whole school book week reading activities
- * Celebration of home reading through boom readers

Stage 2 - Additional Support

- * In class focus group with adult retold daily
- * Adapted questions for those working below or on key performance indicators
- * Inset resources used to support those children who listen for meaning
- * Lowest 20% have additional phonics sessions during whole class reading lessons

Stage 3 - Intervention

- During pupil progress reviews, children who are still struggling to progress are identified and appropriate targeted intervention is put into place, including:
- * Inference training sessions
 - * Comprehension groups
 - * Phonics

Stage 4 - Further Support

- If summative assessment does not show sufficient progress being made despite intervention, liaise with SENDCO.

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 Intent

In order to ensure inclusion for all children in reading lessons phonics retrieval is included at the start of each lesson.

Speed Sounds Set 1															
m	a	s	d	t	i	n	p	g	a	c	k	u	b	f	e
l	h	sh	r	j	v	y	w	th	z	ch	q	x	ng	nk	
Speed Sounds Set 2															
ey	ee	igh	ow	oo	oo	or	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	ay	oi	oy	o-e	igh	i-e	ow	o-e	oo	u-e	or	ow	air	
ore	ir	ur	er	ou	ow	oi	oa	ew	ire	ear	ure	tion	ciou	tiou	

too	zoo	food
pool	moon	spoon



oo at the zoo

z. zoo. moon. pool. pool. pool. moon. spoon.

oo

Books read in year 6



Autumn 1

Ted Hughes Poetry, Just So Stories, A Year of Nature Poems, Range of poetry

Autumn 2

Outlaw, Holes, Diamond Brothers: The Falcon Maltese, r Young Sherlock Holmes

Spring 1

Volcanoes non-fiction text, Escape From Pompeii, King of the Cloud Forest

Spring 2

Wonder Pig heart boy Harry Potter

Summer

Arabian Tales, The Splendid Kingdom Arabian Tales: Genie in the Bottle. The Golden Horsemen of Baghdad Daily life in the Islamic Golden Age



Books read in year 5



Autumn 1

War of The Worlds Space non fiction texts Curiosity Hidden Figures

Autumn 2

Coming to England Windrush Child Horrible histories: Barmy British Empire

Spring 1

Viking Boy Beowulf

Spring 1

Greek myths and legends The Odyssey Horrible Histories Percy Jackson

Spring 2

Greek myths and legends The Odyssey Horrible Histories Percy Jackson

Summer 1

Non fiction texts about South America Mapping South America The Explorer

Summer 2

Horrible Geography

Books read in year 4



Autumn 1

Blue Planet Scripts Iron Man The Explorer

Autumn 2

Instructional Texts George's marvellous medicine Variety of performance poems

Spring 1

In their shoes: my life as a Roman slave Boudicca's army Roman Diary

Spring 2

I survived the 1906 San Fransisco Earthquake A range of poetry I survived a Tsunami

Summer 1

Anglo - Saxon Boy I was there ... 1066 Tales of King Arthur

Summer 2

Demon Dentist Alice in Wonderland Journey through the digestive system
The incredible book eating boy. Shadow of a bull



Books read in year 3.



Autumn 1

Yours Sincerely, Giraffe Healthy Eating Gangsta Granny

Autumn 2

Oliver Twist Y3 production script Baba Yaga Street child

Spring 1

Ra Howard Carter information text Ottaline

Spring 2

The jungle book The Great Kapok Tree Poetry

Summer 1

Stone Age Boy Stig of the Dump Horrible Histories

Summer 2

Goosebumps Spider wick Chronicles



Alexandra Park Junior School

Diversity, Inclusion, S.M,S,C and British values

At Alexandra Park Junior School we offer a wide range of books that support all aspects of the curriculum. There are various texts with both historical and cultural links across the year groups. Authors from other cultures have also been selected as well as books relating to the children's own culture, making links to diversity and British Values.

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. This can be taught in any order but each session must be evident in weekly planning to ensure coverage of a variety of reading skills.

Domains.	
Day	Focus
1	Vocabulary
2	Text cohesion
3	Comprehension
4	Inference

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 Kagan activity will be used for this.
3. Introduce the reading skill – 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; in pairs, as a group or independently.
(Steps 1-4 will take place with children in their Kagan 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 in print.) 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 in print.) 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.

Reading Implementat...

Structure of book talk lessons

1. Introduce a favourite book and talk about the author. Children discuss which other books they have read by this author.
2. As the teacher reads an extract from the book children ask any questions that they are thinking of as the teacher reads.
3. Read your favourite book to your partner as you read your partner can fill in any thoughts on the thought clouds.
T.T.Y.P about the thought clouds and add any more that you discuss. (Teacher and T.A will read 1:1 with individual children during this section of the lesson.)
4. Use the sentence starter card to reflect on your discussion. Choose one card each to feed back about your read for pleasure session. We will discuss this as a class.



Celebrating reading.

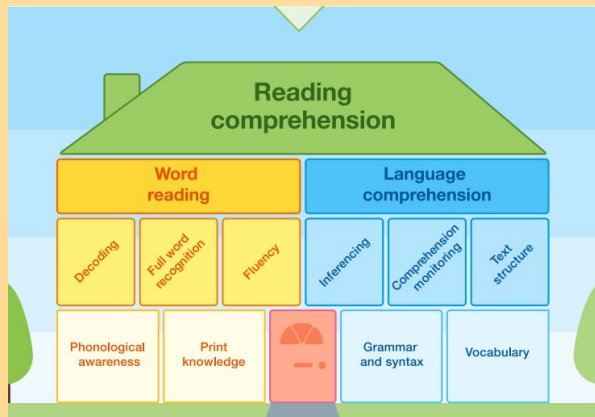
At Alexandra Park Junior School we aim to nurture a love of books and a desire to read for pleasure. Every term we celebrate children's reading through our monster reading challenge where a book is awarded to the child who has shown a desire for reading and has consistently read at home all term. This is displayed in every class and monitored through a sticker chart. We aim to award a book out of our book vending machine for any prizes that are given out throughout the year and any spare story books are given to children to read for pleasure then take home and keep. Every year we invite an author or poet into school to work with each year group in order to develop a love of books. We also aim to visit authors at the local library.

Book vending machine.



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.



Interventions.

Research from the EEF improving literacy in key stage 2 document helped to inform our choice of interventions. Using the reading house we were able to tailor interventions to suit the needs of our children.

Phonics to develop word reading and decoding.

Pre teach reading and fluency group to develop comprehension and vocabulary.

Inference training to develop skills for interpreting implied meaning.

Through our pupil progress meetings we analysed the data to target certain children for each intervention.

Reading	
W A Y E 1	Targeted Group or Tutoring
W A Y E 2	Inference Comprehension Digi Smart
W A Y E 3	Phonics Words First

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 biscuits 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 reading skills 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 timetable 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.

Boom Reader.

Our introduction of Boom reader enables us to monitor and track children's reading at home and if they are reading with a parent. It allows parent's to communicate with staff in school easily and the record stays with the child for the duration of their time at Alexandra Park Junior School. Parents enjoy the communication with school, children enjoy collecting reward gems for reading and teachers find it easy and convenient to use.



Year 3 reading area



Alexandra Park Junior School



Year 3 reading area



Alexandra Park Junior School



Year 4 reading area



Alexandra Park Junior School



Year 5 and 6 reading area



Home reading books



Alexandra Park Junior School

