

Crich Junior School



Reading

Intent

We believe that reading is an essential life skill and we are committed to enabling our pupils to become lifelong learners. Reading is vital this and we intend that **ALL** children become fluent, confident and able readers—able to access a range of texts for pleasure; for information; for solving problems. They will use their reading knowledge to unlock learning independently in all areas of the curriculum. Our whole school reading curriculum, increases vocabulary and cultural capital (knowledge retention) in all our children.

Implementation

At Crich Junior School we follow the National Curriculum and knowledge progression map.

All children have an age appropriate reading comprehension using VIPERS. They have a reading diary, and they choose a library book and a reading book. All classes play age appropriate fluency games focused on word recognition, vocabulary and subject knowledge. Poetry and reading aloud with expression is practised throughout the school. All children also have reading time every day: individual, peer, volunteers, TA or teachers.

Through continual teacher assessment of children's ability, children with barriers to learning will be identified and the appropriate interventions will be implemented.

In LKS2 (year 3 and 4), phonics work is taught through the Letters and sound Programme (building on the same scheme used at the infant school) – Little wandle by Collins Publishing. These phonics lessons are taught daily to the children, with further intervention 4 x weekly for those who have not reached the expected standard.

In UKS2, pupils develop their understanding of fluency: punctuation, expression, accuracy and rate (PEAR), when reading and practise regularly.

A wide range of reading materials are available to all children, including, fiction and non-fiction books, newspapers, magazines and comics. All pupils are assessed at least three times a year using the Collins big Cat reading Scheme Assessment

Impact

When children leave Crich Junior School, they should leave as fluent and confident readers with a good understanding of a wide range of texts, enabling them to move forward in their secondary school education. They will leave with:

- Good vocabulary knowledge
- Fluency and confidence
- Curiosity
- Independence
- Creativity
- Problem solving skills

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Our Curriculum

How do we show value in reading? Is the reading culture embedded?	Independent reading, teacher reading, choosing own books, world book day, library, Andy Toons, Katrice Horsley, Rob Bounds Authors, Reading to the dog, Volunteer readers listen to all of year 3 and 4 class each week Little Wandle Phonics Scheme (Collins) Big Cat reading Scheme (Collins)
Do pupils have access to a library? How is reading promoted within it?	100 best books for children Display. Displays—signpost, loose yourself in a good book. Library and classrooms Reading Sign (in the community) Sharing of 'Books I Have Read: Recommendations
Do pupils see staff reading for pleasure? Are the children encouraged to read for pleasure?	Staff read class story and read short stories (from Story Time magazine to chapter novels). Encourage children to read comprehensions and perform poetry etc. to class. Scarthin Books—pupil choice. Pupils to choose a book (£9 value) World Book Day –recreating book covers.
Whole School Progression Map	On-going– Each class teacher has a copy.
Interventions we currently use in school	Little Wandle Phonics and Big Cat Reading Scheme (banded colours: assessed) Volunteer readers, precision teaching, phonic sounds Island Adventures, Better Reading. Harts for Learning reading Intervention (small group)

Crich Junior School			Reading	
	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words)</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub, inter- super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing of root words and suffixes/word endings, including: -ly, -ous, -ture, -sure, sion</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognizing their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes and word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/ -ency -able/ -ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words	<p>To begin to read Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
Fluency	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

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Reading

	Year 3	Year 4	Year 5	Year 6
Comparing, Contrasting and Commenting	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>

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	Year 3	Year 4	Year 5	Year 6
Words in Context and Authorial Choice	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
Inference and Prediction	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and Performance	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

Crich Junior School			Reading	
	Year 3	Year 4	Year 5	Year 6
Non-Fiction	To retrieve and record information from non-fiction texts.	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

What else have you done/are you doing?

<p>Phonics and Decoding</p>	<p>Phonics. (Letters and Sounds) 4 out of 5 days.</p> <p>Spelling games.</p> <p>Challenge words games: root words, prefixes and suffixes.</p> <p>County Phonics Champions Ambassador has been in (who has a cluster of schools, comes in to check the scheme and progression). Assess as we go to begin with, then some will drop off and others will carry on.</p>	<p>Common Exception Words</p>	<p>Tricky words Year 3 and 4 word list (games quick reading).</p> <p>Spelling on Edshed and weekly spelling tests.</p>
<p>Fluency</p>	<p>Fluency games, cutting up sentences and ordering them (sentence structure).</p> <p>Fluency triangles.</p> <p>Roll a Word List (game).</p> <p>Class stories (Storytime magazine) Pupils can then re-read stories from the magazine.</p> <p>Mega book of Fluency: whole class poetry</p> <p>Copy me: 'I say, you say'</p> <p>PEAR (Punctuation/Expression/Accuracy/Rate)</p> <p>Buddies</p>	<p>Comparing, Contrasting and Commenting</p>	<p>Extra reading, Reading buddies during assembly</p> <p>Read to class; whole class story and stories based around writing tasks (Literacy Tree/Shed)</p> <p>VIPERS: Literacy Shed video and reading comprehensions (Video comps are particularly good for class discussions)</p>

What have you done? What are you doing?

<p>Words in Context and Authorial Choice</p>	<p>Big cat reading Scheme (all genres) Library books Scarthin Books—Book choice</p>	<p>Inference and Prediction</p>	<p>VIPERS weekly</p>
	<p>Poetry and Performance</p>		<p>Learning poems, lyrics and play: Christmas pantomime, 12 Days of Christmas. Remembrance Day. Christmas Reading Activity Day (Night before Christmas) Mega Book of Reading Fluency Poems Classwhole school Songs (Out of the Ark: Words on Screen)</p>

What else have you done/are you doing?

Phonics and Decoding

Root words with prefixes and suffixes.
 Spelling games with TA (identified pupils).
 Phonics Intervention (4 x weekly sessions with SB)

Common Exception Words

Spelling Journal
 Spelling games on EdShed and weekly tests.

Fluency

Speed read 100 words (Peer).
 Chop up sentences.
 Reading: silent, peer, teacher, TA
 Better reading, TA games with identified pupils.
 PEAR (bookmarks):
 P - Punctuation
 E-Expression
 A-Accuracy
 R-Rate
 Mega Book of Fluency games: Poetry
 'I say, you say.'

Comparing, Contrasting and Commenting

VIPERS comprehensions (including video)-class discussions
 Range of Genres - Bingo Cards
 lovereading4kids website: encourages children to read an excerpt from a book to see if they like it. (choice)

What have you done? What are you doing?

<p>Words in Context and Authorial Choice</p>	<p>Scarthin Books—Book choice. Library choices Big Cat reading Scheme books (appropriate challenge/assessed)</p>	<p>Inference and Prediction</p>	<p>VIPERS once a week (every other week is a video one-particularly good for prediction and inference).</p>
	<p>Poetry and Performance</p>		<p>Pantomime lines to learn and perform. Xmas-12 Days of Christmas (whole school performance). Christmas Reading Activity Day (Night before Christmas) Class poetry from Mega Book of Fluency Whole school/ class songs (Out of the Ark: words on screen)</p>

What else have you done/are you doing?

Phonics and Decoding	<p>Root words with prefixes and suffixes. Silent Letters Spelling Journal exercises Intervention for identified children TA</p>	Common Exception Words	<p>Spelling Journal exercises Bingo: Year 5 and 6 word lists)</p>
Fluency	<p>Chop up sentences. Reading: silent, peer, teacher, TA Better reading, TA games with identified pupils. PEAR (bookmarks): P - Punctuation E-Expression A-Accuracy R-Rate</p> <p>Better reading 'Island Adventures' with identified pupils.</p> <p>Whole class poetry for celebration events</p> <p>Identified groups: TA reading fluency intervention (Harts for Learning)</p>	Comparing, Contrasting and Commenting	<p>VIPERS comprehensions (including video)-class discussions Range of Genres - Bingo Cards</p> <p>Viedo comprehensions (Literacy Shed) particularly good for class discussions around prediction, inference, summary and sequence</p>

What have you done? What are you doing?

<p>Words in Context and Authorial Choice</p>	<p>Scarthin Books—Book choice.</p> <p>Library books (wide range of genres)</p> <p>Big Cat reading scheme (wide range of genres)</p>	<p>Inference and Prediction</p>	<p>VIPERS once a week (includes video comprehensions-particularly good for prediction, summary and inference).</p> <p>CGP reading comprehensions</p> <p>10-minute CGP homework reading comprehensions</p>
<p>Poetry and Performance</p>	<p>Pantomime lines to learn and perform.</p> <p>Xmas-12 Days of Christmas (whole school performance).</p> <p>Learn a poem to perform (individual, pairs, small group).</p> <p>Being a ‘buddy’ to younger readers (confidence).</p> <p>Christmas Reading Activity Day (Night before Christmas)</p> <p>Whole school/ class songs (Out of the Ark: words on screen)</p> <p>Children encouraged to read their written work aloud</p>	<p>Non-Fiction</p>	<p>VIPERS</p> <p>Australian Animals-Research and production of fact sheet.</p>

In the children's books, you might see the acronym **VIPERS** - these are the key areas that the children need to know and understand in order to improve their comprehension of texts.

What does this acronym mean?

V is for Vocabulary

When your child answers questions linked to 'V', they will need to give and explain the meaning of words in context.

I is for Infer

When your child answers questions linked to 'I', they will make inferences (informed guesses) from the text and they will explain/justify using evidence.

P is for Predict

When your child answers questions linked to 'P', they will predict what might happen from details stated and implied

E is for Explain

When your child answers questions linked to 'E', they will identify and explain how the meaning is enhanced by the author's choice of words and phrases. They will make comparisons within the text.

R is for Retrieve

When your child answers questions linked to 'R', they will find and record key information/key details from fiction and non-fiction.

S is for Summarise or Sequence

When your child answers questions linked to 'S', they will summarise the main ideas from more than one paragraph or put sentences into the correct sequence of events.

<https://www.lovereadings4kids.co.uk> (read extracts from books to see if you like it)

<https://readingagency.org.uk> (fun activities and printable resources)

<https://clubs-kids.scholastic.co.uk> (quizzes and printables for your favourite books)

<https://www.firstnews.co.uk> (great for non-fiction readers. Current affairs for kids. Subscribe to this children's newspaper)

<https://www.thereaderteacher.com> (lots of recommended read ideas in year groups or key stages-teachers)

<https://wherereadingrocks.files.wordpress.com> (book reviews by children recommending books)

<https://vocabularyninja.files.wordpress.com> (word of the day...for widening vocabulary)

<https://www.storynory.com> (lots of audio stories for you to listen to: fairy tales, classic authors, myths and legends, poems)

Read, read and read some more! Encourage your child to take responsibility for their own reading.

Frequent reading – daily for 10 minutes

- Read independently
- Read to an adult
- Read to a sibling, friend or pet
- Read out loud and record this on a voice recorder (found on most smart phones, I pads etc). Listen back and then read this again correcting any errors made or adding intonation
- Read your Accelerated Reader book. Read a comic. Read a newspaper. Read a non-fiction book

Reading around/past the word

If a child is struggling to decode or recognise a word within a text, encourage them to read past the word to the end of the sentence to see if this helps put the word in context – then come back and re-read the word using this knowledge.

60 second reads

- Ask child to select a section for their own books and count the number of words on each line (record at the end in pencil) and in total (record at the end of the section)
- Start 1minute timer, and ask child to start reading until the timer stops. Note down which line and word number they got up to and record their first score
- Start 1minute timer again and repeat the activity to try and improve the number of words read (this should improve as the text will be repeated)
- Repeat this activity over a number of days or weeks revisiting the same text after a while to improve score and develop confidence

Echo reading

- Choose a paragraph of an age appropriate text
- An adult/confident reader reads one line/sentence out loud
- Child practises fluency by echoing this (repeating the same line)
- Complete for the whole paragraph
- Swap roles and the child leads this reading