



Bude Primary Juniors – Reading Intent and Implementation

BPA Juniors Reading Intent and Implementation

Intent:

At Bude Juniors school we believe reading is a fundamental skill that, not only has to be taught well, but also needs to be loved by all, so that it can become a life-long journey of fulfilment and gateway to future possibilities.

Reading for Pleasure and purpose

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| Intent | <p>We aim to create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts.</p> <p>They will have regular, structured opportunities to:</p> <ul style="list-style-type: none"> • browse literature • build favourites in reading and to choose to read • use reading as a way of finding out about things in which they are interested • recognise authors and styles of reading that individuals enjoy • engage in book discussion in a range of contexts, alongside both adults and peers • share and recommend a range of books. • use other sources of reading material such as comics, newspapers, online materials etc. |
| Implementation | <ol style="list-style-type: none"> 1) High quality whole class shared reading in every class daily - VIPERS 2) Daily Independent reading sessions where children can share and enjoy books 3) As part of the independent sessions have Book Talk every week – sharing recommendations teacher/children/TA using talk partners – add the discussions and recommendations to the reading corner weekly 4) Jane Considine units are linked high-quality text that includes expressive, challenging, and descriptive vocabulary. 5) Each class will have a weekly library session providing the opportunity to choose books that are motivational and stimulating |

Reading Aloud to Children: Each year group will have a selected set of texts that is to be read by the class teacher as a minimum. Teachers can add to this with personal preferences. – linked to Jane Considine writing planning (see curriculum plan).

Independent Reading at Home and at School

| Year | Intent | Implementation |
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| Y3 | <p>Pupils will:</p> <ul style="list-style-type: none"> • read phonetically decodable books matched to their phonic knowledge and skills. • access appropriate reading books that are aimed at the age expected or above from a wide variety of genre including poetry • be supported to increase stamina and reading mileage by increasing the length and complexity of texts being read. • learn how to choose appropriate texts. <p>By the end of Y4 the majority of pupils will read short novels independently with</p> | <p>Decodable books selected based on link to RWI phonics assessment and using Oxford Reading Tree assessment – book bands.</p> <p>Books selected by an adult in class. Books will be read until fluent and comprehension questions can be confidently answered.</p> <p>Opportunity to take home a book to share for pleasure in addition to decodable / book banded book from the classroom or school library.</p> <p>Visits to local library when possible.</p> <p>Library Time in school once weekly.</p> <p>Parents to record 4 times a week in reading records.</p> <p>Reading registers in each class show the lowest 20% in each class- these pupils to be targeted and heard reading every day.</p> |
| Y4 | | |



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| | understanding and some will be reading longer, more complex books. | Ensure reading mileage, which means every pupil having every opportunity to read as often as possible every day, will be recorded in the reading registers/reading diary. The reading register will show every child has been heard each week. The reading record will show parents their child has been heard. Where appropriate this can be part of whole class guided read, individual reading, wider curriculum reading. |
| Y5 | Pupils will: <ul style="list-style-type: none"> independently choose appropriate texts regularly read for sustained periods of time Increase the length and complexity of texts being read read short novels and poetry independently with understanding reading books aimed at the age expected or above, including whole novels Widen the range and challenge of books they read, including texts from a wider literary heritage | YR5/6 – Encourage reading for pleasure through regular book talk. Children are encouraged to articulate what they enjoy reading and how – use of ICT, comics, newspapers etc. Books selected based on assessed book band. Have a range of more challenging fiction for GDS. Reading mileage for every child – weekly reading registers/reading diaries show every child is heard throughout the week (this can be as part of whole class guided reading, during independent reading time, during other cross curricular reading) Reading registers in each class - lowest 20% in each class to be heard reading every day. Opportunity to take home a book of own choice in addition to the book banded book. Library Time in school once weekly 4 times a week parents to record in reading records (once pupils are fluent, they can read to themselves and note the page – adults to monitor) Teachers/TAs to check all reading records at least once a week and record an entry – record additional entries with individual readers. Visit to the local library Daily for at least 10 minutes children should be given an independent reading session where they can enjoy, share books with peers. |
| Y6 | Pupils will: <ul style="list-style-type: none"> Choose appropriate texts. Read regularly for sustained periods of time. Increase the length and complexity of texts being read. Read short novels and poetry independently with understanding (by end of Y4) Read books that are aimed at the age expected or above, including whole novels. Widen the range and challenge of books they read, including texts from a wider literary heritage. | |

Whole class Shared Reading

| Year | Intent | Implementation- See shared reading structure document. |
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| Y3 | <p>Pupils will:</p> <ul style="list-style-type: none"> be taught the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum). be exposed to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently. develop vocabulary by understanding tier 2 words which will improve their comprehension as well as their written and spoken language | <p>Daily RWI sessions for identified pupils. Daily vocabulary Ninja – Edshed. Build a word wall of tier 2 words for display and revisit frequently. Daily whole class shared reading lessons to develop comprehension skills using VIPERS, Literacy Shed Plus / whole class reader/ film clips etc. Explicitly teach the different types of questions and how to answer them. Weekly opportunities to independently complete comprehension questions from unseen texts linked to the broader curriculum. E.g., Comprehension Ninja – cracking comprehension. Headstart. Testbase. Opportunities created throughout the day and in a range of curriculum subjects for increasing pupils' reading mileage and developing prosody: teacher modelling– echo reading, choral reading etc</p> |
| Y4 | | <p>Daily vocabulary Ninja – Edshed. Daily 30 minute shared reading sessions. VIPERS using Literacy Shed plus/ whole class reader, film clips. Explicitly teach the different types of questions and how to answer them. Weekly opportunities to independently complete comprehension questions from unseen texts linked to the broader curriculum. E.g., Comprehension Ninja – cracking comprehension. Headstart.</p> <p>Opportunities for reading mileage and developing prosody: teacher modelling – echo reading.</p> <p>KS2 SATS style papers used as a guided model and then for independent application.</p> |
| Y5 | | |
| Y6 | | |

Reading across the Curriculum

| Year | Intent | Implementation |
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| Y3 | <p>Pupils will:</p> <ul style="list-style-type: none"> listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum. acquire vocabulary of topic specific tier 3 words as part of the broader curriculum. | <p>Display current Cornerstones Learning Project and have a working wall of vocabulary that is topic specific (tier 3).</p> <p>Opportunities to research more by using the internet or library as a resource.</p> <p>Non-fiction books in the class reading area. Comics and newspapers.</p> <p>Library boxes on display with books on the class topic.</p> <p>Library Service topic boxes.</p> |
| Y4 | | |
| Y5 | | |
| Y6 | <p>Pupils will:</p> <ul style="list-style-type: none"> apply the skills of information retrieval in reading textbooks from across the curriculum and in contexts where pupils are genuinely and independently motivated to find out information. develop vocabulary of topic specific tier 3 words as part of the broader curriculum. | |



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Assessment

| Year | Assessment Evidence |
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| Y3 | Head start assessments |
| Y4 | Read Write Inc phonics assessments Oxford Reading Tree book band assessments and book band record Observations of reading behaviour and pupil conferencing Reading records Written responses to shared reading sessions Reading grids - Aspire |
| Y5 | Headstart assessments Observations of reading behaviour and pupil conferencing Reading records Reading grids - Aspire Written responses to reading activities |
| Y6 | Headstart/Testbase Observations of reading behaviour and pupil conferencing Reading records SATs practice papers Written responses to reading activities Reading grids - Aspire |

Reading Progression Objectives By Year –

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Decoding | <ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC (grapheme - phoneme correspondence) •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts | <p>*secure phonic decoding until reading is fluent</p> <p>*read accurately by blending, including alternative sounds for graphemes</p> <p>*read multisyllable words containing these graphemes</p> <p>*read common suffixes</p> <p>*read exception words, noting unusual correspondences</p> <p>*read most words quickly & accurately without overt sounding and blending</p> | <p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> | <p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> | <p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> | <p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> |
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| Range of Reading | <ul style="list-style-type: none"> •listening to and discussing a wide range of poems, rhymes, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences | <ul style="list-style-type: none"> *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | <ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes | <ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes | <ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books | <ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books |
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| Familiarity with texts | <ul style="list-style-type: none"> *becoming very familiar with key stories, fairy stories, nursery rhymes and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases | <ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry | <ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books | <ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books | <ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing | <ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing |



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| Poetry & Performance | <p>*learning to appreciate rhymes and poems, and to recite some by heart</p> | <p>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> | <p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry</p> | <p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry</p> | <p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> | <p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> |
| Word meanings | <p>*discussing word meanings, linking new meanings to those already known</p> | <p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases</p> | <p>*using dictionaries to check the meaning of words that they have read</p> | <p>*using dictionaries to check the meaning of words that they have read</p> | | |



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| Understanding | <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p> | <p>*discussing the sequence of events in books and how items of information are related</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p> | <p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p> | <p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p> | <p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> | <p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> |
| Inference | <p>*discussing the significance of the title and events</p> <p>*making inferences on the basis of what is being said and done</p> | <p>*making inferences on the basis of what is being said and done</p> <p>*answering and asking questions</p> | <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> | <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> | <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> | <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> |
| Prediction | <p>*predicting what might happen on the basis of what has been read so far</p> | <p>*predicting what might happen on the basis of what has been read so far</p> | <p>*predicting what might happen from details stated and implied</p> | <p>*predicting what might happen from details stated and implied</p> | <p>*predicting what might happen from details stated and implied</p> | <p>*predicting what might happen from details stated and implied</p> |



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| Authorial Intent | | | *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning | *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning | *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
|--------------------|--|---|--|--|---|---|
| Non-fiction | | *being introduced to non-fiction books that are structured in different ways | *retrieve and record information from non-fiction | *retrieve and record information from non-fiction | *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction | *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction |
| Discussing reading | *participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them | *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views | *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views |