

Bude Primary Juniors – Reading Intent and Implementation <u>BPA Juniors Reading Intent and Implementation</u>

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

Intent	 We aim to create a reading culture where children are exposed to a range of high- quality texts in a variety of contexts. They will have regular, structured opportunities to: 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	 High quality whole class shared reading in every class daily - VIPERS Daily Independent reading sessions where children can share and enjoy books 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 Jane Considine units are linked high-quality text that includes expressive, challenging, and descriptive vocabulary. Each class will have a weekly library session providing the opportunity to choose books that are motivational and stimulating

<u>Reading Aloud to Children: Each year group will have a selected set of texts that is to be read by the class</u> 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			
Y3	Pupils will:	Decodable books selected based on link to RV			
	read phonetically decodable books	phonics assessment and using Oxford Reading			
	matched to their phonic knowledge	Tree assessment – book bands.			
Y4	and skills.	Books selected by an adult in class. Books will be			
	 access appropriate reading books 	read until fluent and comprehension			
	that are aimed at the age expected	questions can be confidently answered.			
	or above from a wide variety of	Opportunity to take home a book to share for			
	genre including poetry	pleasure in addition to decodable / book banded			
	 be supported to increase stamina 	book from the classroom or school library.			
	and reading mileage by increasing	Visits to local library when possible.			
	the length and complexity of texts	Library Time in school once weekly.			
	being read.	Parents to record 4 times a week in reading			
	 learn how to choose appropriate 	records.			
	texts.	Reading registers in each class show the lowest			
	By the end of Y4 the majority of pupils will	20% in each class- these pupils to be targeted and			
	read short novels independently with	heard reading every day.			



Y5Pupils will: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.Y5Pupils will:Y5/6 – Encourage reading for pleasure through regularly read for sustained periods of timeY5Pupils will:Y5/6 – Encourage reading for pleasure through regularly read for sustained periods of texts being readY6Pupils will:Nerease the length and complexity independently with understanding expected or above, including whole novelsY6Pupils will:Niden the range and challenge of books they read, including texts from a wider literary heritageY6Pupils will:Chose appropriate texts.Y6Pupils will:Pupils will:Y6 <th>-sucr - Learn - Active</th> <th>Bude Primary Juniors – Rea</th> <th>iding Intent and Implementation</th>	-sucr - Learn - Active	Bude Primary Juniors – Rea	iding Intent and Implementation
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 Y5 Pupils will: independently choose appropriate texts regularly read for sustained periods of time increase the length and complexity independently with understanding reading registers/reading diary. The reading registers/reading diary. The reading registers/reading texts regularly read for sustained periods of time increase the length and complexity of texts being read reading the range and challenge of books they read, including texts from a wider literary heritage Y6 Pupils will: Choose appropriate texts. Read regularly for sustained periods of time. Increase the length and complexity independently with understanding read short novels and poetry independently with understanding Reading mileage for every child - weekly reading time, during other cross curricular reading) Widen the range and challenge of books they read, including texts from a wider literary heritage Y6 Pupils will: Choose appropriate texts. Read regularly for sustained periods of time. Increase the length and complexity of texts being read. Read regularly for sustained periods of time. Increase the length and complexity of texts being read. Read regularly for sustained periods of time. Read regularly for sustained periods o		longer, more complex books.	having every opportunity to read as often as
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Read short novels and poetry Teachers/TAs to check all reading records at least			
		•	
		independently with understanding	once a week and record an entry – record
(by end of Y4) additional entries with individual readers.			
 Read books that are aimed at the Visit to the local library 			
 Read books that are diffied at the visit to the local library age expected or above, including Daily for at least 10 minutes children should be 			
			given an independent reading session where they
books they read, including texts from			
a wider literary heritage.			

Whole class Shared Reading

Year	Intent	Implementation- See shared reading structure
		document.



		ading intent and implementation
Y3 Y4 Y5 Y6	 Pupils will: 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 	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 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.
		KS2 SATS style papers used as a guided model and
		then for independent application.

Reading across the Curriculum

Year	Intent	Implementation
Y3	Pupils will:	Display current Cornerstones
Y4 Y5	 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 	Learning Project and have a working wall of vocabulary that is topic specific (tier 3).
	as part of the broader curriculum.	Opportunities to research more by using the internet or library as a
Y6	Pupils will:	resource.
	 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. 	Non-fiction books in the class reading area. Comics and newspapers.
		Library boxes on display with books
	 develop vocabulary of topic specific tier 3 words as part of the broader curriculum. 	on the class topic.
		Library Service topic boxes.



<u>Assessment</u>

Year	Assessment Evidence
Y3 Y4	Head start assessments 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	Headtstart/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 -

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		bude Fill	iary juniors – R	edding inieni	and implemente	поп
	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the	*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
Decoding	by blending taught GPC (grapheme - phoneme corresponde nce) •read common exception words •read common suffixes (-s, - es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understandin g use of apostrophe •read aloud phonically- decodable texts	*read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual corresponda nces *read most words quickly & accurately without overt sounding and blending	*read further exception words, noting the unusual corresponde nces between spelling and sound, and where these occur in the word	meaning of new words they meet *read further exception words, noting the unusual correspond ences between spelling and sound, and where these occur in the word	words that they meet	



					r and implemente	
	 listening to 	*listening to,	*listening to	*listening to	*continuing to	*continuing to read
	and	discussing	and	and	read and	and discuss an
	discussing a	and	discussing a	discussing a	discuss an	increasingly wide
	wide range	expressing	wide range	wide range	increasingly	range of fiction,
	of poems,	views about	of fiction,	of fiction,	wide range of	poetry, <mark>plays,</mark> non-
	<mark>rhymes</mark> ,	a wide range	poetry, <mark>plays</mark> ,	poetry,	fiction, poetry,	fiction and
_	stories and	of	non-fiction	<mark>plays,</mark> non-	<mark>plays</mark> , non-	reference books or
of Reading	non-fiction at	contemporar	and	fiction and	fiction and	textbooks
gq	a level	y and <mark>classic</mark>	reference	reference	reference books	*reading books
ě	beyond that	poetry, stories	books or	books or	or textbooks	that are structured
f I	at which they	and non-	textbooks	textbooks	*reading books	in different ways
ě	can read	fiction at a	*reading	*reading	that are	and reading for a
Range	independentl	level beyond	books that	books that	structured in	range of purposes
Ra	У	that at which	are	are	different ways	*making
	 being 	they can	structured in	structured in	and reading for	comparisons within
	encouraged	read	different	different	a range of	and across books
	to link what	independentl	ways and	ways and	purposes	
	they read or	У	reading for a	reading for	*making	
	hear read to		range of	a range of	comparisons	
	their own		purposes	purposes	within and	
	experiences				across books	
	*becoming	*becoming	*increasing	*increasing	*increasing their	*increasing their
	very familiar	increasingly	their	their	familiarity with a	familiarity with a
	with key	familiar with	familiarity	familiarity	wide range of	wide range of
	stories, fairy	and retelling	with a wide	with a wide	books, including	books, including
	stories <mark>,</mark>	a wider	range of	range of	myths, legends	myths, legends and
	nursery	range of	books,	books,	and traditional	traditional stories,
׆	rhymes and	stories, <mark>fairy</mark>	including	including	stories, modern	modern fiction,
Familiarity with texts	traditional	stories and	fairy stories,	fairy stories,	fiction, <mark>fiction</mark>	fiction from our
ŕ	tales, retelling	traditional	myths and	myths and	from our literary	literary heritage,
> >	them and	tales	legends, and	legends,	heritage, and	and books from
i.	considering	*recognising	retelling	and	books from	other cultures and
ilio	their	simple	some of	retelling	other cultures	traditions
αu	particular	recurring	these orally	some of	and traditions	*identifying and
Ľ	characteristic	literary	*identifying	these orally	*identifying and	discussing themes
	S	language in	themes and	*identifying	discussing	and conventions in
	*recognising	stories and	conventions	themes and	themes and	and across a wide
	and joining in	poetry	in a wide	conventions	conventions in	range of writing
	with		range of	in a wide	and across a	
	predictable		books	range of	wide range of	
	phrases			books	writing	



		Bude I III	$\frac{101}{5} = 1011013 = 100000000000000000000000000$	edding intern	and implement	
	*learning to	*continuing	*preparing	*preparing	*learning a	*learning a wider
	appreciate	to build up a	poems and	poems and	wider range of	range of poetry by
	rhymes and	repertoire of	play scripts to	play scripts	poetry by heart	heart
	poems, and	poems learnt	read aloud	to read	preparing	preparing poems
Ð	to recite	by heart,	and to	aloud and	poems and	and plays to read
ů	some by	appreciating	perform,	to perform,	plays to read	aloud and to
na	heart	these and	showing	showing	aloud and to	perform, showing
orn		reciting	understandin	understandi	perform,	understanding
Performance		some, with	g through	ng through	showing	through intonation,
& P		appropriate	intonation,	intonation,	understanding	tone and volume
۲ د ۲		intonation to	tone, volume	tone,	through	so that the
Poetry		make the	and action	volume and	intonation, tone	meaning is clear to
Po		meaning	*recognising	action	and volume so	an audience
		clear	some different	*recognisin	that the meaning is clear	
			forms of	g some different	to an audience	
			poetry	forms of	10 UN UUUIENCE	
			poony	poetry		
	*discussing	*discussing	*using	*using		
	word	and clarifying	dictionaries	dictionaries		
	meanings,	the meanings	to check the	to check		
gs	linking new	of words,	meaning of	the		
Word meanings	meanings to	linking new	words that	meaning of		
ea	those already	meanings to	they have	words that		
Ē	known	known	read	they have		
ord		vocabulary		read		
Ň		*discussing				
		their favourite				
		words and				
		phrases				



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



Bude Primary Juniors – Reading Intent and Implementation						
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 presentatio n 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 understandin g 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 understandin g 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