



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 from Monday-Thursday, with a reading for pleasure session on a Friday. Each day will focus on a different reading skill, which will be linked to the reading question domains

➤ Weekly structure

Day	Focus	Domain
Monday	Vocabulary	A and D
Tuesday	Text cohesion	C and F
Wednesday	Comprehension	G and B
Thursday	Inference	E and H
Friday	Reading for pleasure and change home reading books. (from school reading scheme)	

Reading Implementation

Daily structure

The structure of each daily shared reading session will include:

Read a section of the text

Explore unfamiliar vocabulary – this could be achieved through a range of activities including: dictionary work, visuals, matching definitions and key words or drama – in order to develop the children's language acquisition

Introduce the question type – with a shared definition and examples of how the question will be structured (Appendix 1) 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

Allow the children the opportunity to verbally practise answering one or two examples of the question type; in pairs, as a group or independently

Children to move into their shared reading group activities (Appendix 2)

As all children 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 skills taught during the whole class shared reading sessions. The class will be divided into four prior attainment groups numbered 1-4 (1-LPA, 2/3 MPA, 4HPA) to complete work either with the teacher, teaching assistant, independently or as a group (Appendix 2) .

All children 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.

Children working independently will answer all of the questions (taken from the focus content domains for that session) in the written form and the children working in a group will use the same questions to discuss their answers and compose a written answer together.

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. 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.



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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.

Progression of Knowledge and Skills



Reading progression skills Lower Year 3



READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts
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 know where to look for answers in the text.	I can independently read an increasing range of text types fluently and accurately.
	I use my knowledge of how texts are organised to find information effectively.	I can read ahead to work out meaning.	I can express 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	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts
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 conjunctions.	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 answering questions.	
		I can express my understanding in my own words rather than just repeating.	
		I can link key elements from different sections of the text to build a detailed understanding and draw further conclusions.	
		I understand and recognise that there may be a deeper meaning, or theme, underlying the plot.	
		I know that certain words and phrases create particular responses in the reader.	
		I use quotes and textual details as part of my evaluation.	
		I recognise the need to go beyond literal comprehension in order to access the full meaning of a text.	
		I can articulate understanding of the main points in a text.	

Progression of Knowledge and Skills

Reading progression skills Year 4

+	READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts
	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.
			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

+	READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts
	I can read aloud using my voice appropriately. I sometimes vary my voice for different characters.	I recognise that different texts appeal to different audiences.	I can select relevant information from a range of appropriate texts.	I can plan and manage my own reading for a range of purposes.
	I use my voice and language to engage the reader.	I can retrieve and collate information from a range of sources	I use detailed evidence to give persuasive answers to questions.	I can tackle challenging texts rapidly, accurately and with confidence.
		I can identify key features, themes and characters across a range of appropriate texts.	I use note-making effectively to summarise the main points in a text.	I can concentrate over extended periods and extended texts, maintaining comprehension throughout.
			I can form valid and well justified conclusions based on detail and reference to the text.	
			I can select sentences, phrases and relevant information to justify opinions.	
			I can explain implied meanings making reference to the text.	
			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.	
			I can consider what the author may have intended to achieve.	

Progression of Knowledge and Skills

Reading progression skills Year 6



READING: Strategies, expression, fluency. Understanding and interpreting texts Grammatical awareness	READING: Strategies, expression, fluency. Knowing how texts work (Reading for meaning)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Understanding and interpreting texts (Text cohesion)	RESPONSE TO TEXT: Comprehension, opinion, reference to text (inference) Engaging with and responding to texts
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. reports, procedures, narratives etc.	I can speculate how readers may react in different ways to texts.	I can identify my own research needs and manage my reading accordingly.
	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.	
		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.	

Pupil voice analysis



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Reading Pupil Voice Class.....

1. Do you enjoy reading, why?

Year 3= 89% said yes 11% said no
Year 4= 100% said yes
Year 5=78% said yes 22% said sometimes
Year 6=100% said yes

2. Do you think you are good at reading and why?

Year 3= 44% said yes 44% said no 11% said a little
Year 4=78% said yes 11% said ok 11% said no
Year 5=78% said yes 11% said a little 11% said no
Year 6=78% said yes 11% gave no response 11% said no

3. What can you do to improve your reading?

Year 3= Read more frequently
Year 4= Read more frequently improve vocabulary
Year 5= Read more frequently 1 child said they didn't know
Year 6= Read more frequently use expression and slow down

4. How does your teacher help you with your reading?

Year 3= 1:1 reading, helps with difficult words
Year 4=Sounds out words, phonics
Year 5=interventions,
Year 6=Asks us questions

5. How does your teacher make reading lessons interesting?

Year 3= Interesting books
Year 4= Interesting books uses expression, A variety of activities
Year 5= Interesting books uses expression
Year 6= Interesting books uses expression

6. How could your teacher improve reading lessons?

Year 3= Read more pages in each lesson
Year 4=Happy with lessons as they are
Year 5= Teach in groups
Year 6= Like the reading as it is, change groups to work with other children, use drama.

7. What do you enjoy most about reading and why?

Year 3= Fun books
Year 4=Reading together
Year 5=Adults reading together
Year 6=Interesting books

8. What is your favourite reading book?

Year 3= David Walliams books Ra, yours sincerely giraffe
Year 4=Oxford owls books Anglo Saxon boy David Walliams books
Year 5=Harry Potter, War of the worlds
Year 6=Roald Dahl books diary of a wimpy kid

9. What don't you like about reading and why?

Year 3= Hard words
Year 4=Boring books with no pictures
Year 5=Books with lots of writing in them Not finishing books.
Year 6=Non fiction books, books with no pictures, the noise in the year 6 area

10. What do you find difficult in reading?

Year 3= Hard words and books with lots of words.
Year 4=Hard words and questions.
Year 5=Difficult vocabulary
Year 6=Hard words and difficult questions.

11. Who helps you when you read at home?

Year 3= Mum, Sister 2 children said noone
Year 4=Parents and siblings
Year 5=Parents and siblings
Year 6=Parents and siblings some said they like to read by themselves.

Staff Voice Analysis

Staff questionnaire analysis.



Question	Strongly Agree or Agree	Neither	Disagree or strongly disagree
1. I have a good understanding of the curriculum.	92%	8%	0%
2. I enjoy teaching reading.	67%	29%	4%
3. I have had adequate training in reading.	83%	17%	0%
4. I feel confident to deliver reading.	79%	21%	0%
5. The knowledge and skills progression is well planned.	71%	29%	0%
6. There are adequate resources in reading	67%	25%	8%
7. I feel confident in the assessment and progress of reading	71%	21%	8%
8. I use a range of teaching and learning styles	66%	17%	17%
9. Pupils find lessons engaging and value reading.	71%	21%	8%
10. I am confident in age related expectations.	88%	12%	0%

Positive impacts in reading.

1. 1:1 reading
2. Topic related texts
3. Cross curricular texts
4. Increased resources
5. Wide range of genres
6. Rotation of activities
7. Use of content domain questions
8. Consistent approach
9. Vocabulary discussion
10. Leadership
11. Reading for pleasure

Areas for development.

1. More creative activities
2. More resources (*Lots of new resources have been ordered now*)
3. More home reading books (*New home reading books being launched in September*)
4. More comprehension lessons
5. A range of books to use in class (*Unable to do this due to COVID*)
6. Engagement in home reading (*This will increase with new resources*)
7. Reading for pleasure in whole school slot
8. Assessment sheets
9. WAGOLL answers prepared (*This can be included in your planning*)
10. Consistency (*This was also identified as a strength*)
11. Children moving groups (*Unable to do this due to COVID*)



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Our next steps Reading.

- Inventory of home reading books in school- New books ordered to meet the needs of our children
- Order new whole class reading books to link with year group topics to ensure all children have access to the books.
- Monitor planning to ensure all content domains are being accessed by all children.
- Monitor the assessment system ensuring that assessment is ongoing and completed during every reading lesson as well as linking to half termly reading tests.

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 30 minute intervention of phonics at least 4 times a week delivered during class spelling times. These sessions will be delivered by, Mrs White, Miss Begum and Mrs Miah in year 3 . Mrs Fozia and Mrs Mellor in year 4 and Mrs Cookson, Miss Shena and Mrs Khan in year 5 and 6 from



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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.



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Our next steps Phonics.

- Inventory of phonics resources in school- New resources ordered to ensure everyone delivering phonics has access to all the resources they need.
- Set up weekly practice meetings for T.A's to ensure consistency and rigour of teaching the programme.
- Input data onto the School Portal
- Plan how to use 'Virtual classroom' resources in daily teaching, extra practice +remote learning.

Share links with parents via Class Dojo.