

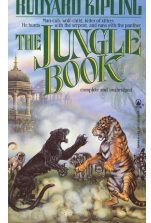
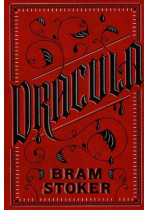
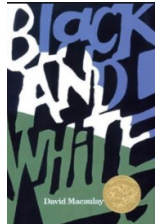

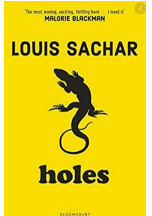
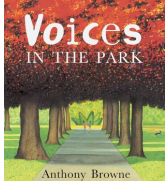

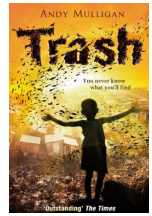

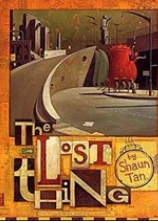
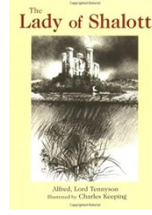




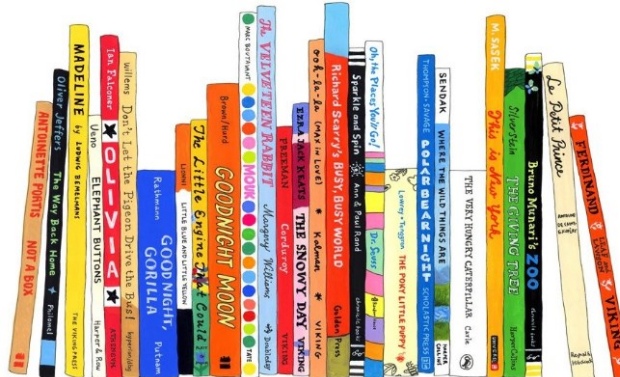
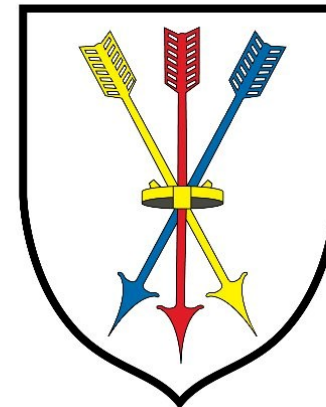
5 Plagues of the Developing Reader at Purbrook Junior School - Overview

	Year 3	Year 4	Year 5	Year 6
Archaic Language				
Non-linear Time Sequence				
Narrative Complexity				
Complex Plots and Symbols				
Resistance Texts				

Progression in Texts

A comprehensive list of the progression of genres that the children will be taught across the key stage

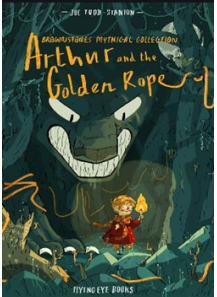
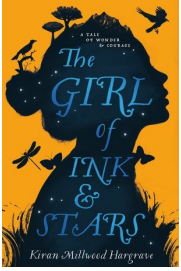
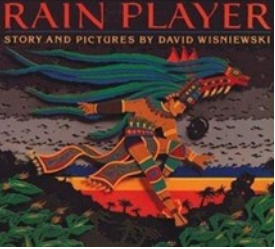

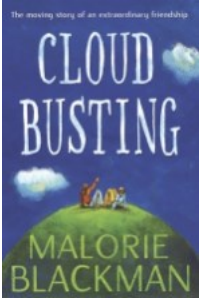
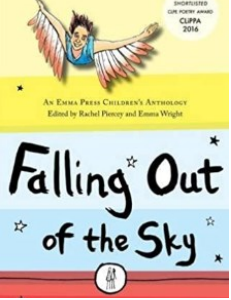
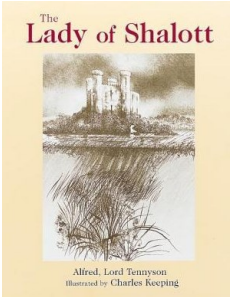
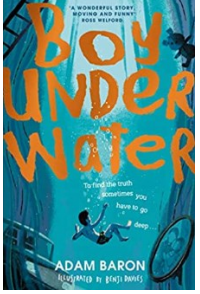

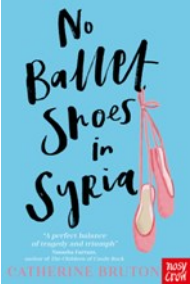
Purbrook Junior School



Progression in Reading Texts

Genre	Lower KS2		Upper KS2	
Picture Book	 <p>Voices IN THE PARK Anthony Browne</p>	 <p>Black AND White David Macaulay</p>	 <p>The Tin Forest Helen Ward Wayne Alderson</p>	 <p>The ARRIVAL SHAUN TAN</p>
Historical Fiction	 <p>I Was There... Step back into Roman Britain BOUDICA'S ARMY</p>	 <p>JIM DEFAZIO SURVIVOR ESCAPE FROM POMPEII THE LIBRARY OF THE HISTORY CHANNEL</p>	 <p>REASON Berlie DOHERTY Winner of the Carnegie Medal</p>	 <p>Emma Carroll LETTERS FROM THE LIGHTHOUSE</p>
Diaries, Biographies, and Autobiographies	 <p>STONE GIRL BONE GIRL THE STORY OF MISS GANDY LAURENCE ANHOLT Illustrated by SHEILA MOXLEY</p>	 <p>STORIES FOR BOYS Who DARE To Be DIFFERENT Ben Brooks</p>	 <p>WOMEN IN SCIENCE 50 FEARLESS PIONEERS WHO CHANGED THE WORLD WRITTEN AND ILLUSTRATED BY RACHEL FOMFLOY</p>	 <p>ANNE FRANK THE DIARY OF A YOUNG GIRL</p>
BLM	 <p>Amazing Grace Mary Hoffman Caroline Blitch</p>	 <p>BEVERLEY NAIDOO Journey to Jo'burg Illustrated by Michael Rosen</p>	 <p>Bitter Chocolate Selby Grindley</p>	 <p>Jewell Parker Rhodes GHOST BOYS</p>



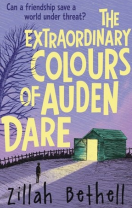
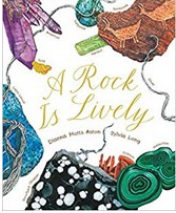
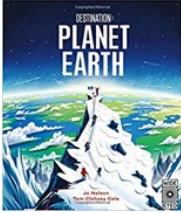


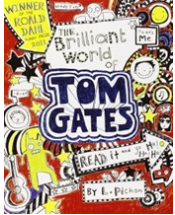



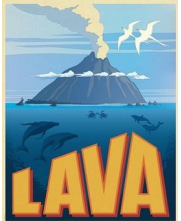


Progression in Reading Texts

Genre	Lower KS2		Upper KS2	
Myths, legends and fables				
Narrative poems				
Stories that reflect realities				

Progression in Reading Texts

Genre	Lower KS2		Upper KS2	
Heritage Texts				
Fantasy				
Action/adventure stories				
Film narrative				<p>Treasure</p> 

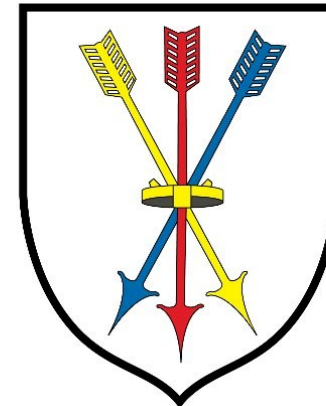
Progression in Reading Texts

Genre	Lower KS2		Upper KS2	
Science Fiction				
Non Fiction				
Graphic Novel				
Song lyrics				

Termly Reading Overviews

A long term plan of when and what text will be taught across the key stage.

Purbrook Junior School



Autumn 1



Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
<p>There's No Place Like Home</p>	<p>Identity</p>	<p>Trading Fairly?</p>	<p>The Mighty Maya</p>
<p>Picture book</p> 	<p>Graphic novel</p> 	<p>Stories from other cultures</p> 	<p>Picture Book</p> 
<p>Heritage text</p> 	<p>Poetry</p> 	<p>Non fiction</p> 	<p>Adventure story</p> 
<p>Picture book</p> 	<p>Biography</p> 	<p>Fantasy</p> 	<p>Fable</p> 
<p>Story from another Culture: BLM</p> 	<p>Stories from other cultures</p> 		<p>Graphic novel</p> 

Autumn 2



Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
<p>A Journey Into Christmas</p>	<p>Emergenza</p>	<p>Pompey, Power and Prestige</p>	<p>Reduce, Reuse, Recycle</p>
<p>Fantasy: Portal story</p> 	<p>Non-fiction</p> 	<p>Non fiction</p> 	<p>Adventure story</p> 
<p>Poetry</p> 	<p>Historical fiction</p> 	<p>Historical Fiction</p> 	<p>Non fiction</p> 
<p>Short story</p> 	<p>Real life stories</p> 	<p>Non fiction</p> 	<p>Film</p> 
	<p>Song lyrics</p> 		<p>Song lyrics</p> 

Spring 1



Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
<p>The Rolling Stones</p>	<p>Rise of the Robots</p>	<p>Journey to Space</p>	<p>Secrets! Inside the Tomb</p>
<p>Historical Fiction</p> 	<p>Science Fiction</p> 	<p>Science Fiction</p> 	<p>Poetry</p>  
<p>Biography</p> 	<p>Non fiction</p> 	<p>Non fiction</p>  	<p>Horror</p>  
<p>Non Fiction</p> 	<p>Film narrative</p> 		<p>Newspapers</p>  
			<p>Narrative poetry</p> 

Spring 2

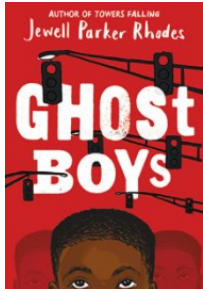
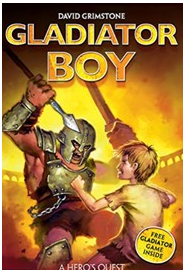
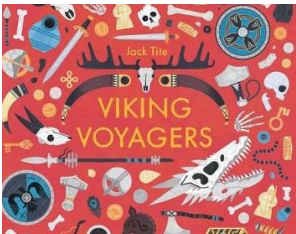

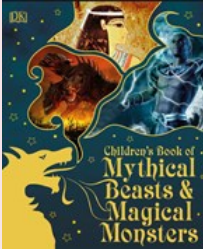
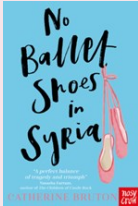


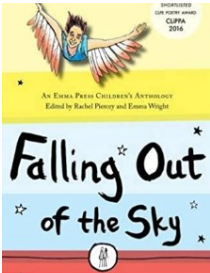
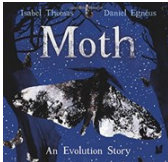
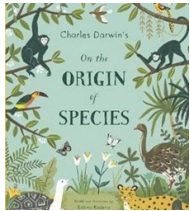


Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
<p>The Rolling Stones</p>	<p>Battle for Britain</p>	<p>Rainforests</p>	<p>Mind, Body and Soul</p>
<p>Non fiction</p> 	<p>Historical fiction</p> 	<p>Adventure Story</p>  <p>Heritage text</p> 	<p>Reflecting realities</p> 
<p>Song Lyrics</p> 	<p>Heritage text</p> 	<p>Picture book</p> 	<p>Non fiction</p>  
<p>Non fiction</p> 	<p>Non fiction</p>  	<p>Leaflets</p>  	<p>Fantasy</p> 
<p></p>	<p></p>	<p>Song lyrics</p> 	<p></p>

Summer 1

Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
<p>Respectful Romans?</p>	<p>Battle for Britain</p>	<p>It's All Greek To Me</p>	<p>The Quest for the Origins of Life</p>
<p>Non fiction</p> 	<p>Myths and legends</p> 	<p>Adventure story</p> 	<p>Non fiction</p> 
<p>Adventure Story</p> 	<p>Non fiction</p> 	<p>Myths and legends</p>  	<p>Reflecting realities</p>  
<p>Historical fiction</p> 	<p>Picture book</p> 	<p>Poetry</p> 	<p>Picture book</p> 
		<p>Graphic novel</p> 	<p>Non fiction</p> 

Summer 2

Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
From a Small Seed	Crunch!	A Force To Be Reckoned With	Lest We Forget
Narrative poem 	Action/adventure 	Biography 	Historic Fiction 
Film narrative 	Non fiction 	Reflecting realities 	Diary/biography 
Picture book 	Narrative poem 	Film narrative 	Fantasy Science fiction 
	Reflecting realities 	Picture book 	

Assessing Reading

Marking and Feedback:

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

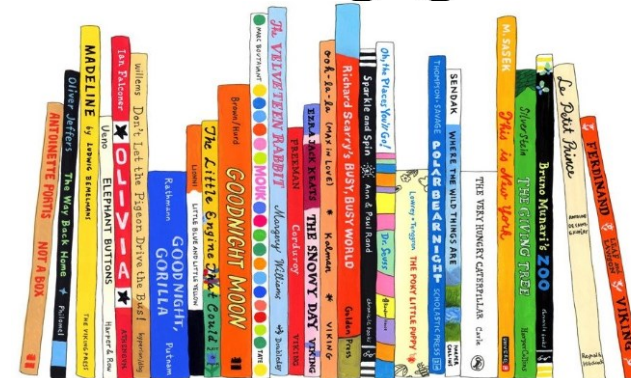
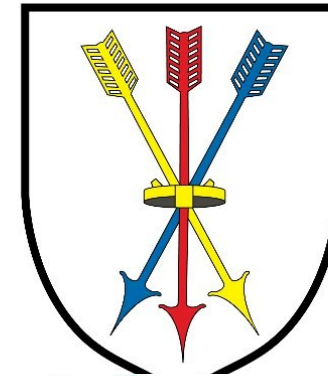
Formative Assessment:

Teachers will continually assess the children's reading ability during whole class reading sessions and through other reading interactions. **Reading Evidence Gathering Grids (REGGS)** will be updated regularly for individual children to track their on-going progress.

Summative Assessment:

Using the Rising Stars NTS Assessment, the children will be tested every term. Teachers will input this data onto Target Tracker for analysis and to determine whether a child is working within age-related expectations, above or below.

Purbrook Junior School



Name: _____

Year 3 Reading Evidence Gathering Grid

Reading Domain: Clarity	Statements for at the expected standard	A1	A2	Sp 1	Sp2	S1	S2
	I can read with fluency a range of age-appropriate texts from those specified for Year 3 (which may include fairy stories, poetry, plays and non-fiction books). I can read at a speed sufficient to focus on understanding (Grey + Free reader)						
	I can read most common exception words by sight, (including all those in the YR 2 spelling appendix) and notice the unusual connection between spelling and sound and know where these are in the word e.g. library						
	I know the full range of *GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words to decode most new words outside my spoken vocabulary.						
	I can read longer words with support and test out different pronunciations						
	I can understand the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect						
	I can explain the meaning of words in context e.g. using the text around the word as a clue						
	I can use dictionaries to check meanings of words						
	I can check the text makes sense by reading with punctuation and if needed re-reading or use self-checking strategies.						
	During discussion about texts, I can ask questions to improve my understanding; take turns and listen to what others have to say.						
Select and Retrieve							
	I can retrieve and record information from fiction texts.						
	I can retrieve and record information from non-fiction texts. I can use contents pages and indexes to locate information						
Respond and Explain							
	I can explain and discuss my understanding of the text e.g. explain events; describe a character's actions.						
	I can listen to, discuss and express my views on a wide range of fiction, poetry, plays, non-fiction, including authors I might not choose for myself.						
Summarise							
	I can identify main ideas drawn from more than one paragraph and summarise these						
Inference							
	I can draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words						
	I can predict what might happen from details that are obvious (stated) and not so obvious (implied)						
Language for Effect							
	I can discuss words and phrases that capture the reader's interest and imagination.						
	I can identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.						
Themes and Conventions							
	I can identify themes and conventions in a range of books e.g. identify a theme of 'journeys,' 'invasion,' 'triumph of good over evil,' or the use of 'magical devices'						
	I can recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented and the conventions of different types of writing e.g. greeting in letters						
	I can recognise some different forms of poetry.						
Reading attributes & experiences							
	I can fully engage with and enjoy reading a range of texts, including the reading challenge, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.						
	I can prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. I can read, reread and rehearse a variety of texts.						
	I can respond to guidance about the kinds of explanations that are expected from me.						

NB: KPIs are in bold. A child cannot be working at ARE if they are not secure in all KPIs

Name: _____

Year 4 Reading Evidence Gathering Grid

Reading Domain:	Statements for at the expected standard	A1	A2	Sp1	Sp2	S1	S2	
Clarity	I can read with fluency a range of age-appropriate texts from those specified for year 4. I can read accurately and at a reasonable speaking pace.							
	I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that I meet e.g. information, invasion, enclosure, mountains							
	I can read exception words (year 3 and 4 spelling list) and notice the unusual connection between spelling and sound and know where these are in the word							
	I can read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.							
	I can check the text makes sense by discussing my understanding and explaining the meaning of words in context.							
	I can use dictionaries to check meanings of words							
	I can discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of the text							
	During discussion about texts, I can ask questions to improve my understanding, take turns and listen to what others have to say.							
	Select and Retrieve	I can retrieve and record information from fiction texts efficiently.						
		I can retrieve and record information from non-fiction texts. I can use contents pages and indexes to locate information. In non-fiction, I know what information to look for before beginning and I am clear about the task.						
Respond and Explain	I can explain and discuss my understanding of the text using evidence from the text							
	I can listen to, discuss and express my views on a wide range of fiction, poetry, plays, non-fiction, including authors I might not choose for myself.							
Summarise	I can identify main ideas drawn from more than one paragraph and summarise these and show my understanding e.g. describe a sequence of events; the way a character changes through a story; the different ways to make a cake.							
	I can summarise and present a familiar story in my own words							
Inference	I can draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words; draw comparisons							
	I can predict what might credibly happen from details that are obvious (stated) and not so obvious (implied)							
Language for Effect	I can discuss words and phrases that capture the reader's interest and imagination. I can make appropriate comments on the author's choice of language e.g. to build tension, describe vividly, create mood.							
	I can identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; each paragraph tells you about a different character							
Themes and Conventions	I can identify themes and conventions in a range of books e.g. identify a theme of 'recycling'.							
	I recognise the conventions of different types of writing e.g. recognise the conventions of myths, play scripts and know how information is signposted in reference books.							
Reading attributes & experiences	I can fully engage with and enjoy reading a range of texts, including the reading challenge, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.							
	I can prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. I can read, reread and rehearse a variety of texts.							
	I can respond to guidance about the kinds of explanations that are expected from me.							

NB: KPIs are in bold. A child cannot be working at ARE if they are not secure in all KPIs

Name:

Year 5 Reading Evidence Gathering Grid

Reading Domain:	Statements for at the expected standard	A1	A2	Sp1	Sp2	S1	S2
Clarify	I can read with fluency and automaticity across all subjects.						
	I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that I meet (Year 5 and 6 spelling list)						
	I can check the text makes sense by discussing my understanding and explaining the meaning of words in context. I can use a range of reading strategies to help me work out the meaning of unfamiliar words. I know when it is appropriate to use a dictionary.						
	I can discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of the text						
	I can accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension						
	I can check that the book makes sense to me by discussing my understanding and exploring the meaning of words in context.						
Select and Retrieve							
	I can retrieve and record information from fiction texts efficiently in increasingly challenging texts.						
	I can distinguish fact from opinion with some success.						
	I can retrieve, record and present information from non-fiction texts. I know what information is needed to look for before beginning a task and I know how to use contents pages and indexes to locate information and I am able to apply these skills across the curriculum independently.						
Respond and Explain							
	I can participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others views courteously.						
	I can explain and discuss my understanding of the text using evidence from across the text						
	I can compare characters, settings, themes and other aspects of what I read: I can make comparisons within and across texts e.g. compare two ghost stories						
	I can give reasoned justifications for my views about a book; I can recommend books I have read and give reasons.						
Summarise							
	I can summarise the main ideas drawn from more than one paragraph, identifying key details that the main ideas.						
Inference							
	I can draw inferences and justify with evidence from the text e.g. explain how a characters' feeling changed and explain how I know this						
	I can predict what might credibly happen from details that are obvious (stated) and not so obvious (implied)						
Language for Effect							
	I can identify how language, structure and presentation contribute to meaning and can provide straightforward explanations for their purpose e.g. bullet points; how a letter is set out; introductory paragraphs						
	I understand some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect						
	I can discuss and evaluate how authors use language, including figurative language and its effect on the reader						
Themes and Conventions							
	I can recognise themes in what I read e.g. 'loss', 'heroism'						
	I can recognise the conventions of different types of writing such as the use of the first person in autobiographies						
Reading attributes & experiences							
	I can fully engage with and enjoy reading a range of texts, including the reading challenge, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.						
	I can prepare readings with appropriate intonation to show my understanding. I can learn a wider range of poetry by heart.						
	I can explain what I know I have read, including through formal presentations and debates, using notes where necessary.						

Name:

Year 6 Reading Evidence Gathering Grid

Statements for at the expected standard		A1	A2	Sp1	Sp2	S1	S2
Reading Domain:							
Clarify							
	I can read with fluency and effortlessly in all subjects e.g. they focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with invitation						
	I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that I meet (Year 5 and 6 spelling words)						
	I can use contextual evidence to make sense of a text; explore finer meanings of words; show, discuss and explore my understanding of the vocabulary in context. I know when it is appropriate to use a dictionary.						
	I can discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of the text						
	I can accurately read individual words which might be key to the meaning of a sentence or paragraph to improve age appropriate comprehension						
	I can check that the book makes sense to me by discussing my understanding and exploring the meaning of words in context.						
	I can ask pertinent questions to improve my understanding.						
Select and Retrieve							
	I can retrieve and record information from fiction texts efficiently in challenging texts.						
	I can distinguish fact from opinion.						
	I can retrieve, record and present information from non-fiction texts. I can apply the skills of information retrieval e.g. in history, geography and science textbooks and in contexts when I am motivated to find out information.						
Respond and Explain							
	I can explain and discuss my understanding of the text using evidence from across the text drawing upon my wider reading and experience						
	I can compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text						
	I can participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others views courteously.						
	I can give reasoned justifications for my views about a book; I can recommend books I have read and give reasons.						
Summarise							
	I can summarise the main ideas drawn from more than one paragraph, identifying key details that the main ideas.						
Inference							
	I can make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning						
	I can make predictions which are securely rooted in the text						
Language for Effect							
	I can discuss the purpose of language that I read and understand why sentences are constructed as they are.						
	I can identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile.						
	I can identify language, structural and presentational features in a text e.g. (columns, bullet points, tables) and explain how they contribute to meaning						
	I understand the majority of terms needed for discussing what I hear and read such as metaphor, simile, analogy, imagery, style and effect.						
Themes and Conventions							
	I can accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.						
	I recognise the conventions of different types of writing such as the use of the first person in autobiographies						
	I can increase my 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.						
Reading attributes & experiences							
	I can fully engage with and enjoy reading a range of texts, including the reading challenge, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.						
	I can prepare readings with appropriate intonation to show my understanding. I can demonstrate that I have learned a wide range of poetry.						
	I can explain what I know I have read, including through formal presentations and debates, using notes where necessary whilst maintain a focus on the topic.						



Reading Attributes

Every term children will reflect on their reading habits with a view to improve/change them where necessary. Teachers will need to record the children's reading attributes on the year specific REGGS. Below are some suggested formats for capturing their reflections.

Me as a Year 3 reader

Do you like to read?

Do you like to read books by yourself?

Do you like to read in your free time?


What kind of a reader are you?

When someone reads out loud to me I think it is:
Great OK Boring

How do you feel when you read out loud to someone?

For me learning to read is:
Easy Sort of hard Really hard

My Project X level is:



My favourite ever book is:

My favourite book character is:

A book I have enjoyed recently is:

I like to read books about:

At home I like to read:

Me as a reader

What is your favourite genre?

Who are your top 3 recommended authors?

All time favourite book ...

Character you have most related to ... Why?

Are there any series of books you have really enjoyed?

Recommended non-fiction titles

Poetry preferences

Do you enjoy reading?

What would you like to read next?

What are your barriers to reading?

Do you enjoy listening to stories?

I feel most comfortable reading when...

What hinders your reading?

My reading goal is...

STUDENT READING PROFILE

Directions: for each section, check all of the boxes that apply to you as a reader.

I READ MOSTLY:

- Novels
- Nonfiction
- Reference books
- Blogs
- Social media updates
- Textbooks
- Magazines

I LIKE TO READ BOOKS ABOUT:

- Real life
- Love
- Overcoming challenges
- Sports

I READ FOR FUN:

- Every day
- A couple of times a week
- Once a week
- A few of times a month
- Almost never
- Never

WHEN READING FICTION, I LIKE TO READ MOSTLY :

- Realistic fiction
- Science fiction
- Fantasy
- Mystery/suspense

THE BEST THING ABOUT READING IS:

I READ MOSTLY:

- On a computer
- On a phone
- On a tablet or e-reader
- Printed books/articles etc.

I'M WILLING TO READ IF:

MY READING STRENGTHS ARE:

- Choosing interesting books
- Reading for long periods of time
- Figuring out unfamiliar words
- Understanding what I read

MY READING CHALLENGES ARE:

- Choosing interesting books
- Reading for long periods of time
- Figuring out unfamiliar words
- Understanding what I read