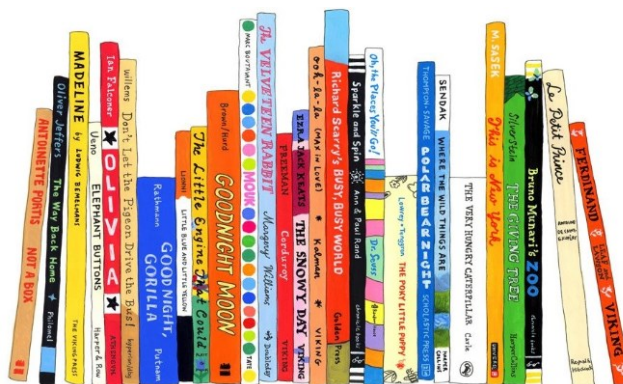
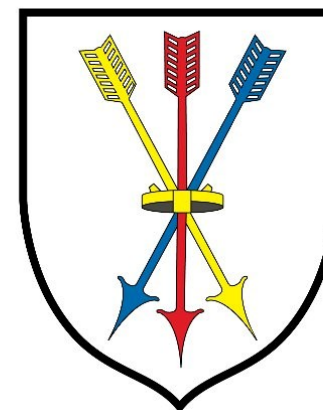
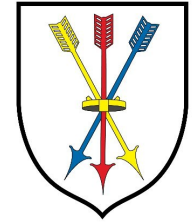


Purbrook Junior School

Reading Curriculum

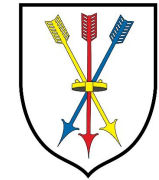
Purbrook Junior School





Purbrook Junior School Reading Curriculum

- Reading at Purbrook Junior School
- Developing readers, phonics and Project X
- Whole Class Reading
- Reading Spines
- Progression in texts
- Termly Reading Overviews
- Assessing reading
- Reading lists for parents



Reading at Purbrook Junior School

At Purbrook Junior School, we inspire all of our pupils, regardless of ability and background, to - Dream Big. We nurture them so, no matter what their goal, they will strive to be the very best that they can be and therefore be open to a rich and wide world of opportunity. We believe that reading is the greatest vehicle for this.

We put reading at the core of every subject and we endeavour to create a culture where our children are thirsty to absorb knowledge and experience through their reading. Only as fluent readers can our pupils harness a firm grasp of the world in which they will live and thrive as citizens; but we also strive to foster a love of reading through high quality texts; celebrated authors; a well-stocked library with regular and stimulating access to it and a range of engaging events to promote and cultivate a real love of reading.

The implementation of Reading:

- For most of our pupils, the teaching of reading is conducted in a whole class setting on a daily basis, where quality texts are at the heart of every lesson. Texts have been carefully selected from the school's **Reading Spines** or because of their links to the themes that are studied. This ensures a broad range of engaging and challenging reading material which includes poetry, diaries, graphic novels and short films. Depending on the needs of our Year 3 pupils, they may continue guided reading with a carousel approach for the Autumn term. This allows for better transition from key stage one.
- Across the school, the **HIAS Reading Comprehension Toolkit** has been implemented. This means that reading strategies and comprehension skills are consistently taught across all year groups, and ensures pupils and staff alike have a common language when discussing the teaching and learning of reading over the key stage.
- Where there is a need, children are taught targeted phonics lessons using **Letters and Sounds**. This is to enable those children who entered the school without the required phonetic knowledge to catch up with their peers.
- These pupils also have access to the **Project X** reading scheme which ensures they have decodable books at the relevant phonetic phase. It is expected that all pupils (with exception of some SEND children) should have progressed to a 'free reader' by the end of year 4.
- Pupils have access to a well-stocked library where they can change their books independently. In addition to the daily reading lesson, each year group has an additional dedicated 60 minutes allocation to library a fortnight where library skills and reading skills are taught with both the class teacher and librarian.
- Children each receive a school 'planner' at the beginning of each year where they record their daily reading. The children are responsible for completing these but it is expected that parents and class teachers monitor these regularly. Children are expected to read for 20 minutes a minimum of 5 times a week. This also forms part of the school's **Reading Challenge** where rewards and incentives are offered to those pupils who read age appropriate books on a regular basis.
- The school subscribes to Hampshire's School Library Service which allows pupils access to the most up-to-date publications.
- For those children with a Special Educational Need in reading, the **Rapid Reading** intervention is taught in addition to whole class reading lessons.



Reading at Purbrook Junior School

The Impact of Reading:

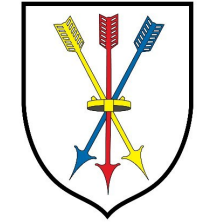
It is our aim that our pupils will:

- Become fluent and avid readers, exploring a wide range of authors and genres but also have an awareness of what their preferences are and be able to express why.
- Engage and contribute successfully to whole class reading lessons, offering their reasoned opinions and exploring challenging texts at a much deeper level.
- Employ a wide range of reading strategies in order to comprehend unfamiliar words and texts.
- Use their reading skills in order to develop a better grasp of other areas of the curriculum and the wider world.
- Share their love of reading with parents and carers. And in turn parents and carers will support reading at home.

The percentage of pupils working at ARE within each year group will be at least in line with national averages.

The percentage of pupils working at Greater Depth within each year group will be at least in line with national averages.

There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) .



Reading at Purbrook Junior School

Promoting a love of reading

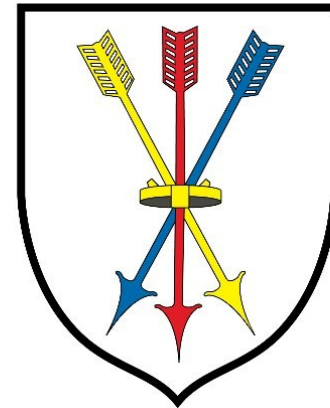
We want all of our pupils to have a real love of reading, and we recognise that in order to achieve this we need to actively promote a love of reading through school. We aim to do this by:

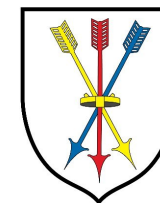
- Creating a reading rich environment not only within the library and classrooms but throughout the school, where authors and books are celebrated.
- Organising reading areas purposefully and allowing the children access to a wide range of age appropriate and engaging books. Class collections should grow organically with the interests of the class or the themes and genres that are taught. 'Linked texts' and 'recommended reads' should feature in all classrooms and regularly be reviewed and updated. The librarian will work closely with year groups and class teachers to ensure there is a good selection of books to supplement the themes and genres being taught.
- Ensuring all adults, as good role models, talk about books in a lively and engaging way. Sharing their likes and preferences and offering suggestions to the children.
- Promoting the use of the library as a pleasurable time that should be embraced and looked forward to.
- Actively encouraging and promoting the school's Reading Challenge incentive so that the children are reading independently with enjoyment and fulfilment
- Organising stimulating book-related events such as World Book Day, Book fayres, and author visits.

Developing Readers, Phonics and Project X

Purbrook Junior School

Phonics



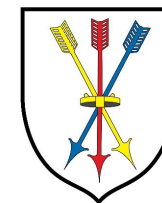


Developing Readers, Phonics and Project X

At Purbrook Junior School, some learners will still be in the early stages of their reading journey. There is an expectation that all children should be fluent in phonics up to phase 6 by year 2 but this will not be the case for some of our learners. Detailed below are the skills required and when they should be acquired as detailed in the Letters and Sounds document.

Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

It is expected therefore that on entry to our school teachers will need to put into place a phonics intervention for those who did not pass the phonics assessment in year one or two. Teachers should only use the phonics scheme introduced by Purbrook Infants School.



Developing Readers, Phonics and Project X

On entry to Purbrook Junior school, children should be assessed as to whether they need to read from the scheme 'Project X'. These books are colour coded, are phonetically appropriate and engaging for the children. We have also enquired an additional range of books, also colour coded, from other schemes of a similar nature to ensure there is a wide breadth of texts for the children to choose from. Teachers should use data and assessment provided by their previous school as well as using their own teacher discretion. Teachers should use the 'Five Finger Rule' when deciding if a book is at a suitable level for a child. Children can start on the appropriate colour entry point. See the table to see how the colours correspond to year groups and phonics levels. It is expected that by year 4, children should have progressed on to the 'Free Reader' status with the exception of SEND children. Children who are following this scheme, particularly those with SEND, should be heard by their teacher at least once a week. They should record on a colour coded reading card the titles they have read. After reading five of that level the child should alert their teacher and they can then decide if the child is ready to progress to the next colour and level.

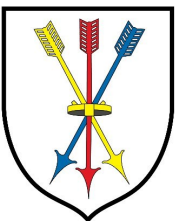
5 Finger Rule

WHAT TO DO: Pick a book, open the book to any page and start reading. Put one finger up for each word you don't know.

0-1
1-2
3-4
5

Too Easy
Perfect Choice
Give it a Try
Too Hard





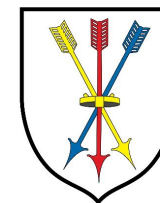
Book Band Guide

Book Band	Reading Age	Age Related Expectations						PM Benchmark	RR	L&S Phonics
		R	1	2	3	4	5	6		
ULAC	< 5.0									Phase 1
PINK Band 1	5.0 – 6.5									Phase 2
RED Band 2										Phase 3
YELLOW Band 3										Phase 3-4
BLUE Band 4										Phase 4-5
GREEN Band 5	6.5 – 7.0									Phase 5
ORANGE Band 6										Phase 5
TURQUOISE Band 7										Phase 5-6
PURPLE Band 8										Phase 5-6
GOLD Band 9	8.0 – 8.5									
WHITE Band 10	8.5 – 9.0									
LIME Band 11	9.0 – 9.5									
KS2 BROWN	10.0 – 10.5									
KS2 GREY	10.5 – 11.0									
KS2 BLUE	11.0 – 11.5									
KS2 RED	11.5 – 12.0									

Light Grey = below ARE
 Dark Grey = within ARE
 Black = exceeding ARE

The KS2 colour Bands
 indicated follow
 Pearson's Bug Club
 (<http://www.bugclub.co.uk/>)

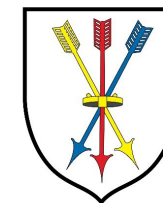
Aligned to Reading Recovery



Home Reading Challenge



Following the Project X reading scheme, children at Purbrook Junior School will still have home reading monitored through the setting of a year group 'Reading Challenge'. This will have been designed through collaboration within the year group teams. With the exception of Year 6, all year groups will set their children a challenge containing 6 books which should be read over the course of a term. After each book has been read, the child should complete a follow up task such as a book review or poster detailing what they enjoyed (or did not!). It is encouraged that they are used for display purposes to further promote our love of reading in our school environment. When a child completes the full challenge they will be awarded a 'Golden Ticket'. This grants them entry into a prize draw—there will be a small prize draw each term and a prize draw at the end of the year too. The more challenges children complete, the more Golden Tickets they will earn. The Year 6 Reading Challenge takes on a slightly different format whereby the children earn bronze, silver and gold badges each time they complete a termly challenge, which will be handed out during Dream Big assemblies.



Reading Challenge Templates

An SLS recommended read	
A Stone Age– Iron Age Non-Fiction Text	
A poetry book	
Stig of the Dump Clive King	
A recommendation by teacher/librarian	
A free choice	

Non-fiction book of your own choice	Fiction book of your own choice	Book related to your topic
Bear Grylls – The Cave Challenge	A book of poems	Book by Nicola Davis

These are suggested formats for displaying the titles of the year group reading challenge.
They can either give specific titles or books from a genre.