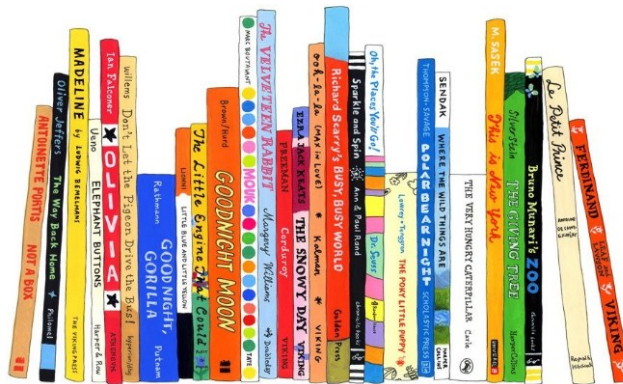
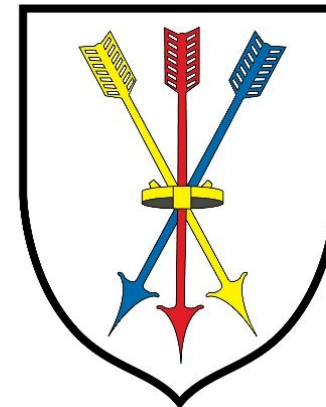


# Progression in Texts

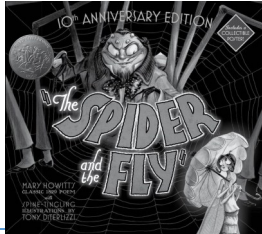

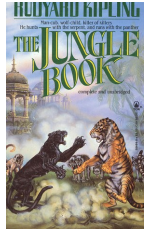
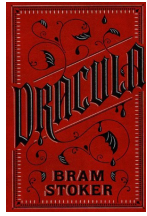


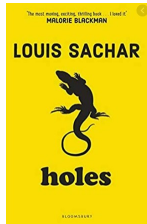
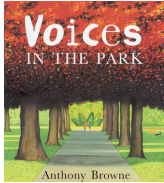


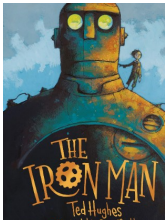
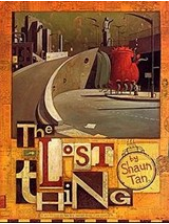
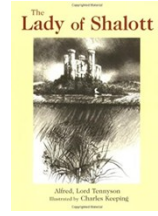
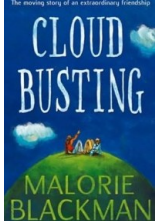

A comprehensive list of the progression of genres that the children will be taught across the key stage



Purbrook Junior School



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

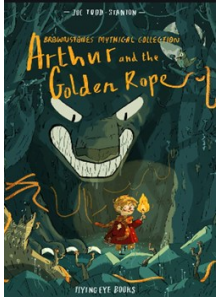
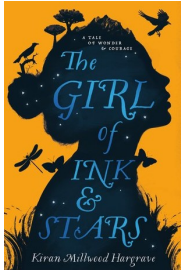
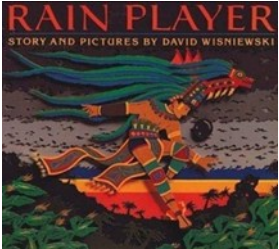

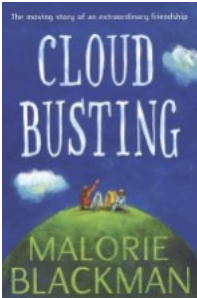
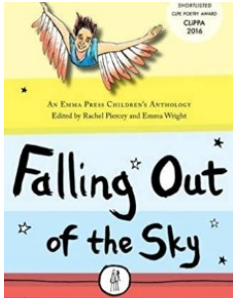
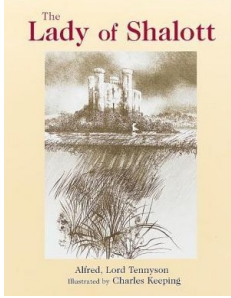
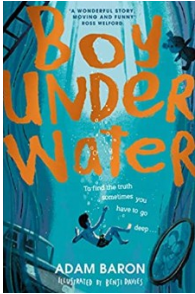

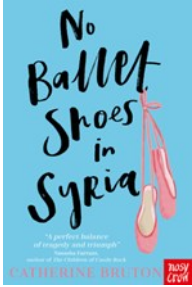
	Year 3	Year 4	Year 5	Year 6
Archaic Language				
Non-linear Time Sequence				
Narrative Complexity				
Complex Plots and Symbols				
Resistance Texts				

# Progression in Reading Texts

Genre	Lower KS2		Upper KS2	
Picture Book				
Historical Fiction				
Diaries, Biographies, and Autobiographies				
Stories from other cultures - reflecting realities				



# 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				Treasure 

# Progression in Reading Texts

Genre	Lower KS2	Upper KS2
Science Fiction		<div data-bbox="943 456 1294 702">  </div> <div data-bbox="1294 456 1646 702">  </div> <div data-bbox="1646 456 2002 702">  </div>
Non Fiction		<div data-bbox="943 702 1294 948">  </div> <div data-bbox="1294 702 1646 948">  </div> <div data-bbox="1646 702 2002 948">  </div>
Graphic Novel		<div data-bbox="943 948 1294 1193">  </div> <div data-bbox="1294 948 1646 1193">  </div> <div data-bbox="1646 948 2002 1193">  </div>
Song lyrics		<div data-bbox="943 1193 1294 1439">  </div> <div data-bbox="1294 1193 1646 1439">  </div> <div data-bbox="1646 1193 2002 1439"></div>

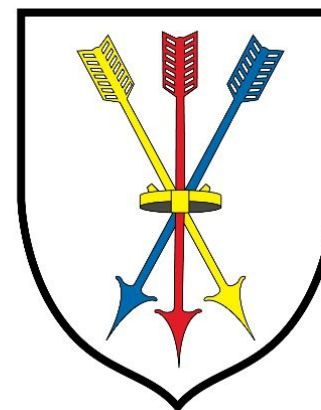


# Termly Reading Overviews

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
There's No Place Like Home	Our Town, Our Land	Economic Activity	Reduce, Reuse, Recycle
Picture book 	Poetry 	Stories from other cultures 	Adventure story 
Non-fiction 	Picture book 	Non fiction 	Non fiction 
Picture book 	Stories from other cultures 	Fantasy 	Film (Treasure) 
	Biography 		



# Autumn 2

Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
Far from home	Emergenza	A Tudor king's flagship: What sank	The Mighty Maya
Fantasy: Portal story 	Non-fiction 	Non fiction 	Picture Book 
Poetry 	Picture book 	Historical Fiction 	Adventure story 
Picture book 	Real life stories 	Shakespearian texts 	Fable 
	Song lyrics 		Graphic novel 

# Spring 1

Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
The Rolling Stones	Anglo-Saxons: the ruin of Britain?	Space	Gothic Horror
<p>Historical Fiction</p> 	<p>Myths and legends</p> 	<p>Science Fiction</p> 	<p>Poetry</p>  
<p>Non-fiction</p> 	<p>Heritage text</p> 	<p>Non fiction</p> 	<p>Horror</p>  
<p>Non Fiction</p> 	<p>Non fiction</p> 	<p>Poetry</p> 	<p>Narrative poetry</p> 
<p>Non Fiction</p> 			



# Spring 2

Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
Coast to coast	Rise of the Robots	Brazil	Fantastic Beasts and Where to Find
Interviews 	Science Fiction 	Adventure Story 	
Poetry 	Non fiction 	Non fiction 	Fantasy 
Picture book 	Film narrative 		Non-fiction 



# Summer 1

Indicates Reading Spine text

Year 3	Year 4	Year 5	Year 6
Veni Vidi Vici	Across the Ocean: Two Coastal Cities	It's All Greek To Me!	The Origin of Species
<p>Non fiction</p> 	<p>Action/adventure</p> 	<p>Adventure story</p> 	<p>Fiction</p> 
<p>Adventure book</p> 	<p>Narrative poem</p> 	<p>Myths and legends</p> 	<p>Picture book</p> 
<p>Non-fiction</p> 	<p>Picture book</p> 	<p>Poetry</p> 	<p>Non fiction</p> 
<p>Adventure book</p> 			

## Summer 2

Year 3	Year 4	Year 5	Year 6
From a Small Seed	Vikings: Raiders or traders?	Forces	Higher Power
Heritage text 	Historical fiction 	Biography 	Historic Fiction 
Film narrative 	Non fiction 	Picture book 	 
Picture book 	Picture book 	Film narrative 	Diary 
Non-fiction 	Reflecting realities 		

# 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.

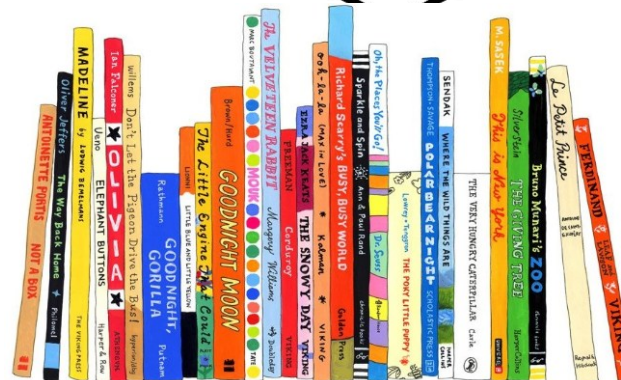
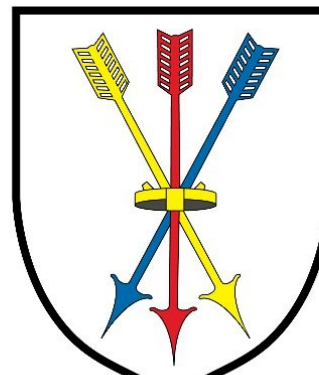
## Formative Assessment:

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

## Summative Assessment:

Using assessment from **Testbase**, the children will be tested every term. Teachers will input this data onto **Insight** for analysis and to determine whether a child is working within age-related expectations, above or below.

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## 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 against the year specific objectives. Below are some suggested formats for capturing their reflections.

### Me as a Year 3 reader

Do you like to read?	My Project X level is:	My favourite ever book is:
Do you like to read books by yourself?		My favourite book character is:
Do you like to read in your free time?		At home I like to read:
What kind of a reader are you?	A book I have enjoyed recently is:	
When someone reads out loud to me I think it is:	I like to read books about:	
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		

### Me as a reader

What is your favourite genre?	Do you enjoy reading?
Who are your top 3 recommended authors?	What would you like to read next?
All time favourite book ...	What are your barriers to reading?
Character you have most related to ... Why?	Do you enjoy listening to stories?
Are there any series of books you have really enjoyed?	I feel most comfortable reading when...
Recommended non-fiction titles	What hinders your reading?
Poetry preferences	My reading goal is...

### Student Reading Profile

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

<b>I READ MOSTLY:</b> <input type="checkbox"/> Novels <input type="checkbox"/> Nonfiction <input type="checkbox"/> Reference books <input type="checkbox"/> Blogs <input type="checkbox"/> Social media updates <input type="checkbox"/> Textbooks <input type="checkbox"/> Magazines	<b>I READ FOR FUN:</b> <input type="checkbox"/> Every day <input type="checkbox"/> A couple of times a week <input type="checkbox"/> Once a week <input type="checkbox"/> A few of times a month <input type="checkbox"/> Almost never <input type="checkbox"/> Never	<b>THE BEST THING ABOUT READING IS:</b>    	<b>MY READING STRENGTHS ARE:</b> <input type="checkbox"/> Choosing interesting books <input type="checkbox"/> Reading for long periods of time <input type="checkbox"/> Figuring out unfamiliar words <input type="checkbox"/> Understanding what I read
<b>I LIKE TO READ BOOKS ABOUT:</b> <input type="checkbox"/> Real life <input type="checkbox"/> Love <input type="checkbox"/> Overcoming challenges <input type="checkbox"/> Sports	<b>WHEN READING FICTION, I LIKE TO READ MOSTLY:</b> <input type="checkbox"/> Realistic fiction <input type="checkbox"/> Science fiction <input type="checkbox"/> Fantasy <input type="checkbox"/> Mystery/suspense	<b>I READ MOSTLY:</b> <input type="checkbox"/> On a computer <input type="checkbox"/> On a phone <input type="checkbox"/> On a tablet or e-reader <input type="checkbox"/> Printed books/articles etc.	<b>MY READING CHALLENGES ARE:</b> <input type="checkbox"/> Choosing interesting books <input type="checkbox"/> Reading for long periods of time <input type="checkbox"/> Figuring out unfamiliar words <input type="checkbox"/> Understanding what I read
<b>I'M WILLING TO READ IF:</b>   			