



Burlington Junior School- Reading Curriculum - 2021-2022



It is our intent at Burlington Junior School to provide pupils with a high-quality education in reading so that all our children are able to read fluently with confidence. Our reading curriculum has been carefully planned and sequenced following National Curriculum aims and objectives. We have built on and enhanced our curriculum further based on secure research evidence in order to engage and effectively meet the needs of all our children.

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.'

National Curriculum 2014

Reading is our school priority and we feel passionately that every child is given the best opportunities possible to develop their reading knowledge and skills. This is done in a language rich environment through carefully planned, guided reading sessions, story time, Reading for Pleasure strategies, writing sessions and other curriculum subjects where possible. Reading is made engaging and enjoyable so that our children develop a love of reading and actively chose to read for pleasure. This can benefit not only a child's academic attainment but their social, cognitive development, wellbeing and mental health.

Guided Reading

Our guided reading approach is informed by extensive research into comprehension strategy instruction, as recommended by the Education Endowment Foundation (EEF).

The aims of the sessions are to engage and enjoy texts, respond and develop a deeper understanding (comprehension) of texts. Across the school year, each class focuses on a total of six challenging texts which are linked directly to the writing lessons. There is one learning objective for the whole class each day. Children who find reading difficult will be scaffolded to support their learning and the more able reader will be given added challenge where appropriate.

Children explore a wide range of genres, both narrative and non-narrative throughout the school week.



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During the guided reading sessions, we focus on the following:

- Developing key comprehension strategies through careful modelling and supported practice.
- Critical and evaluative thinking through use of open prompts and effective questioning.
- Developing retrieval and inference skills making references to the text.
- Developing personal responses, using evidence from the text to support their opinions.
- Understanding of a wide range of vocabulary in context.
- Prediction, clarifying, summarising, using prior background knowledge.
- Fluency and developing prosody.

Early Reading

Every child is important at Burlington Junior School and our vision is for all children to succeed and achieve their full potential. For those children who find reading difficult and still require quality first phonics in KS2 we provide systematic and robust teaching through the Read Write Inc (RWI) programme. All teachers and teaching assistants have received training in early reading and several key staff have accessed more specialised RWI training to enhance their knowledge and skills further. It is a school expectation that staff continue to gain and refresh their knowledge in early reading.

- Children are taught in small groups with support from a teacher or teaching assistant which is overseen and tracked by a senior school reading leader.
- Children are assessed and placed in colour groups depending on ability and are then assessed regularly through lessons and formally every five to six weeks. This ensures that the children are making progress and are in a group suited to their ability.
- Sessions take place every morning for up to 40 minutes. An additional afternoon speed sound intervention is also in place for specific children to close gaps and ensure rapid progression. Every child will read to an adult each day.
- Tight tracking by a reading lead is in place to ensure that progress is being made.

Every child is provided with the following:



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- Core lesson book- this will be either a hard copy or an e book (Oxford Owl). This book will have the relevant sounds covered in the morning lesson.
- Book bag book- this is an additional book which also includes the key sounds and words that the child is currently learning.
- Sharing book- this book is not intended for the children to read on their own. The purpose of this book is for an adult to read and share with the child at home. This provides the children with an engaging, age appropriate story line and further develops their reading, fluency and language skills.
- Link to a virtual classroom lesson- this shows a virtual lesson from the Ruth Miskin portal. These links are tailored to the needs of each individual child. It may repeat the lesson and sounds that the children had covered that morning to consolidate learning or show specific key sounds needed to progress and close gaps in their learning.
- All children are given a sound chart which remains with the child throughout the day in class. This is updated after each assessment and includes sounds they are currently working on. This helps the child and adults in school to focus on known sound and words so that the children can be given opportunities to apply their knowledge and strategies gained in their Read Write Inc sessions throughout the curriculum.

Fluency

For children to be able to understand what they read it is essential that they are able to read fluently. Providing children with opportunities to develop and improve their fluency is a priority in our school. Children are explicitly taught how to be fluent readers and are provided with opportunities to apply what they have learnt throughout the school day. Adults read aloud to children on a daily basis, ensuring that they model high quality reading with fluency and prosody. Children are assessed every term and observed during daily reading to identify gaps and are then given rapid and concise intervention to ensure these are closed and their reading becomes fluent.

Story time

Story time lasts for fifteen minutes on a daily basis in every class in school. A wide range of age appropriate texts and poetry are read aloud to enhance children's fluency and enjoyment in reading.



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Reading for Pleasure

Reading for pleasure strategies are applied throughout our curriculum and school day. Fifteen minutes at the end of each day focuses on developing children's reading identities and provides them with opportunities to discuss and explore texts and authors, share their opinions on books, take part in performing texts, read independently or in small groups. 'Drop Every Thing and Read' (DEAR) takes place across the whole school on a Friday afternoon. When the bell rings, every member of the school community, stops what they are doing and reads, promoting the importance of reading in our school.



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Whole School Reading Timetable

Our positive reading culture ensures that our children are reading widely and often. The below reading timetable shows that reading is a priority and at the heart of our school day. Children are provided with opportunities to read, listen and respond to a variety of texts in timetables sessions which is consistent across the school.

		Monday	Tuesday	Wednesday	Thursday	Friday
AM Guided Reading Comprehension skills and strategies, fluency. Structure of sessions: Prior learning Vocabulary Modelling by teacher Scaffolding Independent work	Guided Reading Whole Class Text	40 minutes Focus- prediction, clarifying, summarising using prior background knowledge, retrieval, inference, language.	40 minutes Focus- vocabulary in context Prediction, clarifying, summarising, using prior background knowledge, retrieval, inference.	40 minutes Focus- retrieval Prediction, clarifying, summarising, using prior background knowledge, vocabulary, inference	40 minutes Focus – inference Prediction, clarifying, summarising, using prior background knowledge, vocabulary, retrieval	30 minutes Focus- inference, retrieval Prediction, clarifying, summarising, using prior background knowledge, vocabulary
	Early Reading RWI	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
PM Range of texts to be chosen including, poetry, fairy stories, traditional tales, myths and legends, modern fiction, fiction from literary heritage, other cultures and traditions.	Story Time 15 minutes	GR Text Fluency echoing	GR Text	Poetry (performance can be GR text or class read) Fluency / performance	Class read chosen book or extract Fluency focus prosody.	Class read chosen book or extract
	Reading For Pleasure 15 minutes	Authors and texts- webinar, class discussion on books they are reading or want to read, developing a reading identity.	Independent reading / small groups			DEAR Drop everything and read Independent reading / small groups
	Interventions for identified children					
	RWI – 30 minutes daily Catch up Speed Sounds refresher, Fluency interventions			Lexia – 20 minutes daily		
	Daily Readers 1:1 intervention			PIXL Focused interventions with key children		
After School	PIXL focused Interventions for key children, RWI					
Fluency	Explicitly taught, modelled and included in shared writing, guided reading, story time, reading for pleasure. Woven throughout the school day across all subjects where possible.					



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Books

Books are carefully chosen so that children are provided with a range of high quality and challenging texts which are accurately matched to our children's age and ability.

Guided Reading Class Books- these texts have been carefully researched and chosen ensuring that they are language rich and provide suitable challenge. All the books are used as the main focus for writing which strengthens the link between reading and writing. Where possible, they link to other curriculum subject areas. Class texts have been sequenced so that they are progressive across each year group and the whole school. An English long term plan details the chosen texts and linked writing genres.

Home Reading- our main school reading scheme is Oxford Owl. Children are assessed and given an appropriate colour banded book. This is changed each week, depending on the child's ability and the text, and taken home to read. Children are encouraged to read daily with an adult at home and this is recorded in a home reader book. Children receive rewards for regular home reading.

Assessment

Reading is assessed through a range of different strategies as shown below:

- Children are assessed daily in guided reading, daily reading, story time and reading for pleasure lessons.
- Every term children are assessed for fluency and prosody and recorded.
- Each term a reading speed and age assessment is completed and recorded.
- Diagnostic, summative and formative assessments helps to identify gaps in learning and informs teacher's planning, interventions and whole school improvements.
- PiXL assessments are used each term and national testing at the end of KS2.

Teachers use information gained from the range of assessments to inform planning, identify struggling readers and gaps in learning. Teacher assessment is inputted into a tracking programme (OTrack) each term which enables teachers and senior leaders to track progress for individual pupils, groups and cohorts across the school. The reading leader together with senior leaders moderate reading books, assessment data, observe lessons and gain pupil voice in order to ensure that teacher judgements are accurate and pupils are making or exceeding expected progress. Where children are struggling in reading a range



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of interventions are implemented. These include Read Write Inc, Lexia and tailored interventions to meet individual needs either during or after the school day. These interventions are monitored, tracked and evaluated to ensure they are rapid and have a positive impact.

Enrichment and the school reading environment

All classrooms have a reading area to promote the love of reading and provide opportunities for the children to gain knowledge and enjoy a range of books. Displays around school promote a positive reading environment and celebrate reading successes and events. Children have the chance to attend a reading club at lunchtime which is supervised by a teacher. Eight reading ambassadors across the school provide positive role models to encourage their peers to read more and enjoy a range of books. Each class has a reader of the week award and every term the school holds a poetry competition where the children learn a poem which they perform to the rest of the school. This improves fluency, confidence and enjoyment. A variety of competitions are held throughout the year to engage children and encourage them to read more both in school and out. Opportunities to listen and meet authors are arranged to extend children's knowledge and range of texts.

Staff training

The school reading lead regularly refreshes their reading knowledge and ensures that it is up to date and informed by research evidence. Staff receive regular training in early reading, fluency and reading skills, knowledge and comprehension. It is a school expectation that teachers and teaching assistants maintain and improve their knowledge in early reading and phonics on a regular basis through the Ruth Miskin school portal.

Parental Involvement


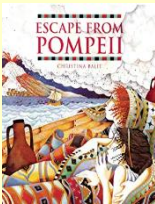
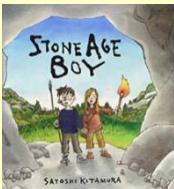
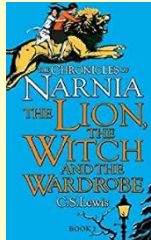
Burlington Junior School recognises the importance of parental support in reading. Parents and carers are encouraged to hear their child read on a daily basis. Information and guidance on early reading and hearing children read is provided on the school website. Updates and news regarding reading is often published in the school weekly newsletter and through the use of Class Dojo. Stay and read sessions are organised each term so that parents/carers can attend school and take part in their child's guided reading lesson.

English Long Term Plan (Whole School)



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	Autumn Term (14 Weeks)	Spring Term (13 Weeks)	Summer Term (12 Weeks)
Year 3			
Class Texts Guided Reading and Writing Model	 <p>Narrative – Amazing Grace by Mary Hoffman (PSHE)</p>  <p>Narrative- Hansel and Gretel by Anthony Brown (PSHE)</p>  <p>Narrative – Escape from Pompeii by Christina Balit (History/ Geography)</p>	 <p>Narrative - Stone Age Boy by Satoshi Kitamura (History)</p>  <p>Narrative - The Iron Man Ted Hughes (History/ Geography)</p>	 <p>Narrative- Stig of the Dump by Clive King (History/ Science)</p>  <p>Narrative- The Lion, the Witch and the Wardrobe CS Lewis (PSHE, Science)</p>



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	 Narrative - Voices in the Park by Anthony Brown (PSHE)		
Poetry	The Snail and the Whale – Julia Donaldson Sir Winter – Jean Kenward	The Owl and the Pussycat – Edward Lear The Fly – Walter de la Mare	The Fisherman – Abby Farwell-Brown The Shady Character – Colin McNaughton
Writing	Non-Narratives - Persuasive advert – how to be a better person Explanation text - linked to natural disasters	Non-Narratives - Information text – stone age Newspaper report - strange giant seen on cliff top	Non-narratives- Persuasive text - recycle, re-use Instructions – linked to recipes
Narrative Focus	Wishing Tale- Characterisation Conquering the Monster story- Suspense	Lost and found- Openings and Endings Meeting Tale- Description	Warning Tale- Dialogue Portal – Settings
Year 4			
Class Texts Guided Reading and Writing Model	 Narrative – The Firework Maker's Daughter Philip Pullman (Science)	 Narrative – Kaspar Prince of Cats Michael Morpurgo	 Narrative - Kensuke's Kingdom Michael Morpurgo



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	 <p>Narrative – Varjak Paw S.F. Said</p>	 <p>Narrative – Why the Whales Came Michael Morpurgo</p>	 <p>Narrative – The Roman Quests Caroline Lawrence (History)</p>
Poetry	<p>Pretty ugly poem - Abdullah Shoaib</p> <p>Sing to me autumn - Patricia L. Cisco</p>	<p>A poison tree - William Blake</p> <p>Tapestry - Lesley Elaine Greenwood</p>	<p>Life doesn't frighten me - Maya Angelou</p> <p>I am a Roman Soldier - Josiah Wedgewood</p>
Writing	<p>Non-narrative:</p> <p>Instructions – how to capture a monster</p> <p>Discussion text - favourite pet</p>	<p>Non-narrative:</p> <p>Explanation text - how to survive in the Roman Army</p> <p>Information text – all about whales</p>	<p>Non-narrative:</p> <p>Persuasive text – holiday brochure</p> <p>Recount – recount diary</p>
Narrative Focus	<p>Conquering the monster- Settings</p> <p>Suspense- Suspense</p>	<p>Rags to riches- Description, Action, Dialogue</p> <p>Warning Tale- Dialogue</p>	<p>Character Change Tale- Characterisation</p> <p>Story quest, journey- Opening and Endings</p>



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Year 5			
Class Texts Guided Reading and Writing Model	 <p>Narrative – The Boy at the back of the Class by Onjali Q Rauf (PSHE, Diversity)</p>	 <p>Narrative - 'Running Wild' by Michael Morpurgo (Geography)</p>	 <p>Narrative – Street Child by Berlie Doherty (History/ Geography)</p>
	 <p>Narrative – Beowulf by Michael Morpurgo (History)</p>	 <p>Narrative - 'Journey to River Sea' by Eva Ibbotson (Geography/ Science)</p>	 <p>Narrative – Cogheart by Peter Bunzl (Science/ History)</p>
Poetry	<p>The British – Benjamin Zephaniah</p> <p>Jabberwocky – Lewis Carroll</p>	<p>Tyger Tyger – William Blake</p> <p>Romeo and Juliet Prologue – William Shakespeare</p>	<p>Brick Yard Boy & Factory Girl</p> <p>My Shadow – Robert Louis Stephenson</p>
Writing	<p>Non-Narratives –</p> <p>Persuasion (Write to an MP)</p> <p>Recount Diary- recount diary</p>	<p>Non-Narratives –</p> <p>Explanation text- natural disasters</p> <p>Balanced argument- deforestation</p>	<p>Non-Narratives –</p> <p>Information Text (NCR) – Biography about the life of Barnardo.</p> <p>Instructions-how to make a mechanical work</p>



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Narrative Focus	Fear Tale- Opening and Endings	Warning Tale- Setting	Rags to Riches- Characterisation
	Conquering the monster- Suspense	Wishing Tale - Description	Journey/quest- Dialogue
Year 6			
Class Texts Guided Reading and Writing Model	 <p>Narrative- Wonder by RJ Palacio (PSHE)</p>	 <p>Narrative – The Boy in the Striped Pyjamas by John Boyne (History)</p>	 <p>Narrative – The Curse of the Maya Johnny Pearce warning story (History)</p>
	 <p>Narrative – Letters from the Lighthouse by Emma Carroll (History)</p>	 <p>Narrative – The Giant's Necklace by Michael Morpurgo (Geography)</p>	 <p>Narrative – Pig Heart Boy by Malorie Blackman (PSHE/ Science)</p>
Poetry	Hi There – Matty Angel Rocca San Giovanni – George Fraser Gallie The Click Of The Garden Gate – May Hill	Dead Man's Dump – Isaac Rosenberg Dulce et Decorum est – Wilfred Owen The Sea - James Reeves The tide rises, the tide falls - Henry Longfellow	Song of the Naga – Chathura Roshan From its Fetid Lair – Pie Corbett Gift of Life – Nicholas Gordon Because You Cared – Ray Quick
Writing	Non-Narratives –	Non-Narratives-	Non-Narratives –



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	Instructions (how to be a perfect friend) Information text	NCR information text Recount -diary (hybrid narrative) Persuasive -formal letter	Balanced argument - should children be evacuated. Explanation – linked to the book Until I met Dudley. How the heart works. (Science)
Narrative Focus	Character change- Characterisation / Dialogue Wishing Tale- Suspense / Description	Quest Tale- Dialogue / Opening and Endings Conquering the monster tale- Setting / Characterisation	Warning tale- Characterisation / Setting Wishing Tale- Action / Resolutions