

READING

At Lathom Junior School, our aspiration for each child is for them to become a confident, fluent, independent, and lifelong learner.

“So Matilda’s strong, young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea.”

Roald Dahl

The use of high-quality texts within the reading curriculum is at the heart of our school's successful approach to engage and support children to become motivated and independent readers. Our commitment to our children is that they read six texts each year, which equates to 24 books by the end of their Key Stage 2 experience. If children enjoy reading, they read more frequently and become better readers. Our

Key Stage Two – Guided Reading Texts



guided reading overview has been centred on classic, long-standing books and novels as well as new and upcoming authors and texts. This is not a static list and will forever be reviewed to ensure that our children see themselves reflected in what they read and to have the opportunity to investigate other lives, worlds and perspectives in their reading.

Year 3 - Autumn 1 Text



Year 4 - Autumn 1 Text



Year 5 - Autumn 1 Text



Year 6 - Autumn 1 Text



Educational research has shown that reading and writing are more interdependent than we thought. The relationship between reading and writing is a bit like that of the chicken and egg. Which came first is not as important as the fact that without one the other cannot exist. A child's literacy development is dependent on this interconnection between reading and writing. Basically put: reading affects writing and writing affects reading. Reading instruction is most effective when intertwined with writing instruction and vice versa. Research has found that when children read extensively, they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn. For most units across Key Stage 2, we have aimed to link the writing text to the reading text in order to support the children in understanding the text at a deeper level.

Example below of the Year 3 reading and writing curriculum mapped out for the academic year.

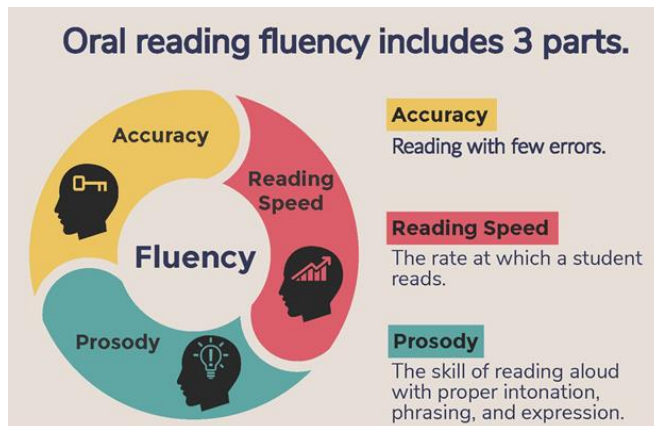
Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Reading	Mr Gum by Andy Stanton Wk1 - Wk 3: Retrieval Wk 4 - Wk 7: Inference	Harry the Poisonous Centipede by Lynne Banks Wk1 - Wk 3: Retrieval Wk 4 - Wk 7: Inference	Oliver and the Sea Wigs by Philip Reeve Wk1 - Wk 3: Retrieval Wk 4 - Wk 8: Inference	Charlie and the Chocolate Factory by Roald Dahl Wk1 - Wk 3: Retrieval Wk 4 - Wk 6: Inference	Stig of the Dump by Clive King Wk1 - Wk 2: Retrieval Wk 3 - Wk 5: Inference Wk 6: Vocabulary	Iron Man by Ted Hughes Wk1 - Wk 2: Retrieval Wk 3 - Wk 4: Inference Wk 5-7: Vocabulary
English Writing	Writing Outcome 1 Character Description (Core Text: Mr Gum) Writing Outcome 2 Information Brochure on London (Geography link)	Writing Outcome 1 Setting Description (Core Text: Myths & Legends) Writing Outcome 2 Non-Chronological Report: Mythical creature (Core Text: Myths & Legends)	Writing Outcome 1 Narrative Recount: Diary entry (Core Text: Oliver and the Seawigs) Writing Outcome 2 Explanation Text: Fossilisation (Science Link)	Writing Outcome 1 Narrative: Rewrite in third person (Core Text: Stone Age Boy and Ug) Writing Outcome 2 Playscript (Core Text: Stone Age Boy and Ug)	Writing Outcome 1 Newspaper Report: Discovery of Stig and his pit (Core Text: Stig of the Dump) Whole School Poetry Week Writing Outcome 2 Instructions: How to make griddle cake (DT)	Writing Outcome 1 Narrative: Pre-chapter 1 (Core Text: Iron Man) Writing Outcome 2 Persuasive letter: How can Newham council improve the high street? (Geography)

Our guided reading sessions focus on developing both reading fluency and reading comprehension.

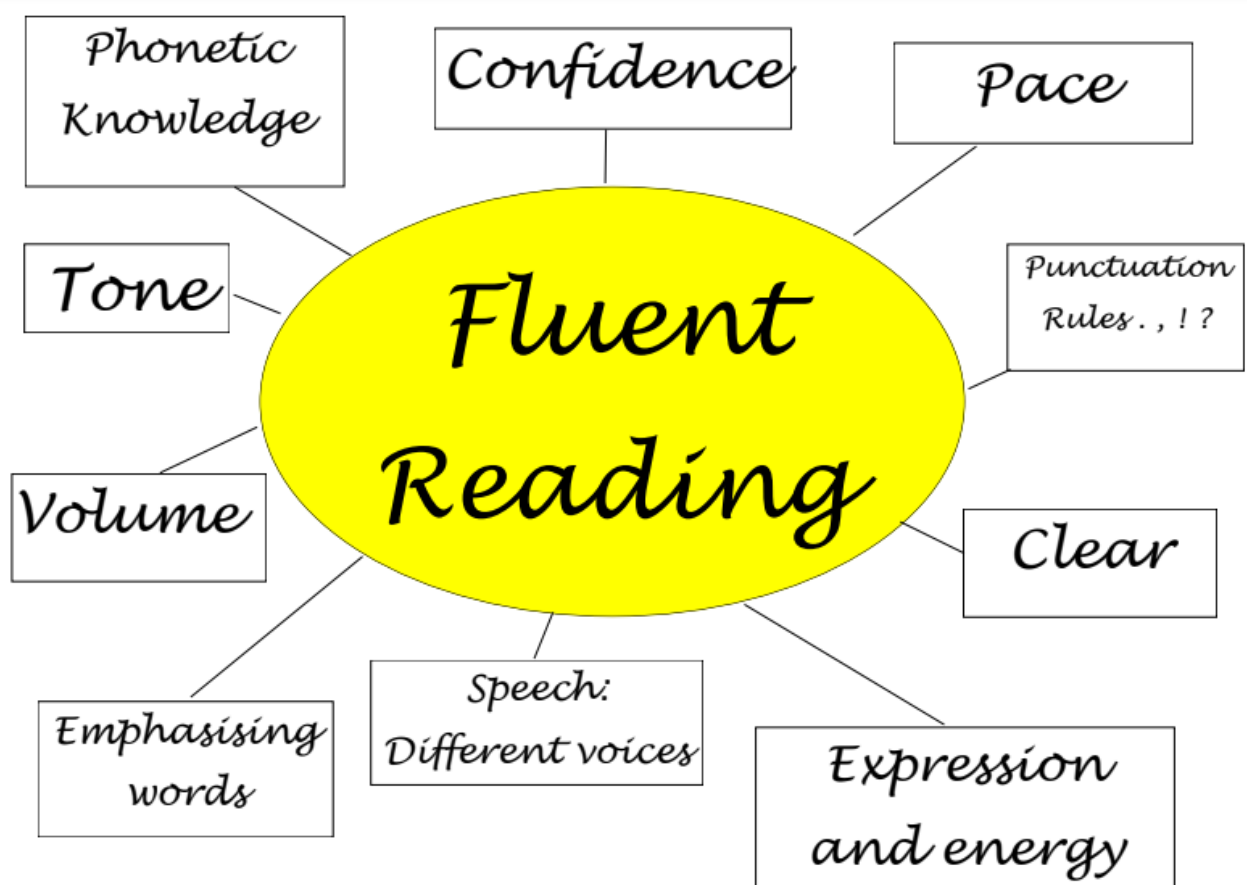
Reading fluency is the ability to read accurately, smoothly and with expression. Fluent readers recognize words automatically, without struggling over decoding issues. When reading silently, in addition to recognizing words automatically, fluent readers group words rapidly to help gain meaning from their reading, which then translates into their understanding of the text. When reading aloud, fluent readers sound natural, as if they're speaking. Non-fluent readers read slowly and sound choppy.

Fluency is important because it builds a bridge between word recognition and comprehension. It allows students time to focus on what the text is saying. They are able to make connections between what they are reading and their own background knowledge. Therefore, they are able to concentrate on comprehension.

Even when students recognize words automatically, they are not fluent if they don't read with expression. To read with expression a student should be able to divide a word into chunks, using proper phrasing. Not paying attention to punctuation often changes the meaning of the text.



We have devised our own school fluency poster which can be found within the children's exercises books and are referred to throughout the fluency element of the lesson.



Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

When we make sense of a text, however, we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head.

Good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they're reading.

What does a guided reading lesson look like at Latham?

Lesson Structure



- A one hour reading lesson.
- The first 15 minutes is spent developing the skill of reading fluency. The teacher model reads one page of the text as the children track with their rulers, **providing feedback about the way it was read, using the language: expression, tone, volume, confidence e.t.c (taken from the reading fluency poster)**. Children then choral read/echo read the next part of the extract with the teacher: this can be done in a variety of ways such as rows, groups, pairs and individual volunteers. Children are then given the roles of A or B and take turns reading aloud half a page of text each – again children track if not reading aloud. Pairs can provide feedback to their partner about how they read, using the fluency poster stuck in their books. Children are always active, every second counts: when they finish their 'partner reading' they then return to the start of the focus pages and begin reading silently.
If a child is absent, do not move the children. That child will act as Partner A and B and will read aloud.
- **Vocabulary**
Children spend one minute recording unfamiliar words from the focus pages into their books (this is to be done alone). Two minutes are then spent collecting some of the unfamiliar words and the teacher gives the definition (recorded on flipchart). Children who have recorded the unknown words where a definition has been given writes this into their books. Children are encouraged to go home and look up the definition of their words using an online dictionary.
- **Comprehension Questions**
Children read question one aloud with the teacher, underlining the key words in purple pen. In pairs, children search for the answer and use speaking and listening to practice verbally constructing their answer using the sentence stems provided. Teacher then gathers the children's feedback to record a collaborative answer. This provides a model answer which is recorded into books. The next questions are then tackled in pairs with the teacher assessing answers and providing constant feedback.
- **15-minute pre-read**
This session is key to the next guided reading lesson as the focus pages the next day will be part of what has already been read. This ensures that the extract is familiar to the children and it is in context with the story so far therefore children are bringing their prior knowledge to the comprehension task (outcome). During these 15 minutes the teacher is modeling the skill of reading fluency and is checking that children understand the key themes, plot, characters etc.

How did this Year 3 pupil demonstrate reading fluency?

Sample piece of text from *Secrets of a Sun King* by Emma Carroll read by a year 3 child.

The Egyptian rooms were usually very quiet. So I'd not expected to find anyone else up there, let alone two children sitting cross-legged on the floor of the very first room.

It pulled me up short. 'Oh!'

The girl, who was drawing, glanced up from her notepad. Sat beside her was a boy, also drawing, who carried on doing so until she nudged him.

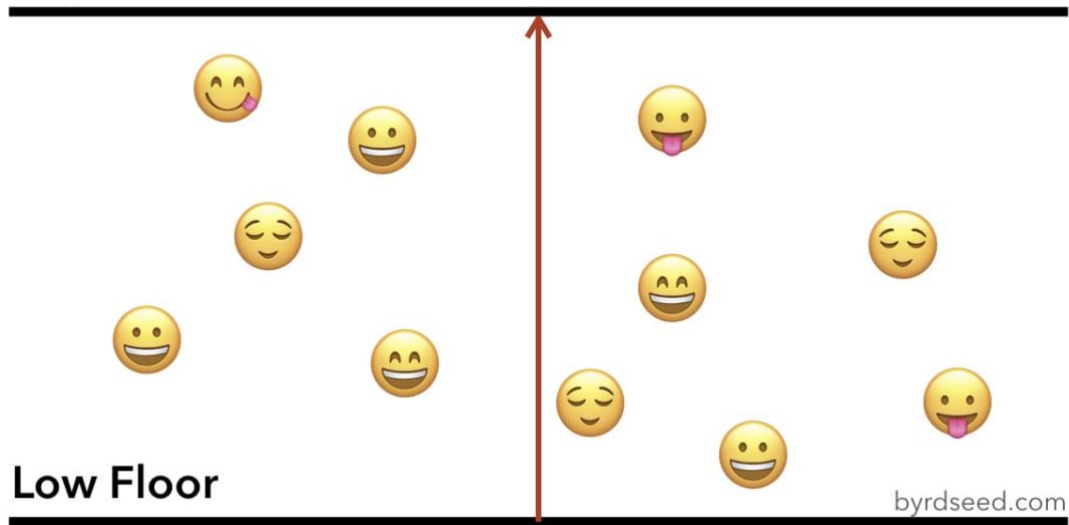
'Hey!' he yelped, as his pencil jerked across the paper.

'I thought you said no one came here,' the girl complained.



Our children work in mixed ability pairings where they answer 3 comprehension questions about the text. The questions are composed with a Low Threshold High Ceiling approach so that everyone can get started, and everyone can get stuck.

High Ceiling



Friday 30th September 8 2022

LO: Can I infer?

Focus pages 55 - 57.

Q1. Look at page 55.

'Shivering with cold and tiredness and the last glimmers of excitement, I tucked my arm through his.'

What was Olive thinking at this point in the story?

Olive is thinking that all the excitement is fading but at this point she is cold and shivering. Olive is taking care of Alf by putting her arm around him. ✓ (1 mark)

Q2. Complete the table below with **one** piece of evidence from the text to support each statement.

	Evidence
Olive was not sure what to expect as she was about to meet Queenie.	'I put my suitcase down in a minute. So this was Queenie?'
Queenie was not expecting the Bradshaw children so soon.	The woman clasped her hand around me. Oh! If it my time already! ✓ (2 marks)

Q3. Look at the paragraph beginning: **Mrs Henderson sighed.**

What does this paragraph tell you about **Queenie's** character?

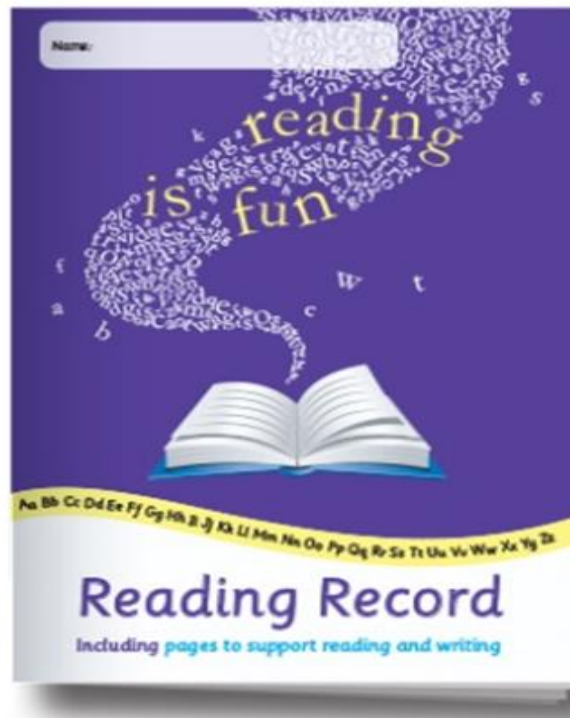
Explain **two** features of her character, using evidence from the text to support your answer.

Queenie is a strict person because she told the children to shut up. ✓
'I'm checking their medication.' It also states that she is a very busy person 'You know how busy doctors have since I lost the Jensen boys?' (2 marks)

Reading Records

As part of our homework commitment, our children read a suitable chapter book for a minimum of 20-minutes each night. They then record a summary sentence for the section of the book they have read. Children's engagement with the reading records is monitored daily.

Keeping a reading record allows children to respond and engage with what they have just read. Logging their reading allows for more personalised learning and allows children to track the progress of their reading skills and cultivate a love for reading.



24/09/20 Blackberry Blue and other... Jamila Gavin Chapter 8.	The night queen and king had a baby called Desire and invited everyone apart from the sun king and he was very so went and gave the baby a present of fire and one day was burnt.	10/10
25/09/20 Hidden Figures Margot Lee Shatterly Chapter 1	There are 4 very intelligent black African American women who work in NASA. Their names are Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden loved maths. They worked as teachers before working as mathematicians.	10/10
26/09/20 Hidden Figures Margot Lee Shatterly Chapter 2	World war II had began and all men went to war and women had the opportunity to do what men did and if they wanted to they would have to go the langley memorial.	10/10