



Reading at Banks Lane Junior School

At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning with a love of reading and a desire to read for pleasure. As well as this, we aim for fluent, expressive readers, who understand the texts they read and can infer and deduce what they are reading.

Key Concepts are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In reading these concepts are:

KEY CONCEPTS

decoding and phonics comprehension vocabulary skilled reading for pleasure

Substantive knowledge is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

Disciplinary knowledge is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

Progression in Reading skills and disciplinary knowledge

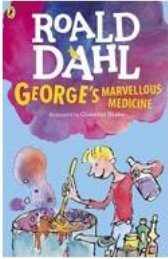
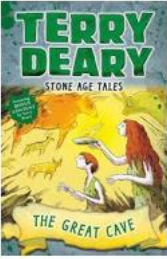
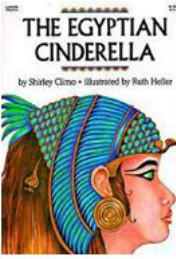


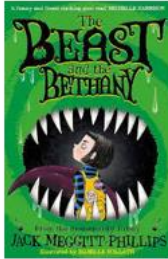






Aims of the Reading National Curriculum

- read easily, fluently and with good understanding. It is essential that, by the end of their time at Banks Lane Junior School, all pupils are able to read fluently, and with confidence, to allow success in KS3 and beyond.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading.
- appreciate our rich and varied literary heritage through being exposed to a wide range of books, including fiction, non-fiction and poetry.

KS2 Reading objectives

- In line with the Scarborough Reading Rope,* we focus both on teaching word recognition and language comprehension to ensure pupils progress to become a skilled reader by the end of Key Stage 2.
- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics teaching remains an urgent focus in Year 3 for any children who failed or just passed the phonics screening in Key Stage 1. Less skilled readers in Years 4 to 6 continue to receive phonics intervention if this is their specific area of weakness, as more secure readers work on speed, fluency and prosody.
- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on background knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Through our carefully designed curriculum, children read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge.
- We read widely and often, including explicitly teaching certain new vocabulary words, to increase pupils' vocabulary knowledge (see our BLJS Reading Spine and Vocabulary Progression document).
- Reading lessons, our wider curriculum and reading enrichment activities all feed pupils' imagination and open up a treasure house of wonder and joy for curious young minds.

Whole school overview of key narrative texts studied in lower KS2

	Terms					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
Year 4						



Whole school overview of key narrative texts studied in upper KS2

Year 5						
Year 6						

Whole school 'Reading Gems'

Define 2a  **Infer 2d**  **Explore 2g** 

Retrieve 2b  **Predict 2e**  **Compare 2h** 

Summarise 2c  **Relate 2f**  **Decode**  **Enjoy** 

Word Reading, de-coding and phonics

Word Reading Year 3 and 4

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
- I can read further exception words, noting the unusual correspondence between spelling and sound.
- I am beginning to improve my reading fluency through listening to how to read with prosody (expression, tone, varying speed and emphasis) and practising these skills during whole class reading.



Word Reading year 5 and 6

- I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words.
- I can read fluently and at a good rate for understanding.
- I can read with prosody, changing my expression and tone, and varying speed and emphasis depending on the context and the text.
- I can employ dramatic effect to engage listeners whilst reading aloud.

Comprehension

Comprehension -Year 3 and 4 - Focus on familiarity with defining, retrieving, summarising, inferring and predicting. Introduce exploring and comparing through discussion

- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- I can read books that are structured in different ways and read for a range of purposes.
- I am beginning to use dictionaries to check the meaning of words (Define Gem).
- I am becoming familiar with a wide range of books, including fairy stories, and myths and legends.
- I am beginning to identify themes and conventions in a wide range of books.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss words and phrases that capture the reader's interest and imagination.
- I can recognise some different forms of poetry.
- I can check that the text makes sense to me, discuss my understanding, and explain the meaning of words in context (Define Gem).
- I can ask questions to improve my understanding of a text using my Cosmic Curiosity Learning Power.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Inference Gem).
- I can predict what might happen from details stated and implied (Prediction Gem).
- I can identify main ideas drawn from more than 1 paragraph and summarise these (Summarise Gem).
- I can identify how language, structure, and presentation contribute to meaning (Define/Explore Gem).
- I can retrieve and record information from fiction and non-fiction texts (Retrieve Gem).
- I can participate in discussion about books that are read to me and those I can read for myself.



Comprehension -Year 5 and 6 - Focus on increasing confidence and understanding of all content domains to improve understanding of the text as a whole.

- I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.
- I can read books that are structured in different ways and read for a range of purposes.
- I am becoming familiar with a wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I can recommend books that I have read to my peers, giving reasons for their choices.
- I can identify and discuss themes and conventions in and across a wide range of writing.
- I can make comparisons within and across books (Compare Gem).
- I can learn a wider range of poetry by heart.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- I can check that the book makes sense to me, and discuss my understanding, exploring the meaning of words in context (Define Gem).
- I can ask more complex questions to improve my understanding using my Cosmic Curiosity Learning Power.
- I can draw more complex inferences such as inferring characters' feelings, thoughts and motives from their actions, and confidently justify inferences with evidence (Infer Gem).
- I can predict what might happen from details stated and implied (Predict Gem)
- I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (Summarise Gem).
- I can identify how language, structure and presentation contribute to meaning (Explore/Relate Gem).
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Explore Gem).
- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from fiction and non-fiction texts (Retrieve Gem)
- I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- I can provide reasoned justifications for my views.

*Scarborough Reading Rope

Skilled readers need to be able to master both what the words are and what they mean. To do this successfully, they bring together various skills like vocabulary, language structure, and verbal reasoning. The Scarborough's Reading Rope model can help educators better understand what it truly takes to create skilled readers. Our reading concepts at Banks lane Junior School align with this theory; the diagram below illustrates this.

