



NEVILL ROAD JUNIOR SCHOOL CURRICULUM OVERVIEW - READING





OUR CURRICULUM AT NEVILL ROAD JUNIORS

- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mind set to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



OUR CURRICULUM INTENT

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

Pedagogy of Learning

Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.



Pedagogy of Learning

Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



Pedagogy of Learning

In order for our children to learn more and remember more, we promote 'sticky' learning through....

Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

Hooks

Educational experiences through trips and visitors
Books for hooks
Hands on learning experiences
Artifacts

Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

Quizzing

Create quiz questions on a topic. Could be multiple choice eg What is a metaphor?
a) A comparison using 'like, as, then.'
b) A comparison where one thing is another
c) A comparison with a human attribute

Sentence Stems

Sentence stems
Scaffolding language
Talk, talk and more talk
Developing reasoning in mathematics
Highlighting key vocabulary

Building on Prior Knowledge

Activating prior knowledge
Creating shared experiences

Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

Post-learns

Children evaluate their learning at the end of a unit.
Children reflect on their learning.

Can you still?

....last week
....last month
....last term
....last year

Display board in class; use as starter question to recap.

Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

Pedagogy of Learning

Check understanding throughout the lesson and provide feedback.



In lessons you will see:

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.

CURRICULUM LEADER - CLAIRE PARKER

(LEADER FROM 2021 - CURRENT)

INTENT

- At Nevill Road Junior, we value the impact that Reading has on children's lives. Reading is a fundamental life skill and builds the foundations for lifelong learning. We believe Reading opens up new worlds for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures.
- At our school, we place Reading at the heart of everything we do. It forms the backbone of our whole curriculum, with texts used in every subject to enhance and bolster learning. We believe children and staff should love Reading and see themselves as readers. They should be able to talk confidently about books, form their own opinions and make choices in Reading. Children should be able to use specific Reading skills to comprehend and analyse a range of texts. We ensure these build in complexity throughout their time at school, so that children become critical readers. We understand that in order for this to happen, as a first step, children must be taught how to decode and read fluently using systematic synthetic phonics so we continue the journey with phonics as our children join the school for all children until October half term. We then continue with phonics through interventions for those who need it. Other children continue to develop skills in phonics through our spelling scheme (No Nonsense spelling). As our children are often bilingual and have a rich variety of language experiences, we place additional significance on the teaching of vocabulary throughout the curriculum, including in Reading. We believe that no child should be left behind in Reading and so place emphasis on rigorous teaching and additional support for those that need it. Every child should leave Nevill Road Junior School with the Reading skills they need to access their next steps in life.



Nevill Road Junior School Reading Policy 2022-2023

"A children's story that can only be enjoyed by children is not a good children's story in the slightest."

— C.S. Lewis

"Reading takes me on new adventures, widens my vocabulary and makes the unbelievable, believable."

— Sadie, Year 5.

Intent

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Implementation

Early Reading and Phonics in Year 3

During Autumn Term 1 in Year 3, Phonics is consolidated. All children then begin to access our school spelling scheme No Nonsense Spelling. Children who are not yet secure in Phonics access intervention for Phonics. Children access phonics intervention to support their decoding and comprehension.

Fluency and decoding continue to be prioritised during Guided Reading, with children accessing a wide range of texts with teacher support. The modelling of fluency and decoding forms a key part of teaching across the curriculum and picked up in interventions if further support is needed.

POLICY

To find out more about our Reading policy click the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/reading/85773>

SEQUENCE OF LEARNING - WHOLE SCHOOL PLAN

At Nevill Road we focus our reading sessions on building reading skills and knowledge. We refer to these as our 'Reading Gems'. Guided Reading lessons are taught 4 times a week.

Reading Skills Progression Grid

Reading Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve	Main focus	Must be secure.	Retrieval from text not directly above	Continue with retrieval		
Infer	More able can begin to infer if ready	Make a simple inference	Begin to justify an inference- questions broken down into two parts. Example a) How does she feel? b) Why? (1mark each)	Merge into one question. Example How does she feel? Can you explain why? (2marks)	3 mark questions when more able are ready.	Impression tables 3 mark questions.
Define	Word meaning	Word meaning	Word meaning	Word meaning	Word meaning	Word meaning
Sequence (KS1) Summarise (KS2)	Language of sequencing Beginning; Middle; End	Sequencing	Sequencing and introduction to summarising	Summarising	Continue with summarising	
Predict	Discuss simple predictions	Make simple predictions	Make sensible predictions using evidence, broken down	Make sensible predictions with evidence.	Focus teaching in English/introducing texts.	Focus teaching in English/introducing texts.
Relate (narrative content)					Introduce relationship	Continue with relationship
Explore (word effect)			Introduce exploration	Secure exploration	Continue with exploration	
Compare				Introduce comparison	Secure comparison	Continue with comparison

WHOLE SCHOOL OVERVIEW OF READING IN THE ACADEMIC YEAR

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reading Skills focus	Retrieve x3 Define x2 Infer x2 Sequence x1	Retrieve x2 Define x2 Infer x1 Sequence Predict x1	Retrieve x1 Define x1 Inference x2 Explore x2	Retrieve x2 Define x1 Inference x2 Summarise x1	Retrieve x1 Define x1 Inference x1 Explore x1	Retrieve x1 Define x1 Inference x1 Explore x1 Summarise x1 Predict x1
Reading Lesson Structure	Recap and review of existing knowledge and skills.	Predict: Beginning to explain my predictions using evidence.	Infer: Making inferences about character's feelings, thoughts and actions. Beginning to explain my inferences. Explore: Beginning to discuss words and phrases that capture the reader's interest and imagination	Infer: Making inferences about character's feelings, thoughts and actions. Beginning to explain my inferences. Summarise: Beginning to simply summarise the key details of texts	Explore: Discussing words and phrases that capture the reader's interest and imagination Infer: Making inferences about character's feelings, thoughts and actions. Justifying inferences using simple evidence.	Summarise: Beginning to simply summarise the key details of texts Consolidation of prior learning.
Suggestions for books and extracts	Lighthouse Stone Age Boy How to Wash Woolly Mammoth	Cave Baby Ug Man on the Moon Poetry – <u>T</u> 'was the night Before Christmas Fireworks/Halloween Elf on the Shelf		Non-chronological reports –tigers	Egyptian Cinderella Howard Carter	The Blue Birds song – Poetry Oliver
Benchmarking/ Assessment						

SEQUENCE OF LEARNING - CURRICULUM PROGRESSION PLANS

- To see more about how we build upon and when we teach these skills in each year group please refer to the progression document on our website.

<http://www.nevillroad-jun.stockport.sch.uk/page/reading/85773>

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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SEQUENCE OF LEARNING-UNIT AND LESSON PLANS

- The medium term plans are carefully planned in a sequence of steps. They build on previous half term's work and new skills are introduced over time.
- Each child has a guided reading exercise book.
- Lessons are structured the same each week.
- Lesson 1** - pre-read which explores pupils understanding of the topic/theme/text/genre/author
- Lesson 2** - Lesson with a focus on a particular 'gem'
- Lesson 3** - reciprocal read
- Lesson 4** - Comprehension where all skills are applied to support 'sticky learning'.
- Texts are chosen carefully by the team which have links to English or cross curricular subjects. Staff have been trained and aware of expectations of text length for each year group. See progression document.

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Reading Skills focus	Retrieve x3 Define x2 Infer x2 Sequence x1	Retrieve x2 Define x2 Infer x1 Sequence Predict x1	Retrieve x1 Define x1 Inference x2 Explore x2	Retrieve x2 Define x1 Inference x2 Summarise x1	Retrieve x1 Define x1 Inference x1 Explore x1	Retrieve x1 Define x1 Inference x1 Explore x1 Summarise x1 Predict x1
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Benchmarking/Assessment						

A guide for texts – year groups

Approx Age	Year	Lexile Level
4-5	R	0-75
4-5	R	75-125
4-5	R	125-200
5-6	1	200-225
5-6	1	225-300
5-6	1	300-325
6-7	2	325-400
6-7	2	400-475
6-7	2	475-575
6-7	2	575-625
7-8	3	625-650
7-8	3	650-725
8-9	4	725-750
9-10	5	750-900
10-11	6	900-1000
10-11	6	1000+

Average words per Guided Reading text for ARE (GDS texts should not be longer; the questions should be harder)			
	End of Autumn 1	End of Spring 1	End of Summer 1
Y1	Start comprehension Autumn 2	120 (split text and questions)	200 (split text and questions)
Y2	220 (split text and questions)	240	260
Y3	280	320	360
Y4	380	420	460
Y5	480	520	560
Y6	580	620	680

All year groups follow this lesson structure each week.

Every 3/4 weeks, we use our guided reading slots to benchmark our pupils to ensure all chn are at their correct level for reading bookbands and chn are supported/challenged if they are challenge readers.


Year 3,4,5,6

Weeks 1 & 2	Activity
Day 1: Pre-read Introduce text/ Vocab work	Pre-read focusing on the Vocabulary and background knowledge needed to understand the focus text. The vocabulary identified is chosen carefully, with a focus placed on Tier 1 and 2 words, with Tier 3 being discussed as appropriate. Children are introduced to the text in this session.
Day 2: Guided read (Teach skill/gem)	Guided read (Teach skill/gem): focused on teaching a reading skill in context. Children read the text again and discuss it together. The focus skill is taught and modelled. Then the class works together to discuss questions based on that skill, with the teacher guiding discussion.
Day 3: Reciprocal Read/group work	Children work in groups of 4 to apply the focus skill taught yesterday to the text. Using the roles of reciprocal reading (The Questioner, The summariser, The Predictor, and The Clarifier). All discussion based. Children can write notes to capture learning on their reciprocal Read sheet. Use Reading Gem Question stems to challenge all children. Staff support identified children. Year 6 - use skills to explore comprehension questions in groups.
Day 4: Multi skill focus	Children work more independently to apply a range of focus skills to the text by answering comprehension questions taken from the Reading Gem question stems for Key Stage 2. Staff support identified children. Discuss answers as a class with time for editing and direct feedback.
Benchmarking week	Activity
	Main focus - teacher to hear readers on book band and target children/ benchmarking Reading journal activities

READING LESSONS AT NEVILL ROAD

In lessons you will see:

- Teacher talk is kept to a minimum ensuring children work hard and focus upon their learning.
- Lessons are carefully planned to engage learning.
- A range of learning opportunities are provided to allow children to learn in a variety of ways e.g. active learning, practical work with artefacts and group work, handling texts and using dictionaries.
- Lessons begin with a recap of previous learning and with 'Can you still.... Questions.
- Vocabulary is explored throughout lessons.

Identify word.	<p>This week we are focussing on our gem - explore</p> <p>We will explore the language used in a non-fiction text.</p> <p>With your partner, discuss these questions.</p> 
Read word within the sentence/paragraph.	
Think about the impact/effect that the word has on the meaning.	
Answer question.	
Check answer.	

Explore

• **Reason:** What is the purpose of the writing? To entertain, inform, discuss or persuade?

• **Audience:** Who is it written for? Who is expected to read it?

• **Features:** What grammatical features are correct and appropriate for this text-type? What punctuation would be needed?

• **Tone:** What tone of writing is needed to match the audience and purpose for writing? How can the choice of vocabulary, grammar and punctuation impact this?

Activity

With your partner, find 3 technical words in the text.

Underline them and write them into your book.

Can you have a guess at what they mean and then use the dictionary to find the meaning.

Check if you are correct.

Example

Mountains are huge masses of rock and are the tallest landforms on Earth. They are formed by rocks near the Earth's surface being pushed upwards due to tectonic plate movement. There are three types of mountains: fold mountains, block mountains and volcanic mountains. Many mountains form

tectonic plate - part of the Earth's crust

definition - one of the parts of the earth's surface that move in relation to each other


VOCABULARY

At Nevill Road Junior School we develop pupils' vocabulary by:


- Each lesson will have a focus on about 2 or 3 key words, these will be displayed on the flipcharts during the teaching part of the lesson and used throughout the lesson.
- Pupils will be introduced to tier 2/3 words during the pre-read and explore vocabulary. In books you will see examples of pupils doing this using a range of vocabulary work such as matching words and definitions, rescue a word and using Alex Quigley's Frayer Model.
- Pupils are encouraged to share vocabulary throughout the lesson and ask questions.
- Pupils have opportunities to use dictionaries and thesaurus to support them with vocabulary and meanings.
- Vocabulary is also explored during our reciprocal reading session using the 'clarifyer' role.


Activity

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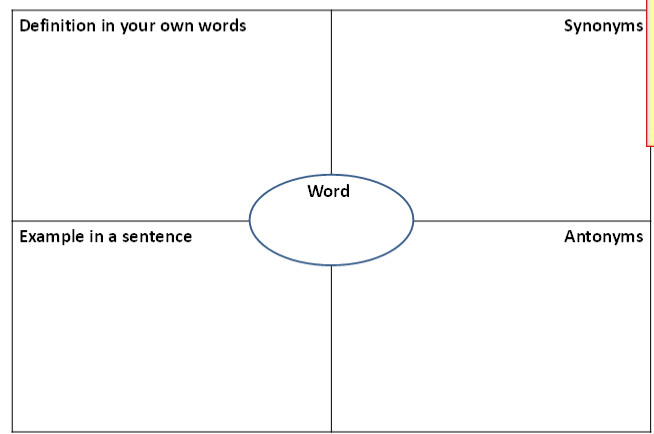
tectonic plate - part of the Earth's crust
definition - one of the parts of the earth's surface that move in relation to

Activity

Can you match the words to their meanings?

masses	having been in existence for a very long time
landforms	a natural feature of the earth's surface
volcanic	a large body of matter with no definite shape
ancient	relating to or produced by a volcano or volcanoes.

Monday 9th January 2023
 I.O. I can explore vocabulary in a non-fiction text



READING AROUND THE SCHOOL

- Each class has developed their reading areas in their classrooms.
- Books have been replenished and replaced with more up to date and relevant texts.
- Reading gems are clearly displayed in classrooms for reference.
- Author boxes are available for pupils to explore.
- Reading displays around school show how we engage in promoting reading for pleasure - 50 books reads, world book days, authors, children's recommendations.
- Each class has a selection of reading books - fiction, non-fiction and poetry.
- Books are being displayed linked to topics covered in class.
- New library is available and librarians support with displays and sorting books. All librarians are trained by the CLS annually.
- The school use the CLS for books and resources to support the curriculum.
- Author visits are held regularly to promote reading across school.
- Nevill Road Junior take part in the Stockport Book Awards annually.
- Transition projects with Infants - reading buddies.
- Weekly Parents reading morning in Y3.



ORACY

- Pupils are encouraged to use a range of Alex Quigley's reading aloud strategies - paired reading, choral reading, teacher modelling etc.
- These strategies support pupils metacognition and lessons are inclusive for all.

CLOSING THE READING GAP WHOLE CLASS READING APPROACHES

	DESCRIPTION OF READING APPROACH	POTENTIAL BENEFITS	POTENTIAL LIMITATIONS
Teacher-led whole class reading	The teacher reads with the appropriate degree of fluency (pace, expression, stress and intonation). Typically, explanations and questions are interspersed during reading, alongside checking vocabulary and monitoring comprehension etc.	<ul style="list-style-type: none"> • The teacher models fluent, expert reading • The teacher can plan to concisely explain vocabulary, ask questions, or offer clarifications, during the act of reading • The teacher can more specifically control the task 	<ul style="list-style-type: none"> • Pupils do not gain the opportunity to develop their own reading skill or fluency explicitly • Pupils could be prone to distraction and passivity • The teacher can more specifically control the task and listen to the reading simultaneously
Whole class reading: pupils selected to read individually in 'round robin' style	The teacher selects individuals to read (this can be at random, or with individuals selected - which could significantly influence the impact of the approach)	<ul style="list-style-type: none"> • Pupils' practise their reading skill • Teachers can assess pupils' reading skill and fluency • The teacher can more specifically control the task, selecting individuals posing questions etc. 	<ul style="list-style-type: none"> • Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher and fluency • Some pupils may feel inhibited regarding reading in front of their peers, hampering their performance and fluency • Pupils are not exposed to an amount of practice that would likely enhance their reading skill
Choral reading	With an appropriate passage from a text, the teacher and pupils read in unison. Alternatively, the 'step-in' approach - drawing upon religious readings - calls for the class to be divided into two or more groups, with each group being responsible for different parts of the text.	<ul style="list-style-type: none"> • Pupils' practise their reading skill • Pupils can develop an awareness of reading with the appropriate pace and intonation • Less skilled pupils can develop confidence and fluency; gains less inhibited by reading along within a group 	<ul style="list-style-type: none"> • Some pupils may feel inhibited to read in this manner in front of their peers, limiting their practice • Pupils could be prone to distraction and passivity during such a group activity, not really reading with the group • A focus upon the reading performance may prove a distraction from attempts at comprehension
Paired reading	Pupils are arranged into pairs and read to one another. This can be in a fashion which alternates, paragraph by paragraph, or page by page.	<ul style="list-style-type: none"> • Pupils' practise their reading skill • Less skilled pupils can develop confidence and fluency • Pupils are assigned clear roles and goals within their reading. There is a shared responsibility • The teacher can assess pupils' reading skill and fluency 	<ul style="list-style-type: none"> • Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher during such a group activity • Pupils could be prone to distraction during such a group activity • A focus upon their peer's reading performance may prove a distraction from attempts at comprehension
Repeated reading	Repeated reading is used with very young children and with mature pupils alike as a way to consolidate comprehension. Re-reading is often guided e.g. a second read to explicitly identify evidence for a causal argument in geography.	<ul style="list-style-type: none"> • Pupils' practise their reading skill • There is some evidence that repeated reading can enhance comprehension (especially if modelled first by a teacher or exemplary audio) • Less skilled pupils can develop confidence and fluency • Teachers can assess pupils' reading skill and fluency 	<ul style="list-style-type: none"> • Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher • Pupils could be prone to distraction and passivity, as they do not understand the value of repeated practice • This strategy requires more curriculum time, which may or may not compromise curriculum planning • Some pupils may lack the strategies to learn from re-reading e.g. scanning for specific information on a repeated read etc.
Individual, silent reading	Pupils read individually and independently.	<ul style="list-style-type: none"> • Pupils' practise their reading skill • Less skilled pupils can develop confidence and fluency, without interacting with their peers • The teacher may be better able to assess pupils' reading skill and fluency on an individual basis 	<ul style="list-style-type: none"> • Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher • For less fluent readers, independent reading is likely to be highly challenging • Some pupils may lack the strategies to monitor their comprehension e.g. re-reading or scanning for specific information • Pupils could be prone to distraction and passivity

*Shanahan, T. (2016) Is round-robin reading really that bad? Accessed online at: www.ck12.org/round-robin-reading-really-that-bad/

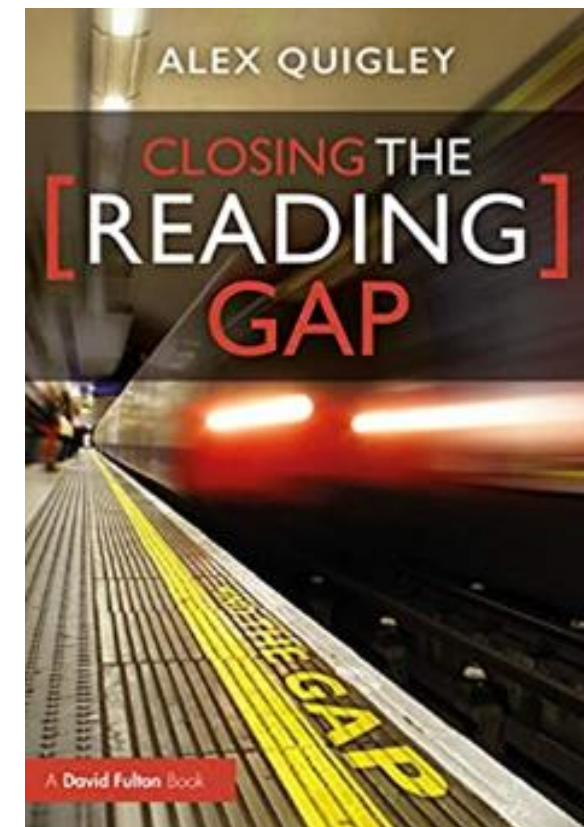
Activity

Teacher modelling and choral reading - Chapter 1

Your teacher will read the first paragraph aloud.
Follow the text as they read it aloud.

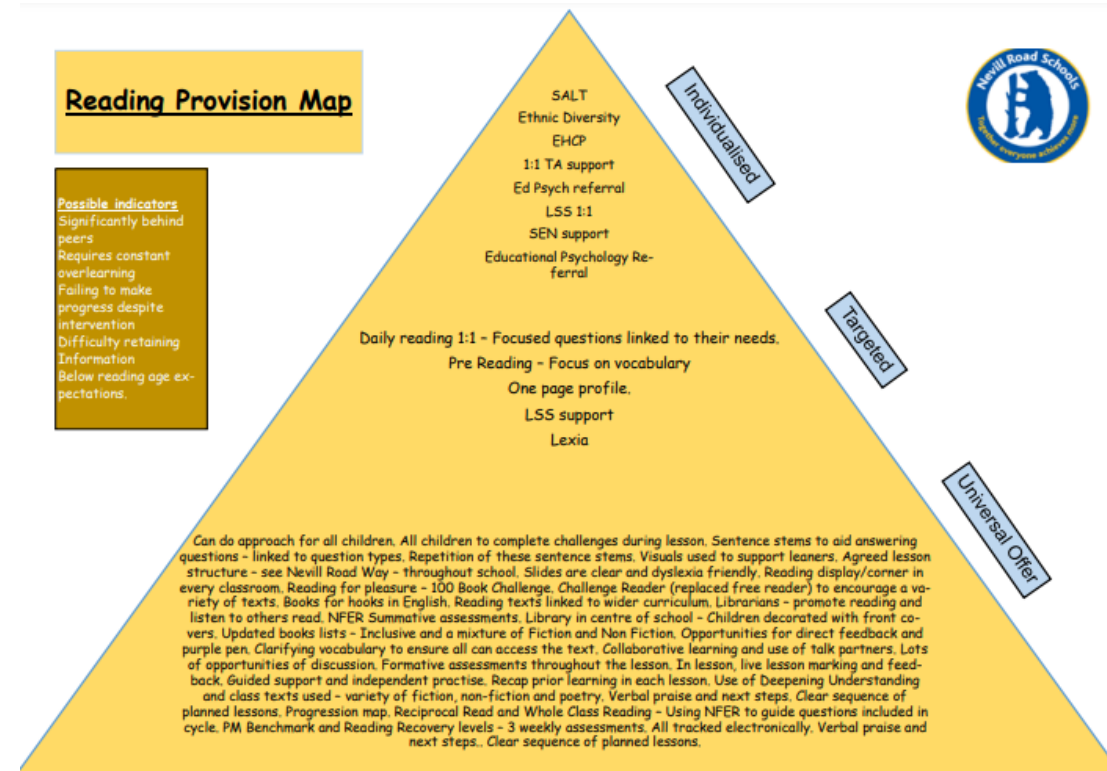
Be ready to join in together for the second paragraph.

Once we have read, **highlight** any words you are unsure of. We can share these together.



INCLUSION

- In all our subject areas we have created a provision map of need that shows how all children are supported in order to enable them to access the full curriculum.
- The needs of all children are considered with a lens on provision for our SEND children and teaching is adopted necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone.
- Learning is not capped by differentiation but stretched by enabling all pupils to deepen their learning through a range of texts and reading skills.
- Some tasks are open ended and allow children to present their findings in a variety of creative and individuals ways.
- Staff check in regularly to check understanding.
- Metacognition strategies are used to encourage independent learning such as frames and sentence stems to ensure pupils do not suffer with cognitive overload.
- Teaching assistants are used effectively to help scaffold learning and support children to become more independent learners.
- The growing diversity of our school community means that teachers are adapting lessons to support children who have English as a second language. In reading, EAL pupils will use word mats, picture cues, Google translate, reading texts are chunked into smaller parts to not overwhelm pupils. Advice is sought from EDS.



GREATER DEPTH

'Nothing is more important in education than ensuring that every child can read well'

(DfE, 2015, p7).

At Nevill Road we want all pupils to meet their full potential.

In lessons, we use high quality texts that challenge all pupils. This is explored in detail in our Reading Progression document.

Carefully planned questioning helps to extend thinking.

The use of our 'gems' deepens critical thinking.

All pupils are tracked regularly when they are listened to by a class teacher at least every 2 weeks. This allows teachers to carefully plan the next sequence of lessons.

Pupils are feedback to within lessons or through our marking policy to move their learning forward and deepen their understanding.

Formal Assessments take place each term to identify pupils who are working at a greater depth in order for teachers to continually develop their knowledge and skills.

Summarise

2c: Summarise main ideas from more than one paragraph

- What is the main message of the text?
- Number the sentences below to show the order they happened
- Which of these events happened first?
- Which of these events happened last?
- What happened after?
- What happened before?
- What's the main point in this paragraph?
- Can you sum up what happens in _____?
- Sort the information in these paragraphs.
- Which is the most important point in these paragraphs? How do you know?
- What part of the story do you think is the most important? Explain why you think this.
- Which of the following would be the most suitable summary of the whole text?
- Which sentence best describes the...?
- Which statement is the best summary for...?



EQUAL OPPORTUNITIES

To find out more about our Equality Objectives, follow the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/equality-policy-and-objectives/86968>

Here are examples of how the protected characteristics are promoted through the Reading Curriculum:



BRITISH VALUES

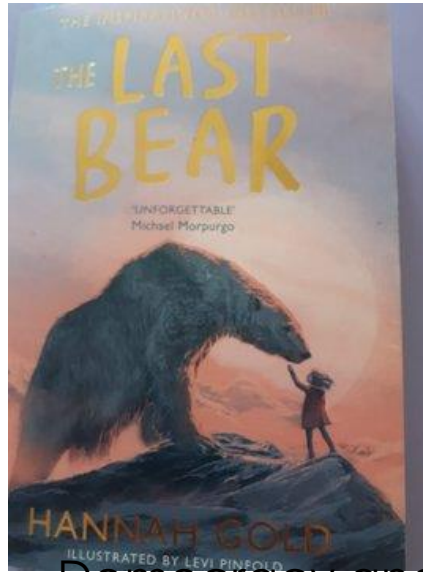
To find out more about how we promote British Values through our curriculum, follow the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/our-school-values/42774>

Here are examples of how British Values are promoted through the reading Curriculum:



Tolerance and Mutual Respect



Democracy and Individual Liberty



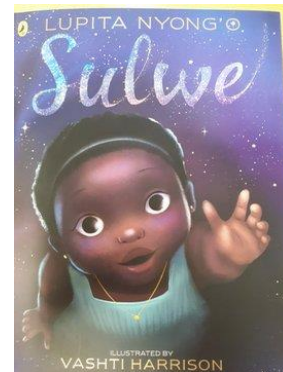
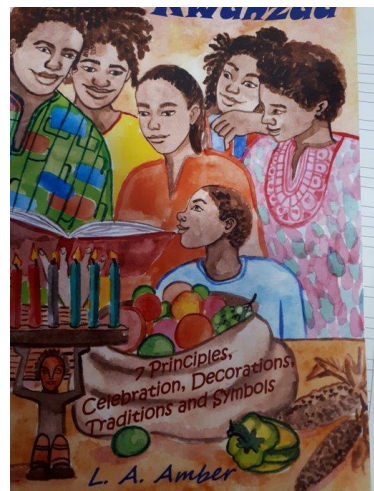
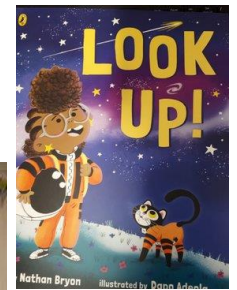
Rule of Law

SMSC

To find out more about how we promote *Spiritual, Moral, Social and Cultural (SMSC)* through our curriculum, follow the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/smsc/63936>

Here are examples of how SMSC is promoted through the Reading Curriculum:



ENRICHING THE CURRICULUM

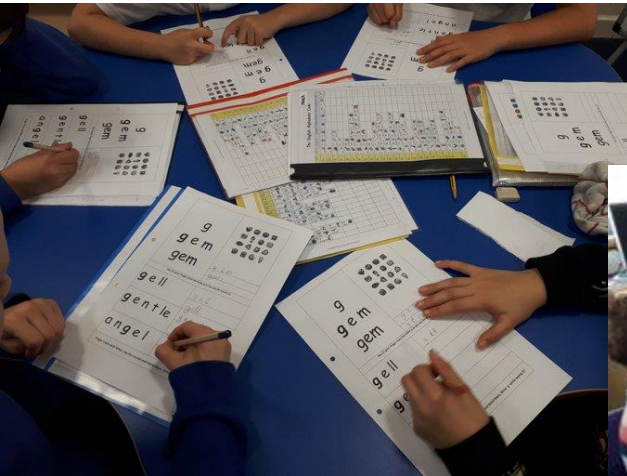
At Nevill Road we want to enhance the learning of reading through visitors, visits out of school and the rewards and celebrations within our community.

Each year every year group will have the opportunity to meet an author virtually or within school.

Each year group will be invited to participate in the Stockport Book Awards. This allows pupils to explore some of the newer texts around and meet authors. It also develops pupils SMSC skills as they vote for their favourite book/author. This vote helps to decide which author will win the Stockport Book Awards.

World book day is celebrated annually with opportunities to dress up and take part in a range of activities.

Parents are invited in to read with their child in Y3 weekly.



MONITORING AND EVALUATION

- Subject leaders are allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks, book scrutiny and pupil voice.
- Recently, in Reading, we have also been working with Jo Gray (One Education) to refine our Reading curriculum.
- Reports are produced from visits, monitoring sessions about the intent, implementation and impact.
- This is then fed back to staff or referred to in future staff meetings/emails or INSETS.

One Education
Putting children first

Notes of visit			
Academic year 2021 -2022			
Name of School	Nevill Road Juniors	Headteacher	Judi Cliff
Name of staff involved	JC, CP, NI, AO, LD, LC, MK, AB, MP, HH		
Date	24/5/2022	One Education partner	Jo Gray
Focus	Reading Deep Dive See attached timetable		
Learning Walk: reading observations and environments			
KS2			
Children Children in the school are polite, well behaved and willing to learn in all classrooms we visited.			
Environment In most of the classrooms, there was lots of unnecessary print on the walls. When children are learning in a space that is overloaded with print and visuals it can be cognitive overload. It is worth carrying out pupil voice to know exactly what children are using to support their learning in the environment. Consider reducing then delving deeper with the range of display – looking at strategies for working out the meaning, synonyms, antonyms and what it means in context to the text. Though work has been done on choice of texts, there was a variance in the amount of quality texts on display in the classrooms and also in library. Consider reducing the amount of books out in some classrooms (Y4 and Y5) and look at ensuring EVERY book that is shown is of high quality. Think about how you could display these outward facing and get creative with small spaces you have to display the books. These should be refreshed and updated with lots of different reading for enjoyment strategies and rewards.			
Reading teaching			
13	<p>Strengths Lesson started with a recap of vocabulary AO gave thinking time to the children Elements of reciprocal reading approach used Book area evident (though see above and below) CPs working collaboratively in partners Use of real text (though see below re: difficulty)</p> <p>Developments Definitions of words given were not accurate/specific (e.g. AO said "Dainty means something") Look at more active/engaging ways to develop vocabulary in classroom (see additional docum) Difficult text for children to access – cognitive load on word recognition means less for other n When teacher asked children "How are we successful at answering questions?" it felt that CPs guessing the answer that the teacher wanted" TA moving around the room – how effective was the use of TA? The example question from T was incorrectly suggested to be retrieval "what does the word do about chopsticks?" is an 'explore' type question – it is not retrieval. The teacher, however, said of question is this? is not inference so it must be retrieval..." Multiple objectives for one lesson. Do children know what they are focusing on? 100 book challenge quite limited not many words filled in</p>		
14	Strengths		

Whole school lesson structure to ensure consistency of teaching and delivery of reciprocal read.

- ▶ In line with other subjects – can you still, vocabulary, teaching, reflection

Plan lessons to show clear progression and sequence of learning

- ▶ CP/JC picked up during book look (summer 22)
- ▶ J Grey picked up "Ensuring that progression of the reading skills is mapped out and that evidence in the children's work book is clearly linked to the reading skills so that they know what is expected of them."

Address poetry within the reading curriculum – "Teachers should identify a core set of poems for each year group, including rhyming poems, poems where alliteration is a strong feature, word games, traditional songs and rhymes, nonsense rhymes, and poems that are particularly rhythmical." *Reading Framework Jan 2022*

IMPACT AS A LEADER

What I found out	What I did	Impact
Book corners no longer available due to Covid and no place to read quietly.	Pupil voice completed with boys as a focus. Found out they wanted somewhere cosy to read. Staff meetings to set up expectations fore reading areas and small budgets given.	All reading areas have been de-cluttered. New and up to date books available. A range of genres that are age appropriate. New school library opened for all pupils to access.
No phonics training and teachers and TA's not confident	Researched phonics schemes Spoke to phonics lead in Infant school Organised and attended phonics training for all colleagues Planned phonics sessions x 4 weekly for Y3 Phonics monitored each term with assessments Phonics schemes between Infants and Junior school has been compared and document created to understand what has been taught previously.	All pupils who attended intervention made progress in phonics.
Progress scores in 2019 - 3.6	Monitored books, lessons, pupil voice, assessments. Introduced a consistent approach to teaching reading across school. New progression document in place Oracy strategies shared with colleagues. Tracking monitored each half term Pupils identified for further support.	Progress scores in 2022 - 1.78
Needed to support pupils who needed to close the gap in reading	Researched interventions which pupils would be supported to personally develop reading knowledge and skills. Lexia training for all staff. Pupils identified each half term and updated regularly.	Pupils are making progress through the Lexia levels. Pupils are celebrated for their achievements in our celebration assembly each week.
100 Book challenge not being accessed by as many pupils.	Discussed strategies in phase meetings Encouraged pupils with stamps and raffle tickets. Pupil/staff voice about authors/texts they would like to update with.	New 50 books launched in September 2022

DATA

- **2019** ASP data shows that progress (-3.6) in reading is well below national average for all children. Attainment (S=60% and N=73%) Higher standards (S22% and N 27%)
- **2020** Data show a significant improvement in progress (-0.25) in reading is just below national average for children. Attainment (S=88% and N=80%) Higher standards (S38% and N 30%) Due to Covid 19 this data is based upon outcomes from the practise 2019 test (January 2020) as well as teacher assessment.
- **2021** Data continues to show an improvement in progress (-1.01) in reading is just below national average for children. Attainment (S=84% and N=71%) Higher standards (S37% and N28 %) Due to Covid 19 this data is based upon outcomes from the practise 2019 test (July 2021) as well as teacher assessment.
- **2022** Data shows that reading was above average in both national and local averages for all children. Attainment (S=S(EXP+ 83% and N = 74%) Higher standards (S= WGD 41%, N =)

DATA

Summer 2022

Year group	EXP	GDS
Y3	EXP+ 71%	WGD 28%
Y4	EXP+ 71%	WGD 48%
Y5	EXP+ 86%	WGD 55%
Y6	EXP+ 83%	WGD 41%

Autumn 2023

Year group	EXP	GDS
Y3	EXP+ 67%	WGD 38%
Y4	EXP+ 51%	WGD 33%
Y5	EXP+ 66%	WGD 36%
Y6	EXP+ 75%	WGD 28%

STRENGTHS OF READING AT NEVILL ROAD

- We have a clear structure for teaching reading.
- All colleagues have been trained with the new structure.
- A Love of Reading culture across school
- Author visits and celebrations
- A new, redeveloped library for all to access with a wide selection of texts
- Texts linked to topics as much as possible
- Reciprocal reading approach encourages to build on pupils reading and social skills
- Colleagues have all been trained in our new phonics scheme
- Re-launch of the new 50 books reading challenge
- Tracking of pupils reading updated regularly and pupils identified
- Reading interventions to support the lowest 20% of readers
- Working with other advisors
- Reading data continues to improve year on year

NEXT STEPS

- To continue to monitor reading across school
- To adapt interventions as necessary to continue to support the lowest 20%
- To develop relationships with parents - parent workshops
- To embed the new phonics scheme and build resources
- Work on displays to highlight our reading culture throughout school