

**EVERY
CHILD**

Belonging
Nurture
Safety



**EVERY
CHANCE**

Opportunities
Inclusive
Adapt

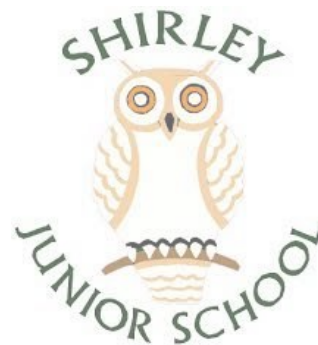


**EVERY
DAY**

Understanding
Consistent
Ambitious



English (Reading) at Shirley Junior School



KINDNESS.
RESPECT.
INTEGRITY.

VISION

At Shirley Junior School, all children develop their **reading, writing** and **communication skills** within our english lessons and across all of our curriculum. We believe that being **literate** sets the foundations in all subjects and provides children with the fundamental knowledge to reach their full potential.



KINDNESS

RESPECT

INTEGRITY



READING VISION

At Shirley Junior School we know that the ability to read is fundamental to the development of learners. Through our reading curriculum, we support our pupils to become **enthusiastic** readers who enjoy reading **widely** for **pleasure**.

We understand the importance of our children being able to read **fluently** and we guide our pupils to be confident **decoders**; reading words **effortlessly** in the books they read with accurate **pronunciation**.

Our reading teaching allows our learners to develop their **understanding** of books through **explicit** teaching of all the **reading domains**. Our pupils are armed with a range of **strategies** to aid them when faced with **unknown vocabulary** and they are encouraged to investigate, discuss and infer the meaning of **unfamiliar language** at every opportunity.

Word recognition



Decode



Shirley readers are supported to develop their **fluency** through age appropriate fiction and non-fiction books using the **Reading Planet** reading scheme.



The Little Wandle programme supports readers in the lower school who need to continue developing their **phonic knowledge**.

Comprehension

Retrieve



Interpret



Meaning



Predict



Summarise



Organise



Choices



Reading **domains** are taught explicitly through daily teaching.

Class readers

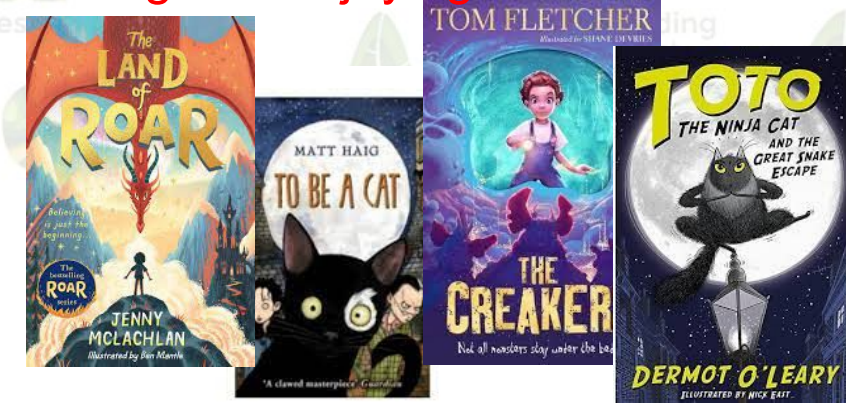
The first 15 minutes of every afternoon is spent reading, discussing and enjoying our class books.



Year 3



Year 5

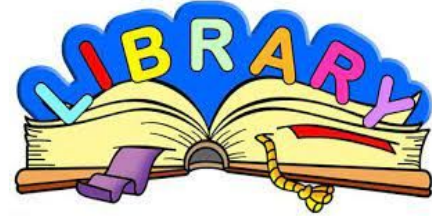
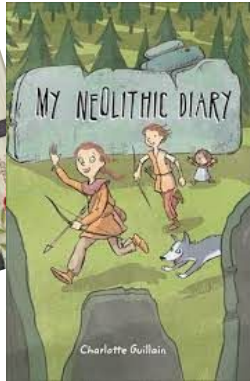


Year 4



Year 6

Reading books



Practising reading book.

Children can read this book independently.

Sharing reading book.

Children will enjoy this book alongside adults.

Daily reading lessons



Independent reading

Shirley readers have access to a range of carefully chosen high quality texts in their reading lessons.

Reading with whole texts allows our readers to gain a deeper understanding of the books they are reading.

Guided session

Shirley readers discuss, question and clarify the meaning of the texts they are reading independently.

Explicit teaching of focus reading domains are taught and modelled.

Independent learning

Shirley readers apply their understanding of taught reading domains when completing their independent reading tasks.

Specific strategies are developed to support the understanding of unknown words.

Domain progression

Year 3	Life long reader: Independent reader who is beginning to read with fluency.	Life long reader: Reads a range of texts for pleasure.	Life long reader: Beginning to shares opinions about texts.	Participation: Beginning to participate in discussions about a text and listens to the ideas of others.
Year 4	Life long reader: Independent reader who reads fluently.	Life long reader: Reads a wide range of texts for pleasure.	Life long reader: Shares opinions about the texts they have read.	Participation: Participates in discussions about a text and can contribute ideas.
Year 5	Life long reader: Independent reader who can read silently and understands the meaning of texts.	Life long reader: Reads a wide range of different texts for pleasure.	Life long reader: Recommends books to peers with reasons for reading.	Participation: Participates in discussions about a text and can contribute and build on ideas.
Year 6	Life long reader: Independent reader who can read silently and understands the meaning of texts.	Life long reader: Reads a wide range of different texts including poetry for pleasure and research.	Life long reader: Recommends books to peers with reasons, justification and evidence.	Participation: Participates in discussions about a text, contributes ideas with justification and evidence.

Domain progression

Year 3	Decoding: Reads most common words at speed.	Decoding: Decodes unknown words using phonetic knowledge.	(2a) Meaning: Beginning to use the root words to explain the meaning of words.	(2b) Retrieval: Draws on information from ideas and main events in a chapter.	(2b) Retrieval: Retrieves and records key information from a given non-fiction text.	(2c) Summarise: Summarises main points from a paragraph.
Year 4	Decoding: Reads common words at speed.	Decoding: Decodes unknown words with appropriate pronunciation.	(2a) Meaning: Beginning to use a range of strategies taught in class to explain the meaning of words with some reference to context.	(2b) Retrieval: Draws on information from ideas and main events across chapters in a text.	(2b) Retrieval: Retrieves and records key information from a given non-fiction text.	(2c) Summarise: Summarises main points from more than one paragraph.
Year 5	Decoding: Reads most words accurately.	Decoding: Decodes automatically with the correct pronunciation with support.	(2a) Meaning: Uses a range of strategies to explain the meaning of words with reference to context.	(2b) Retrieval: Draws on information from ideas and main events across an entire text.	(2b) Retrieval: Retrieves, records and is beginning to present information from non-fiction texts.	(2c) Summarise: Summarises main points from paragraphs and is beginning to identify key details.
Year 6	Decoding: Reads most words accurately and with speed.	Decoding: Decodes automatically with the correct pronunciation	(2a) Meaning: Uses a range of strategies to explain the meaning of words in a context.	(2b) Retrieval: Draws on information from ideas and main events across an entire text.	(2b) Retrieval: Retrieves, records and presents information from non-fiction texts.	(2c) Summarise: Summarises main points from paragraphs, identifying key details.

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Domain progression

Year 3	(2e) Predict: Uses clues from the text to make predictions.	(2d) Inference: Infers characters thoughts and feelings.	(2g) Choices: Beginning to identify specific language choices and sentence structures made by an author.	(2f) Structure: Identifies key features in both fiction and non-fiction texts.	(2h) Comparisons: Beginning to identify main themes in a text.
Year 4	(2e) Predict: Makes predictions about a text with evidence to support ideas.	(2d) Inference: Infers characters thoughts feelings and motives using evidence to support opinions.	(2g) Choices: Comments on language choices and sentence structure made by an author and its effect on the reader.	(2f) Structure: Identifies key features of fiction and non-fiction texts and explains how they help the reader.	(2h) Comparisons: Identifies main themes in a text.
Year 5	(2e) Predict: Makes predictions about what might happen next in a text using details stated.	(2d) Inference: Infers characters mood and attitude using evidence to support opinions.	(2g) Choices: Comments on and is beginning to evaluate language choices and sentence structure made by an author and how they enhance meaning.	(2f) Structure: Comments on the features and layout of a text and how they help establish meaning.	(2h) Comparisons: Beginning to compare and contrast themes within and across texts.
Year 6	(2e) Predict: Makes predictions about what might happen next in a text using details stated and implied messages.	(2d) Inference: Infers characters thoughts, feelings, mood, attitude using evidence and explanation to support opinions.	(2g) Choices: Comments and evaluates on how language choices and sentence structures made by an author enhances meaning.	(2f) Structure: Comments and evaluates on the layout of texts. How it is related and contributes to meaning of whole text.	(2h) Comparisons: Compares and contrasts themes within and across texts.

Text progression

	Working Towards	Expected	Greater Depth	Whole class Reading for writing texts	Non-fiction
Year 3		The Twits (1980) - Roald Dahl (White British) Theme: Importance of kindness Age 7+	Bill's New Frock (1989) - Anne Fine (White British) Theme: Gender inequalities, school life. Age 7+	The Toadlane Time Travellers (2016) - Joel and Pippa Pixley (White British) Theme: History, time, past and future. Age ?	Pharaoh (2004) - Miles Kelly (White British) Theme: Egyptians Age ?
	The Hodgeheg (1987) - Dick King Smith (White British) Theme: Staying safe, seeking help, Age 7+	The Hodgeheg (1987) - Dick King Smith (White British) Theme: Staying safe, seeking help, Age 7+	Dancing Bear (1994) - Michael Morpurgo (White British) Theme: Love, Animals, adoption, animal cruelty Age 7+	The Egyptian Cinderella (1989) - Shirley Climo (White American) Theme: Fairy tale, other cultures. Age ?	The Top ten worst things about Ancient Egypt (2012) - Victoria England (White British) Theme: Egyptians Age ?
	Captain Underpants (1997) - Dav Pilkey (White American) Theme: Friendship, heroism, imagination. Age 7+	Bill's New Frock (1989) - Anne Fine (White British) Theme: Gender inequalities, school life. Age 7+	Wreck of the Zanzibar (1995) - Michael Morpurgo (White British) Theme: hardship, family, helping others. Age 7+	Firework Makers Daughter (1995) - Phillip Pullman (White British) Theme: Courage, family, friendship. Age 7+	

Text progression

Year 4	Mossops Last Chance (1988) - Michael Morpurgo (White British) Theme: Kindness, helping others, co-operation. Age 8	It's not Fair (1989) - Bel Mooney (White British) Theme: Childhood, consequences for actions, family, Age 8	Butterfly Lion (1996) - Michael Morpurgo (White British) Theme: loss, ghosts, war, friendship, war and separation. Age 9+	Alice in Wonderland (1996) - Usborne (White British) Theme: innocence, growing up, Age ?	Secrets of Stonehenge (2013) - Mick Manning (White British) Theme: Stone age, Stonehenge Age 7+
	It's not Fair (1989) - Bel Mooney (White British) Theme: Childhood, consequences for actions, family, Age 8	Billionaire Boy (2010) - David Walliams (White British) Theme: Rich and poor, friendship, family, bullying. Age 9+	Giants Necklace (2016) - Michael Morpurgo (White British) Theme: loss, ghosts, separation. Age 9+	Roman Invasion (2008) - Jim Eldridge (White British) Theme: War, invasion, loss, bravery, identity. Age ?	
	Billionaire Boy (2010) - David Walliams (White British) Theme: Rich and poor, friendship, family, bullying. Age 9+		Charlotte's Web (1952) - E.B White (White American) Theme: sacrifice, friendship, love. Age 9+	Wild (2008) - Emily Hughes (White American) Theme: Environment, nature vs nature Age ?	
	Voices in the Park (1998) - Anthony Browne (White British) Theme: Rich and poor, prejudice, family. Age ?				

Text progression

Year 5	Diary of Killer Cat (1994) - Anne Fine (White British) Theme: guilt and innocence, family relationships. Age 5+	Varjak Paw (2003) - SF Said (White British) Theme: family and friendship, responsibility, self doubt Age 9+	Skellig (1998) - David Almond (White British) Theme: Life and Death, change, coming of age Age 10+	The Boy at the Back of the Class (2018) - Onjali Q Rauf (Bangladeshi British) Theme: Refugees, hope, curiosity and kindness Age 9+	Hidden Figures (2018) - Margot Lee Shertley and Winifred Conkling (Black/White American) Theme: Segregation, Education, overcoming adversity. Age ?
	Varmints (2007) - Helen Ward (White British) Theme: environmental, regeneration. Age 5+	Witches (1983) - Roald Dahl (White British) Theme: death, magic, danger. Age 9+	Kensuke's Kingdom (1999) - Michael Morpurgo (White British) Theme: loss, resilience, friendship. Age 9+	The Arrival (2006) - Shaun Tan (white Australian) Theme: Refugees, family, love, loss, anger Age 7+	Greta's Story (2019) - Valentina Camerini (white Italian) Theme: Climate change, Politics, protest. Age 9+
	The flower (2006) - John Light (White British) Theme: environmental, regeneration. Age 3+	The Explorer (2017) - Katrine Rundell (White British) Theme: Resilience and resourcefulness. Age 9+		Wild Boy (2013) - Rob Lloyd Jones (White British) Theme: Acceptance, friendship, Age 9+	
	Harry Potter and the Philosopher's Stone (1997) - J.K. Rowling (White British) Theme: relationships, magic,				

Text progression

Year 6	Adolphus Tips (2005) - Michael Morpurgo (White British) Theme: WWII, love, race, Age 9+	Friend or Foe (1977) - Michael Morpurgo (White British) Theme: WWII, evacuation, German opinion, trust, Age 9+	Goodnight Mister Tom (1983) - Michelle Magorian (White British) Theme: WWII, evacuation, neglect, abuse, love, change Age 11+	My Secret War Diary (2008) - Marcia Williams (white British) Theme: War, family, memories Age ?	Tail End Charlie (2008) - Mick Manning (white British) Theme: Planes, war, Armed services Age ?
	Wolf Brother (2004) - Michelle Paver (White British) Theme: loss, love, friendship, protection. Age 9+	Stormbreaker (2000)- Anthony Horowitz (White British) Theme: Loss, suspicion, Good vs evil. Age 10+	A Monster Calls Theme: grief, mental health, loss of parent, imagery and symbolism.	Wolf Wilder (2015) - Kathrine Rundell (white British) Theme: Overcoming adversity, Bonds Mother and Daughter, resilience, belief Age 9+	
				Holes (1998) - Louis Sachar (white American) Theme: Race, friendship, crime and punishment Age 11+	
				Wild Boy (2013) Rob Lloyd Jones (White British) Theme: Acceptance, friendship, Age 9+	

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