

Teaching of Reading Expectations

To support the consistency of the teaching of reading across school, we follow the structures detailed below.



All

Classes to have a daily time for a class novel (this may be linked to English, Discover, Create or Explore learning). The timing of this can be chosen to best suit the class; agreeing as a phase will further support consistency. This class book time should be shown on your timetable. The class book is for pleasure and does not need to link to your topic.

All paper-based reading tasks must be stuck into the children's English Skills books and all work will be acknowledged by at least a tick.

When reading with a child/group of children, we will date, stamp and sign their Reading Record using a green pen/stamper. This will also be a time to check their recorded reading and any comments from parents/carers. In their Reading Record, there should be a minimum of three reads recorded or signed by parents/carers each week. These comments made by parents/carers should be at least initialled by a member of staff to acknowledge they have been read at least once a week.

Foundation

All children will be heard read 1:1 by a teacher or teaching assistant every week. This will be recorded in the children's Reading Record.

Daily Phonics sessions will take place.

Foundation will begin by sharing and discussing stories together as a class, supporting what is developmentally appropriate. Reading in groups will be introduced when it is appropriate with reading linked activities as part of the continuous provision.

KS1

Daily Phonics sessions will take place. Opportunity for children to read words and sentences based on that week's learning will form part of the Phonics follow up activity.

Weekly Guided Reading sessions will take place.

One week the children will take part in whole class guided reading sessions, over the course of four days, using a shared text. The children will have the opportunity to read the text alongside the teacher and then with a partner. Word work activities and reading comprehension questions will be explored during these sessions, based on the text. During the week of whole class Guided Reading, the children will have ERIC (Everybody Reading in Class) time.

The following week, Guided Reading sessions will take place with the teacher working with a different group of children each day, over four days of the week. The children will be

grouped according to their reading ability and texts matched to this. The teacher led sessions give opportunity to hear the children read in a circle, discuss the text and for the adult to ask specific questions. The rest of the class will work through a variety of independent reading tasks, e.g. Word matching game (linked to that week's or the previous week's Phonics), reading comprehension questions, write the blurb for the text read the previous day with the teacher.

The teacher planning for Guided Reading will ensure a range of texts (both books and texts of fiction and non-fiction) are taught, each half term. Planning will highlight which Reading Dog (Twinkl resource which links to content domain skills) will be the focus each week.

Children who need extra support with reading will be heard read 1:1 by a reading volunteer every week. The reading volunteer will record any significant comments in their Reading Volunteer's file, as well as speak directly to the class teacher.

KS2

Guided Reading will take place five days a week for 25 minutes each day. This will be taught as a carousel. Tasks will be:

Y3/4	Y5/6
<ul style="list-style-type: none"> • Independent pre-read. • Teacher-led session on what they have read. • Independent comprehension based on the book/text. • Prompt mark. • Slow write with spelling and SPaG coverage. 	<ul style="list-style-type: none"> • Teacher-led session on what they have read. • Independent comprehension based on the book/text. • Prompt mark. • Slow write with spelling and SPaG coverage. • Additional independent reading comprehension.

Please note, although part of the carousel, the slow write should be a taught sessions to ensure the is precision teaching of the grammar through a range of text types.

All of KS2 will have three set texts per year group. These will take a half term to be delivered and at least one of these texts will include BAME (Black, Asian and Minority Ethnic) characters, or those that show diversity, different to the everyday experiences of our pupils. For the second half of the term, all classes will use the *Vocabulary Ninja Comprehension Texts* (fitting to your Discover, Create and Explore topics). Overview below:

- Autumn 1 = Book
- Autumn 2 = Texts
- Spring 1 = Book
- Spring 2 = Texts
- Summer 1 = Book
- Summer 2 = Texts