

Allenton Community Primary School

Reading Expectations

Timetable

In the delivery of shared reading, each class is to deliver 3 short sessions and 1 long session. Class story time must be recorded on the timetable daily and be a class read that the children have consistently (linked to topic). Please see separate information for FS/Year 1 story time sessions. Independent reading (2 x 10 mins) must feature on the timetable as ERIC (everybody reads in class) and is an opportunity for TA's / Teachers to listen to children read. Children should be heard read at least once per week. This does not always need to be recorded in reading diaries as it can be during topic or shared reading.

Delivery

FS and Year 1 to introduce skills (VIPERS), within story time discussions and refer to the snakes displayed in their classrooms. Year 2 onwards to extend and develop specific skills building on year 1, during shorter sessions. Longer session will include a range of questions to support skills and preparation for assessments. Teacher to assess areas that require revisiting for consolidation.

In FS and KS1, RACE to be modelled as a good example to answer questions. Progression through school will correspond to punctuation, spelling and grammar year group expectations. Key vocabulary using question stems and utility words should be incorporated into teaching and recording.

Frequent demonstration reading using class reads.

Evidencing

All work to be evidenced in Shared Reading books. It is only necessary to print one I can per week for the three short sessions and one I can for the longer session, making links to the skills being taught. Marking of sessions to be completed in line with school policy and used for assessment purposes.

A class log of children's reading books and stages must be available on request and updated half-termly, including dates when children have been heard read by teacher or support staff (at least once per week). Reading books must be changed weekly by an adult in FS and KS1 or by the children in KS2 (teachers to use their discretion when applying to children on stages or for SEND children).

Planning

Following English format in line with shared SMART. These are the same across the school but FS and KS1 to use the VIPERS characters. I can's (consistent across the school) demonstrate the reading skills that the children will be using. The progression of skills document is useful in providing these examples (please see attached document).

The new slide structure includes:

Review,

Let's Learn – This is the fluency part of the lesson – see separate information

Journaling and reflection.

Quality Resources

Whole class quality text that is appropriate for your year group expectation. This should contain challenging vocabulary but the content should be appropriate for the chronological age of the children.

Each year group to use their topic, reading spine for resources and ensure that there is a range of non-fiction, fiction, poems and digital genres. Any changes must be kept up to date and stored on the intranet for easy access.

Remember: 90% of vocabulary is acquired through Non-fiction reading so the balance of texts in books should reflect this.

Exploration text to be used in 'Fiction Friday' sessions and poetry.

Display

Topic themed books must be displayed somewhere in the classroom and outside areas.

The current class exploration text must be displayed so that it is obvious what children are having in their daily story time.

Digital links

Please use EPIC on the iPads at least once per week for 10 minutes plus in Year 5 /6 children are to use read theory at least once per week for 10 minutes. This should be in addition to ERIC (x3 weekly) whereby children read their reading books.

Daily Reading

Children must read at least 3 times per week at home. This must be tracked by the adults in class and recorded onto class dojo so that parents can see this information and so the English Lead can access the information to provide class hippo bears. A reading treat should be rewarded to the children that have achieved this at home.

Strategies for SEND/EAL learners

Children are to read and access the text prior to the shared reading session when applicable. This is a pre-teach and can support the children making sufficient progress within the lesson. Sometimes a read through of the text can give the children confidence and the skills to decode the text within the lesson. For more fluency strategies, please see reading resources document.

Some children might benefit from RACE as a strategy to complete comprehension questions. Children must restate, answer, cite and explain the question that they are answering, colour coding the answer is a useful scaffold for SEND/EAL children.

Interventions

For children that are not yet fluent in their reading, please use interventions such as Read It - Write It, Lexia, Shine and Comprehension Ninja.

Shared reading planning structure:

FS – Drawing club

Text that is chosen will support the following week's learning.

Activities completed over the week:

Read book

Collect vocabulary

Look at the cover and text type

Introduce VIPERS

Year 1

Day 1	Day 2	Day 3	Day 4	Day 5
New text- Read	Questioning through discussion using the VIPERS	Same text.	Same text	Non-fiction text
Vocabulary work/pre-teach		Developing fluency/echo reading with the teacher	Role play / drama techniques / story mapping together	VIPERS questions
Activating prior knowledge	30 minute session	30 minute session	Text annotation 	
30 minute session			30 minutes	30 minutes

Year 2, 3, 4 and 5

Week 1

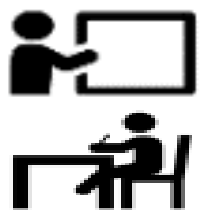
Day 1	Day 2	Day 3	Day 4
New text Immersion in text/ text annotation Fluency read Vocabulary work/pre-teach Activating prior knowledge 30 minute session	Same text as previous day. Fluency read Check for understanding activity completed- see reading resources document. 30 minute session 	Same text and fluency read Set of questions 30 minute session 	New text Fiction / poetry Text annotation Check for understanding activity Range of VIPERS questions. Long sessions 1 hour 30 minutes

Week 2

Day 1	Day 2	Day 3	Day 4
New text Immersion in text/ text annotation Vocabulary work/pre-teach Activating prior knowledge 30 minute session	Same text as previous day. Fluency read Check for understanding task – separate list  30 minute session	Set of questions 30 minute session 	Test CGP or comprehension Ninja

Year 6

Week 1

Day 1	Day 2	Day 3	Day 4
New text Immersion in text/ text annotation Vocabulary work/pre-teach Activating prior knowledge 30 minute session	Same text as previous day. Check for understanding activity 30 minute session 	Same text. Set of questions with 1 modelled and 4 independent. 30 minute session 	New text Fiction or poetry Text annotation Check for understanding activity Range of VIPERS questions. Long sessions 1 hour 30 minutes

Week 2

Day 1	Day 2	Day 3	Day 4
New text Immersion in text/ text annotation Vocabulary work/pre-teach Activating prior knowledge 30 minute session	Same text as previous day. Check for understanding activity 30 minute session 	SATs paper 30 minute session 	Test CGP or comprehension Ninja

Please see separate reading resources document

This document includes:

- Comprehension ninja examples
- Approaches to reading poetry
- Check for understanding activities.
- SEND activities to promote fluency
- Question stems

Assessment of Reading

FS – Observations of the children will be made during class teaching and continuous provision and used to inform judgements against the EYFS profile statements.

Year 1.

Autumn 1 - Past phonics screening check to inform judgements.

Autumn 2 - Past phonics screening check plus evidence from shared reading books.

Spring 1 – Teacher Assessment.

Spring 2 – Past phonics screening check to inform judgements. HA children to complete NTS test.

Summer 1 – Teacher Assessment.

Summer 2 – NTS test for Year 1.

Year 2.

Autumn 1 – Baseline assessment using past SATs paper.

Teacher assessment.

Autumn 2 – NTS

Spring 1 – Teacher Assessment.

Spring 2 – NTS

Summer 1 – Teacher Assessment

Summer 2 – NTS

Years 3 to 5

Autumn 1 –Using NTS reading test or SATs from summer teachers use to inform groups and planning.

Autumn 2 – NTS

Spring 1 – Teacher assessment.

Spring 2 – NTS

Summer 1 – Teacher assessment.

Summer 2 – NTS

Year 6

Autumn 1 – Baseline assessment using past SATs paper.

Teacher assessment.

Autumn 2 – NTS

Spring 1 – Past SATs paper.

Spring 2 – NTS

Summer 1 – SATs

Summer 2 – Teacher assessment.

CGP tests have been given to each year group to use fortnightly for testing practise.