



### Reading expectations

To ensure progress in reading for all.

For further information on the teaching of reading, reading skills and how this progressive throughout the Academies, please see the progression of skills document.

For coverage of the National curriculum across the year, for each year group, please see the reading coverage document.

### Guided reading

Guided reading is to take place 5 days per week.

Each guided reading session should have a clear focus, i.e. prediction, inference, deduction, vocabulary etc. This focus should be taught during the input of the lesson with a follow up task afterwards. This task **does not** always have to be a written task. On average 3 pieces of evidence per week should be seen in books but this is obviously dependent on the skill you are focusing on that week.

A variety of evidence should be seen, not just a list of questions. Annotated texts should be seen within folder for more able students as well as evidence of the class novel.

Class teacher and class TA should work with a focus group during the session.

Book Talk should be used regularly within guided reading sessions, please ensure that observation notes are made during the book talk and stuck into guided reading books.

Echo reading should be regularly used to ensure that children develop their fluency and intonation.

### 1:1 reading

Children are expected to read to an adult at home at least 4 times per week. The reading record should be signed by an adult and returned to school every day. Record your weekly percentage on Teams every Friday. Record the amount of times the child has read on your class tracker, along with the amount of times children have read within school - monitor this closely.

Each child in school should be heard read on a 1:1 basis at least once a week by their class teacher. Please record when you hear children read on your class tracker. This can happen during early morning activities or during silent reading time. The reading record should be signed by the class teacher as evidence of this. Silent reading should take place straight after lunch, every day, for all year groups. Use observation notes to record children's responses during this time and keep these as evidence in guided reading books.

Class TA should also regularly hear children read, this should also be recorded on class tracker. Class TAs should be focusing their attention on those children who are not reading regularly at home, need to improve the speed of their reading or are currently working below expectations. These children should be heard at least 3 times per week within school.

### Reading in the classroom

The class novel should be read daily to the children, using Book Talk where possible. The class novel should be referred to in guided reading sessions and also used for reading for pleasure. The children should be 'read to' often. Please ensure that children are aware that they are 'being read to.'

Reward reading for the amount of times children have read - not the amount of books children have read. Individual year group rewards are appropriate here.

Phonics should be taught at an appropriate level in all year groups. Phonics interventions should be in place at the earliest possible opportunity. By the end of EYFS children should have completed Ph3 and have begun work on Ph4. By the end of Y1 children should be coming to the end of Ph5. By the end of Y2 children should have completed Ph6. Interventions for those who did not pass the phonics screening should be in place at the earliest opportunity. These children should be receiving daily phonics intervention.

Children's reading books should be closely matched to their phonics phase.

1 PINK	1, 2	Phase 2
2 RED	3, 4, 5	Phase 3
3 YELLOW	6, 7, 8	Phase 3/4
4 BLUE	9, 10, 11	Phase 4/5
5 GREEN	12, 13, 14	Phase 5
6 ORANGE	15, 16	Phase 5/6
7 TURQUOISE	17, 18	Phase 5/6
8 PURPLE	19, 20	Phase 6
9 GOLD	21, 22	Phase 6

Use immersive reader to support those children who require it however ensure that the text provided to those children are level appropriate.

Reading should be evident throughout the curriculum. A variety of fiction and non-fiction texts should be used to support non-core subjects. Clear links should be made between the text and the subject being taught, with vocabulary from the text referred to throughout the lesson.

Vocabulary taught should be displayed clearly in the classroom for children to access. Vocabulary should be displayed within sentences and regularly changed for children to gain a clear understanding of the word.

#### Parental engagement

Children are expected to read at home at least 4 times a week. Parents are expected to sign the reading record when they have heard their child/children read.

We intend to provide parents with a reading workshop for each year group, every year, this will be an informative workshop with interactive elements.

Parents are to be informed of new reading initiatives throughout the year via newsletters, twitter and the website.

### Marking and Assessment

Ensure that marking is precise and misconceptions are quickly addressed. (See marking policy) Use a pink pen for positive comments or correct answers and a green pen for next steps or incorrect answers. Use corresponding highlighter pens where appropriate. Ensure that next steps are responded to.

Once completed, all rising stars or practise papers are to be accurately marked and consistently within the year group, using the mark scheme provided. Class teachers are responsible for uploading these results on to the correct system and ensure all information is accurate and up to date. Information on data should be passed to subject leader.

Papers should then be passed back to pupils to complete the missed questions in a purple pen. This will ensure the class teacher can either address misconceptions or the speed of which the child is reading. Test scores and speed read scores should then be cross referenced.

Speed reading interventions should then be in place for those children scoring poorly in tests and those reading less than the speeds below:

After testing is complete, ensure that you have triangulated your test papers alongside home reading and the speed of the child's reading to ensure that you are focusing on the correct area of weakness for each child. Interventions should then rapidly be put into place for individual children.