



READING POLICY

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR):

K. McGhee

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Our Commitment to Staff



Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future

Recognise and reward the commitment of all staff

Create and maintain a mutually supportive, collaborative and caring environment for all



Establish well-being and health as essential contributions to effectiveness at work.

Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.



Introduction and Overview

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Intent

At Princess May Primary, we whole-heartedly believe that reading is of vital importance to all children. We believe that it is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read and link it to their own lives and experiences.

We do this through teaching both word recognition and comprehension skills alongside each other. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher and their peers, as well as from reading and discussing a range of stories, poems and nonfiction. At all years throughout the school, the children are taught the skills they need but our aim is that the majority of the word recognition skills are taught in EYFS and KS1 so that by the time the children start Year 3 they are fluent readers able to access a range of texts. To support the children's comprehension skills, the teachers teach the children how to read like a reader wherever needed.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. All pupils are expected to read daily at home and the school, parents and children all sign a 'reading pledge' at the beginning of the year committing to this. Reading within class will be seen across all subject areas and include a wide variety of materials.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. These words are 'rescued' within the class and children are given the opportunities to explore word meanings and encouraged to use these words within their own speaking and writing where possible.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds and as such is a significant focus throughout the year at Princess May. The majority of our topics are based on and around high-quality texts and reading is encouraged throughout the year through events such as author visits; authors of the term; library visits; reading records and reading challenges.

Implementation

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. To achieve this the children are expected to achieve milestones throughout their time at school including:

- Achieving, some set 1 sounds in phonics by the end of Nursery.
- Achieving Green level – Some Set 2 Sounds in phonics by the end of Year R.
- Achieving Blue level –all set 3 sounds and level 18 (Turquoise) in reading stages by the end of Year 1.
- Achieving level 24 – RWI reading comprehension (white) in reading stages by the end of Year 2.
- Achieving level 27 (brown) in reading stages by the end of Year 3.
- Achieving level 28 (grey) in reading stages by the end of Year 4.
- Achieving level 29 (magenta) in reading stages by the end of Year 5.
- Achieving level 30 (black/ silver) in reading stages by the end of Year 6.

These milestones are set out for each year in a milestones document and the children who do not achieve these milestones are then targeted to catch up.

At Princess May, early reading is a priority. Therefore, we ensure that:

- direct, focused phonics is taught every day in Reception and key stage 1
- children read from books with the sounds they know, while they are learning to read
- teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%)
- all children in Year 3 and above can read age-appropriate books
- teachers instil in children a love of literature: the best stories and poems

Impact

By focussing on the teaching of reading and using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure.
- Regular feedback marking and pupil voice feedback.
- Subject monitoring, including book looks and learning walks.
- Regular low stakes knowledge assessments, using a range of creative approaches.
- Hackney Learning Trust cross-school moderation to ensure secure teacher judgements.
- Half-termly phonics and reading assessments to ensure our children are provided with appropriate challenge and support.

Cultural Capital

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, theatres, adventure centres and community projects in and around London. We believe that it is important that pupils are able to make links between what they read and their own experiences. Our pupils will also have the opportunity to meet and work with authors and build their knowledge of literature. Reading is practiced and embedded across the curriculum.



Teaching and Learning

Reading at Princess May

In order for a child to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and skills are taught explicitly through our three reading approaches – *Read Write Inc, Talk through stories* and *Destination Reader* – and are continually referred to during additional reading opportunities in literacy lessons and wider curriculum subjects.

EYFS Reading Provision

EYFS Reading:

Across EYFS reading knowledge and skills are developed through the continuous provision of the environment. Each classroom has resources available to be selected by the children to support their emergent reading and writing skills. These vary from phonics sounds cards, mini-books, story sacks, high quality books and other literacy resources.

Phonics

Nursery spoken language underpins all seven areas of learning and development in the revised 2021 Early Learning Goals. The aim is to reduce the language gap between children from language-rich homes and those who are not. Therefore, at our nursery we do three things to reduce the language gap:

1. Reading aloud
2. Teach children poems and songs and
3. Talk with children

Put succinctly, our nursery children rely on read-a-lot, talk-a-lot, and sing-a-lot. When pupils are developmentally ready (through teacher assessment), they are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'.

- **Reception** RWI lessons start immediately after Reception teachers have completed their Baseline Assessment.

Nursery

In the Nursery, children are read to at least 3 times a day. A well-resourced book corner highlights the importance of reading to the children, and the writing tables have activities based around the skills being taught that week.

Reception

In Reception, we start strong with phonics. During the first four weeks there is whole class teaching for 5 minutes. The children are taught Set 1 Speed Sounds, followed by three progress groups for 15 minutes. They are also letter formation and word time reading at their tables. They play Fred Talk games. After four weeks three simultaneous progress groups are taught for 20 minutes each. They are taught a Speed Sounds Lesson, including letter formation and Word Time reading and spelling at their tables.

The keep up group are taught in a group of four and/or daily one-to-one tutoring for 5 minutes.

KS1 Reading Provision

Read, Write, Inc.

Children begin the RWI phonics programme in Reception and continue with it until they have learnt their sounds and can accurately 'instant sound blend'.

- **KS1** Daily RWI lessons commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. RWI lessons are taught every week and each lesson lasts for approximately 1 hour.
- Children who are participating in the RWI programme in KS1 and KS2 have 5 x 1 hour lessons per week in small ability groups (see RWI policy for further details).

KS1 Talk through stories (Storytime)

Our Talk through stories reading Programme is a classroom programme that encourages the children to love stories. Only when they know the story well, can they have fun talking about the theme, characters, their actions, feelings and motives. We spend 5 days a week for 30 minutes exploring a range of different books including poetry, storybooks, rhymes, non-fiction. These books are model read and brought to life by the teacher for five consecutive days. Children get to develop the habit of talking to a partner and then selecting partners to respond to the group. They chat about what might happen, a character's actions, anxieties and fears. They also join in with the story, create freeze frames. On the fifth day the story is added to the class library so that it is available for children to take home and read to their parents.

DSR helps our pupils to make accelerated progress by working with trained adults in small groups matched to their independent reading levels. Adults use

differentiated lesson guides to move children on and make sound judgements about when to do so.

KS2 Reading Provision

Read, Write, Inc.

Children who are participating in the RWI programme in KS2 have 5 x 1 hour lessons per week in small ability groups. Keep up intervention is also provided within our Fresh Start and Fast Track programme; it is for students who are in the lowest progress group who need extra daily practice in reading sounds and words. The programme breaks down the phonics and reading strands of Read Write Inc. into smaller steps to accelerate students' reading progress. It includes spelling activities. Tutoring time is limited to 25 minutes per student, so reading is prioritised. It provides intensive, targeted support to address specific gaps in a student's reading.

Destination Reader

When children have completed the RWI phonics program from Year 2 upwards, they participate in Destination Reader lessons.

Destination Reader (DR) dramatically improves our pupils' reading, whilst making sure no one child is left behind. By developing a deeper understanding of what's being read, Destination Reader actively engenders a love of reading which will endure throughout our pupils' lives.

An approach rather than a scheme, Destination Reader fits right in with our school's curriculum and favourite texts. The approach involves daily 45-minute sessions incorporating whole class modelling, partner work and independent reading to deliver structured daily reading sessions at KS2. The programme encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum.

Destination Reader is taught as a whole class:

- Two days per week, whole class core text. The children work in mixed ability pairs to read and analyse a class book at the age expected level.
- One day per week, the children work in ability pairs to read and analyse a text at their instructional level.
- Every Friday, children practice their comprehension skills. Friday's comprehension lessons are planned on a three-week cycle.
 - Big Picture Lesson (Seen - test style questions related to the class text).
 - Longer Comprehension (Unseen test style text/questions - Either Fiction/ Non-fiction/ Poetry).
 - CGP
- One day per week, each class visits the library to read for pleasure and change their home-reading books.

Strategies are taught each week. The reading skills explicitly taught in DR are:

- **Predicting**
- **Clarifying**
- **Asking questions**
- **Summarising**
- **Inferring**
- **Making connections**
- **Evaluating**

There is huge value in modelling a strategy in isolation, but only multiple strategy instruction will enable students to use and integrate a range of flexible reading strategies to boost comprehension and enjoyment. Therefore, as a school, we ensure that:

Year 3: An individual strategy is taught weekly.

- Use any opportunities to reinforce strategies.

Year 4: An individual strategy is taught weekly (revised from Year 3)

- Move to combining more than 1 strategy when children are ready e.g. predicting and asking questions or using all strategies.

Year 5: Strategies revised during Autumn 1 and then combined throughout the year.

- Return to individual strategies when appropriate such as inference.

Year 6: Strategies are combined throughout the year and provision adapted to the needs of statutory assessment.

The children record their reading progress in a Reading Journal in which they write short 'selfies' showcasing their ideas from the lesson, weekly comprehension activities and termly 'Reading Portraits' where they reflect on their progress and set themselves targets for the upcoming term.

Teachers are expected to mark pupils' books through either teacher marking, peer-assessment or self-assessment.

Supporting lower achieving children through quality provision (Lowest 20%)

As a school, we believe that it is vital that all pupils are able to read at their age-expected standards. If a pupil is achieving below age-expected standards, targeted intervention is put into place.

Teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%).

- **Please see Appendix 1.**

Teachers, Heads of Year, Reading HLTA, Literacy Leader and SLT will continuously track their progress. Targeted intervention is put into place to help support our lower achieving children through quality provision:

- **Please see Appendix 2.**

Building Active Readers

At Princess May, we believe it is paramount for children to become active readers. We build our active readers by using the following strategies:

- **Please see Appendix 3.**

Promoting Reading for Pleasure

At Princess May, we believe it is important for children to foster a love of reading from a young age. It is the expectation of the school that every class will have an established reading corner. This needs to be a safe and stimulating area that includes a wide selection of books in labelled baskets. These books will include fiction and non-fiction texts, topic books and newspapers. The reading area needs to include comfortable places to sit and questions to encourage the children's thinking. It may also include children's own reviews of books or pictures of their favourite books. There also needs to be some links to the author of the term and some kind of celebration of those children who are reading at home regularly.

As a school, we undertake many initiatives to ensure that we promote reading for pleasure.

Our initiatives:

- Carefully selected texts for each year group
- Book clubs
- Reading mornings with parents
- Theme reading activities around the year (Halloween: spooky sleepover with pyjamas, torches, lights out, and reading scary stories aloud; Reading around the world: Chinese New Year, Eid etc to promote translated books and stories from other cultures)
- National and local celebration days: World Book Day; Roald Dahl Day; National Poetry Day; Earth Day
- Encourage book choice: book fairs and visiting our local bookshops
- Partner with local library services
- Reading competitions: 'Battles of the readers' – boys versus girls or year groups/ classes (who can read the most or write the most book reviews)
- Reading washing lines in each class
- Reading buddies for reluctant and struggling readers
- Author and poet visits
- Suggested book lists for parents

At home learning

We encourage at home reading on a daily basis. Children each have a reading journal, whereby parents and students communicate with their teachers about books they are reading at home. Teachers/ TAs will check reading record books each day.

Phonics/ Levelled reading - EYFS/ KS1/KS2

Pupils receiving Phonics, will take **3 books home each week** – A decodable phonics book, the current Phonics book that they would have read in class and a library book. **2 books** if they are comprehension level in phonics – levelled/ free choice

- **Nursery:** A designated adult will change books every Friday.

- **Reception:** A designated adult will change books every Friday.
- **KS1:** The Reading HLTA will change books every Thursday.

KS2

- **KS2 (pupils receiving Phonics intervention):** The Reading HLTA will change books every Friday.
- Ensure that **SEND/ lowest 20%** have books that are suited to their reading ability.
- Encourage children to purchase their own books.

Whole school expectations

- Book bags are expected to be brought into school **each day** – they should only contain books and Reading Record books (no drinks/ jumpers etc).
- All pupils should have a Reading Record Book – if pupils lose their reading record book, they will need to pay for a replacement. However, if they finish a reading record book, they will be provided with a free copy.
- Reading Record books **to be signed each day** – teacher stamps have been provided. This is to demonstrate to parents that we are checking that pupils are reading at home every day.
- Encourage parent engagement/ comments.
- Teachers to listen to pupils read their home-reading book at least once a week. Teachers to comment in the child's reading-record book.
- SLT, Reading HLTA and HOY will monitor the use of reading record books each week.



Assessment

Children's progress is continually monitored throughout their time at Princess May Primary School and is used to inform future teaching and learning. By the end of each key stage, children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum. These are set out as statutory requirements. We expect to draw on the non-statutory requirements to extend our children and provide an appropriate level of challenge.

Children are assessed formatively through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout literacy teaching across the school. In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year to ensure that the progress in knowledge and skills that each child makes is accurately measured. Summative assessment opportunities are used to support teachers in their assessment judgements and should not replace teacher judgement based on experience of the child in everyday lessons.

Reading Assessment

In Early Years and KS1, children are assessed half-termly by the Read Write Inc. (RWI) Coordinator to establish which sounds they are confident in and which strategies they are able to use to effectively read familiar and unfamiliar words. These include common irregular words and 'alien' nonsense words. (See RWI Policy for further details).

In KS1 and KS2, classes complete a comprehension activity each half term using the NFER tests. This should match the instructional reading level of the individual child and so often children in the same class will complete different activities. Children in KS2 who are still attending RWI lessons will be advised on which reading comprehension assessment to complete.

In KS1, these assessments need to be kept in a Reading folder until the end of the year, and in KS2 they should be kept in the child's Reading Journal. Reading targets are generated from these assessments and then shared effectively with the children. In KS2, they are used by the children to inform their own target setting.

The RM Benchmarking system may be used to accurately level a child's reading ability and to find out the strategies they are using to understand the text. Teachers often use this to help assess the levels of those children who appear to be making less progress.

Reading Assessment Information:

Princess May Primary greed expectations for end of each year group.			
Yr. Grp	Mid-year Colour Band		End of year Colour Band
1	Green		Turquoise
2	Gold		White Lime
3	Lime	Brown	Brown
4	Brown		Grey
5	Magenta		Magenta Black
6	Magenta	Black	Black Silver

PM Bench Mark

Colour Bands	PM Benchmark Level
Pink	L1-2
Red	L3-5
Yellow	L6-8
Blue	L9-11
Green	L12-14
Orange	L15-16
Turquoise	L17-18
Purple	L19-20
Gold	L21-22
White	L23-24
Lime	L25-26
Brown	L27
Grey	L28
Magenta	L29
Black	L30

(Colour Banded Books in the Library)

Bench Marking:

Up to L17-18 fluency, decoding focus
L19-24 comprehension focus
L25+ Destination Reader



Planning and Resources

Planning is a process in which all teachers are involved. Planning should be done with parallel teachers. All teachers should keep a copy of the long term, medium term and weekly planning in their files.

Levelled Reading Room

Multiple copies of books (for levelled reading) are kept in the Levelled Reading room. The levelled reading books are levelled using the book band system.

RWI Resources

RWI Resources are kept in the Phonics room. (For more information on this see RWI Policy). Nursery RWI Resources are kept in the Nursery.

Classroom Libraries

Each classroom has a library which has an excellent stock of fiction and non-fiction books. Children are able to take books home daily whilst recording this in their Home Reading Journals.

Whole school library

We have an excellent collection of fiction, non-fiction and poetry stored in our library. Classes are timetabled to use the library. School staff are responsible for ordering and

cataloguing books. A member of staff opens the library at lunchtimes.

Marking

Destination Reader - Reading Albums

- All Selfies, Big Pictures, Unseen comprehensions and CGP books to be marked using teacher, peer and self-assessment.
- Every time a teacher/ TA listens to a pupil read during their Wed/Thurs levelled reading session, they will need to record comments on the 'Individual Tracking' sheets at the back of pupil books.

Phonics

- All Phonics books to be marked by the teacher/ TA for their group.

Trips and visitors

We are constantly looking for new and meaningful experiences that will enrich the knowledge and skills of the children we teach. There is a requirement that all classes go on an English related trip at least once a year. As a school, we also explore opportunities for our pupils to meet authors, poets and actors.



Inclusion

Children with English as an additional language:

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. Dual language books are available for each class (available from the Inclusion Department) and each classroom should have on display key words associated with current topics being studied. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

Teachers work with the Inclusion Coordinator to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the Inclusion team to help them make rapid progress.

In addition, class teachers use their teaching assistants to provide targeted support and the use of home language support and peer-buddying is encouraged.

There are many groups and projects which EAL children and their families may be involved with:

- Speech and Language groups
- *English as an Additional Language homework club*
- Recommended English Language lessons for parents
- Drop-in translation, information and skills sharing sessions for families (See Inclusion: EAL policy for more details)

Special Educational Needs (SEND)

Some children experience learning difficulties, which affect their progress in reading. Class teachers inform the SENCO and Inclusion Department if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- Volunteer readers
- Reading buddies
- Language groups
- Social skills groups
- Booster classes
- Phonics
- Toe by Toe
- Get Spelling scheme

(see SEN policy for further details).

High Achievers

Children who achieve highly in reading will be supported and given opportunities to deepen their knowledge and skills through the reading groups and differentiation. They will also have opportunities to work with outside agencies when appropriate.



Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in literacy. At the 'Meet your teacher' meeting at the beginning of every academic year, the reading standards of the year group are explained, as well as further meetings throughout the year to support parents to understand new literacy initiatives. Regular RWI meetings for parents also take place throughout the year to support parents to help their children's phonics progress.

In the EYFS and KS1, parents are expected to listen to their child read daily (for around 10 minutes). They are then expected to sign and comment in their child's reading record book. The reading record book will be checked on a daily basis by the class teacher/ TA.

Reception

- RWI sound sheet, ditty or phonics book to be read at home in accordance with the RWI teaching cycle
- One picture book chosen by the child from the class Book Corner to be taken home each week (this is to be shared with an adult)
- From the Spring term, children also take home two Oxford Reading Tree books.

KS1

- One RWI phonics book to be read at home in accordance with the RWI teaching cycle
- One levelled book to be selected by the Reading HLTA to be taken home each week.
- One picture book chosen by the children from the KS1 Library to be taken home each week

KS2

- One book chosen by the children from the class Library to be taken home each week (to be changed as and when it is has been read due to the differing lengths of more advanced books)



Expectations

Whole school expectations for Reading

- All staff to have a reading folder, identifying provision for **lowest 20% readers** and **pupil reading levels**. Updated each half term.
- Long term planning for Reading will be based on the agreed curriculum map for each year group.
- Reading to be taught 4x a week using Destination Reader (DR) from Year 2- Year 6.
- Teachers to follow the DR structured timetable.
- Class novel and Free Reader to be timetabled 5x a week.
- **Home reading journals to be signed each day by pupils and parents. Acknowledge by teachers or HLTA/TAs/LSA.**
- Promoting **Reading for Pleasure** is a school wide priority.
- We are committed to link our learning in English to other areas of the curriculum. Speaking and Listening is actively promoted.
- The **sequence of knowledge** and skills will be planned for as part of the teaching process.
- Reading will be planned and taught by the class teacher.
- Differentiation of activities will be made in the weekly planning as appropriate to the pupils being taught based upon their prior knowledge, understanding and skills. Word banks and scaffold to support SEN and less able pupils where needed.
- Interactive Reading displays will be used to emphasise and raise the importance of reading in the school.
- Equal opportunities in Reading will be given to all pupils. (See Equal Opportunities policy).
- **All children able to read by the time they leave Princess May.**



The Role of the Subject Leader

Literacy lead

Some key duties that the literacy subject leader should undertake over the course of the year include:

- Be responsible for the development of English in school.
- Monitor the intent, implementation and impact of English in school.
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information.
- Provide or organise staff training.
- Monitoring of literacy, reading, handwriting and spelling books
- Reading walks and other lesson observations where necessary
- Planning and organising literacy enrichment opportunities and competitions
- Liaising with SLT to help implement school improvement priorities
- Liaising with the school SENCO to best support children with literacy difficulties
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in literacy teaching

Phonics Lead

- Reports to: AHT and HT
- Lead of RWInc. across the school
- Observe, coach and support relevant staff
- Analysis of RWInc. assessment data
- Parent engagement for RWInc and reading provision in KS1.
- Quality assurance of levelled texts – matched to Phonics level
- Year 1 and 2 Phonics Screen Check lead
- Working in conjunction with the SENCO to ensure the progress of SEND children
- Management of CPD for all relevant staff for RWInc.
- Report to governors

Reading HLTA

- Alongside the Literacy Lead, the Reading HLTA will be responsible for the reading provision across the school.
- The Reading HLTA will support and target pupils reading below age-related expectations (lowest 20%) from Reception-Year 6.
- The Reading HLTA will be responsible for monitoring the home-reading provision for the lowest 20% and SEND pupils.
- The Reading HLTA will feed back to the Literacy Team on the reading provision (weekly).
- The Reading HLTA will communicate with class teachers/ HOY/ SLT/ SENCO/ Parents on the progress of the lowest 20% readers.
- The Reading HLTA will ensure that the lowest 20% readers work towards achieving age-expected standards in reading.
- The Reading HLTA to support KS2 pupils who have not passed the phonics stage through Fresh Start and Fast Track interventions.
- The Reading HLTA is responsible for delivering phonics assessments.
- The Reading HLTA will be responsible for the library provision

Appendix 1:

N.C. Reading areas		How will we meet the needs of <u>children below age-expected</u> in these areas?
Word-reading		<ul style="list-style-type: none">Teacher models slowing down, speeding up, pausing, re-reading in shared sessionChildren prepare a section to read as author intended.Teacher models re-reading part or whole text to make it sound betterTeacher models reading aloud and children repeat (echo reading)Specific vocabulary teaching
Comprehension	Text	<ul style="list-style-type: none">SAP: Quickly identifying genres and featuresModeling importance of finding most important information – active reading activities
	Question	<ul style="list-style-type: none">Using Question types and CLEAR to learn tricks.Focus on specific question types each week e.g. ‘impressions of...’Key differences between 1,2 and 3 marks questions.Creating perfect answer to 3 mark questions in teamsCreating questions
Reading for pleasure		<ul style="list-style-type: none">Tracking and interventionsReward systems for reluctant readers – Key worker checking inFinding the one! Take to bookshop, library etc. Preferences.

Appendix 2:
Supporting lower achieving children through quality provision

	What other information do we need? Specific need, EAL, new arrival, previous provision.	Assessment Daily / weekly / termly	Teaching provision How often? Mixed ability / ability only?	Interventions Phonics, 1 to 1/small group etc.	Additional resources / activities class teacher might use
Child A Red level 5	EAL SEN support. Didn't pass PSC.	Initial benchmark at start of year. Reading level assessed weekly. Benchmarked half termly. Regular phonic assessment. High frequency word check.	Whole class session: can't access oral language so TA shares simpler text instead of whole class session. Independent session: reads instructional level text daily with adult – no mixed ability.	Additional daily reading session with adult on instructional text. Reread previous day book and new book. Daily phonics catch up group. First 100 High frequency words games / support.	Box of familiar stories built up. Concrete experiences linked to texts planned e.g. video clip of fishing on iPad, small dinosaur toys. Sequencing visuals from stories. Retelling stories to a partner.

Appendix 3:

N.C. Reading areas		What do we need children to be able to do by the end of KS2?
Word-reading		<ul style="list-style-type: none">Read at length in a fixed timeSlow down or reread when text is difficultRead the text as the author intended
Comprehension	Text	<ul style="list-style-type: none">Understand most of the words and ideas of an age-appropriate textRetrieve the most important information from textsReread when an idea / word is not clearSummarise paragraphs as I read so I understand the text as a wholeThink about the text: ask questions, infer information and start to predict what will happenReflect on the writer's technique and make links between texts
	Question	<ul style="list-style-type: none">Use test technique to find clues to answer questions accuratelySkim and scan accuratelyBe familiar with the different formats/layouts of questions
Reading for pleasure		<ul style="list-style-type: none">Read and discuss a wide range of genres at home and schoolPerform poems, plays and read aloud other texts showing understanding through intonation, tone and volume