

**Intent: The reading offer at AJS**

Children all have an entitlement to high quality reading opportunities. Teachers acknowledge and celebrate the part that reading plays in our curriculum and seek many ways to promote healthy attitudes to reading, expanding children's knowledge of authors and vocabulary and above all equip them to use their reading skills to access all areas of our curriculum offer.

- Children are entitled to daily reading lessons using the John Murray model (or alternative provision if reading fluency needs to be increased before JM is accessed).
- All classes have an author focus- these do not need to be consistent across the year group- they can be chosen to compliment the teacher/child interests but should always be age appropriate, engaging and promote good vocabulary. New and interesting authors should be sought to inspire children to broaden their reading horizons. Children do not necessarily need to have a book each but some shared books are available. They should be changed at least half termly (exception when the half term is less than 5 weeks)
- Children have allocated class reader time each week as a minimum
- All children have access to their on-line bug club account and teachers ensure these are up to date, monitored and supported
- Children can have access to library books from the designated school library- taking books home and bringing them back as they would in a Council Library
- Children can take home books that are book band related to practise their reading skills
- Children can visit the council library and access books from there as part of trips with school
- Each classroom has a well-stocked book corner and displays include books where possible
- Each year group has sets of books/individual books as part of the reading scheme
- Parents are encouraged to participate in class reading events which are held as frequently as possible
- Children have access to topic related material through the Library Services offer
- All children have the opportunity to read with school adults at least once a week. Where children need to develop greater fluency and accuracy in order to access their Age Related Curriculum, they may take part in daily one to one sessions with adults in school, have access to Learning Support Service strategies and take part in more bespoke interventions. These are all identified and planned for by the class teachers in consultation with the SEND Team, Assessment coordinator and Leaders for English

## Implementation

### Organisation

- Classes in Lower Key Stage 2 pair up to allow for grouping- paired geographically to allow for speed of movement.

3G and 3U/3P and 3D

4G and 4D/4P and 4U

- In Upper Key Stage 2, children are grouped within their class with some children being taught specific reading skills in smaller groups
- Reading sessions are 40 minutes long to allow for more independent work and development of reading stamina- timetables have been adjusted to allow for this
- In Year 3, until children have developed the reading stamina for 40 minute lessons, sessions may incorporate a further 10 minutes full class reading and story sharing time and allow time for more one to one reading of those children not on the daily reader list. The time will be built up to 40 minutes over the course of the first term.
- Teachers may feel the need to be flexible with the timings of sessions- perhaps extending the reading session when it is an English skills based lesson/publishing session) but this should not adversely affect the excellent English provision teachers currently demonstrate.
- Where teachers are paired- conversations must be had as part of the evaluation process for the change-over point to allow for next steps to be addressed without a fortnight gap and to ensure that teachers know the children's achievements and future teaching points to avoid the need for additional paper planning and evaluation

### Lesson Expectations

- Children will have a taught reading lesson each day and this will be evidenced in their books
- Children who are working on class based guided reading will have a RED reading book. Children who are not yet fluent readers may not need a red book and teachers need to use their own judgement as to how the information and work completed needs to be stored/collated- feedback to English Lead as part of the monitoring process
- A copy of the text will be fixed into the book on day one
- Children will annotate the text over the course of the week as necessary
- Children will not work underneath a marking and feedback sticker but be trained to either stick in the questions appropriately or work from the slides, to save printing costs
- Presentation will be the same expectation as other books in school
- Questions and post it notes from the sessions will all be put into the book to negate the need for paper planning
- The reviewed reading trackers- to ensure coverage- will be stuck in the front of all books
- Cold text applications on a Friday will need to be affixed into the book (stapled at the top of page after trimming or by other tidy means).

- Cold texts are completed in timed conditions to simulate the expectations in exam papers. Teachers use their judgement as to which type of marking will give most impact on teaching and learning and allow accurate assessments to be made of the children's next steps
- The work completed throughout the week can be hot marked and peer/self-marked- marking to be completed in usual Marking colours
- Teachers are free to produce their own resources in addition/in place of the John Murray texts to maximise outcomes for learners- these must incorporate the key principles of the timetable and should relate to agreed question stems. Year groups must discuss this and agree so that there is consistency across the year group/classes
- Where John Murray texts are not detailed enough or lengthy enough to support reading stamina, additional texts may be used by the class teachers. These are shared by the year group to ensure consistency of offer.
- Children are taught not only how to read, but how to answer comprehension questions. They are taught each of the typical question stems through focused modelling and application.

### Reading for pleasure

- Children are given time and opportunity to read for pleasure. This is modelled by adults in school, through visits and visitors and through a rich and varied curriculum.
- Children have a wealth of material to support their reading pleasure and all classes regularly update their reading corners to reflect current interests.
- Children are encouraged to read for pleasure at home as well as at school and receive praise for sharing their reading
- Events are planned in school to support reading for pleasure- book weeks, themed days, parent events, author focus days all play their part in supporting children foster a love of reading.

### Monitoring

- Reading lessons will be subject to drop-ins and learning walks across the course of the year
- Teachers may request longer observations with peers, SLT and subject coordinators to both enhance provision and skills or share good practice/focus on self-identified areas for development
- All year group resources need to be shared centrally on the shared drive for everyone to access- including other year groups and subject co-ordinators for the purpose of sharing good practice and monitoring- all saved documents should be in editable versions and not PDF/password protected
- Books will be monitored - samples taken to look at compliance of the agreed policy and consistency across all year groups and classes within them
- Data will be monitored to look for patterns and success/areas to improve
- Conversations with class teacher about those children not accessing Class Guided Reading and the provision that is being made available and how teachers are assessing them- planned into the pupil progress and in conjunction with the SEND coordinators
- QLA will be monitored to check that gaps are correctly identified and incorporated into the future planning

- Children are routinely assessed through teacher assessment and the cold reads each Friday
- At key assessment points in the year, more formal testing material may be used to ensure that children have exposure to the types of work expected of them at the end of Key Stage 2.
- Trackers have changed for bands 2-6 to ensure a full range of reading skills and will be affixed into the cover of RED books. These are updated by the class teachers.
- Trackers for children who are not accessing Class Guided Reading resources remain on the full BAND 1 Tracker
- The SEND Team will provide teachers with additional tracking material for those children working below Band 1 through the Wakefield Progression Steps
- Where children have not completed the RWI phonics programme, or have not passed the phonic screening at the end of Year 1 or Year 2, in their Infant school, assessments will indicate if additional phonic support is necessary and this is planned for by the class teacher
- QLA are completed at the end of each formal assessment period and the results of this incorporated into the reading offer for all children.

Policy reviewed in July 2020

Policy to be reviewed in July 2021