



# SKEGNESS JUNIOR ACADEMY

## Reading expectations

To ensure progress in reading for all.

## 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 books 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 journal/record should be signed by an adult and returned to school every day. Record your weekly percentage on Teams every Friday and record your percentage on your door for parent/carers to see.

Each child in school should be heard read on a 1:1 basis at least once a week by their class teacher. 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.

### 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.

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 if needed. Phonics interventions should be in place at the earliest possible opportunity, especially for those children who have not passed the phonics screening at the end of KS1. Ph6 phonics should be taught to all children within year 3.

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.

### 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. Ensure that next steps are responded to.

Termly Pixl testing to track reading progress in all year groups.

Speed read testing to track fluency progress across the year.