

## Reading expectations 2023/24



### 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 English long term plan.

### Guided reading

Guided reading is to take place 5 days per week.

All Guided reading session should have a clear focus on enjoying and understanding high quality texts. Tasks **do not** always have to be written and class based discussions are encouraged. On average 2/3 pieces of evidence per week should be seen in books but this is obviously dependent on the focus of 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.

Generally, Guided Reading sessions should follow the structure below

Monday	Pre read/vocabulary
Tuesday	Book Talk
Wednesday	PIXL Blast Prosody
Thursday	Skill Comprehension
Friday	Comprehension

### 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. Record the number of times the child has read on your class tracker - monitoring 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 used for reading for pleasure. The children should be 'read to' often. Ensure that novels and stories selected are high quality and vocabulary rich.

Children are rewarded with a reading crown each Friday if they have read 4 times or more at home. Reward reading for the number of times children have read - not the amount of books children have read. Individual year group rewards are appropriate here.

Children are set the 'Reading Challenge Tree' (you will find the individual year group challenges below), to read 25 books across each school year from a range of fiction, non-fiction and poetry. Books have been selected using recommended titles from Books for Topics website. Parents are encouraged to share these books with their child at home, to promote a love for reading. All children are given a checklist to keep track of the books they have read, with prizes from our book vending machine awarded to children who complete the list for their year group.

Differentiated Phonics groupings are in place for all children using the Little Wandle Phonics programme. Children who still require Phonics in KS2 access Phonics every morning at the appropriate level. Further interventions take place during the afternoon sessions.

Use immersive reader to support those children who require it however ensure that the text provided to those children are level appropriate. Reading Progress is to be used regularly for children who require fluency support.

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/ reading journal 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, X and the website. Reading percentages are also to be displayed on classroom doors for parents to see.

#### 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.

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

Reading ages are taken every large term.

Reading fluency is tested on entry (Y3.) Speed read testing to track fluency progress across the year.

Once completed, all Pixl 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 Pixl and ensure all information on Pixl is accurate and up to date.

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:

Year 3: 95 words per minute.

Year 4: 100 words per minute

Year 5: 105 words per minute

Year 6: 110 words per minute

Please see Pixl resources for speed read intervention resources.

After Pixl 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.