



Reading Teaching & Learning Guide



**CASTLEWARD
SPENCER ACADEMY**

| | |
|----------|----------|
| Adopted | Sep 2021 |
| Author | LT |
| Reviewed | |

Contents

Aims

Curriculum Drivers

Planning

Curriculum Coverage

Long & Medium-Term Plans

Unpicking elements of the structure

- Non-fiction

- AIR lessons

- Skills lessons

- Close reading

- Hot tasks

- Cloze lessons

- EYFS & Year 1

Learning intentions

Questioning

Support & Challenge

Feed Forward

Environments

Reading 4 Pleasure

Aims

At Castleward Spencer Academy, we are passionate about reading! We firmly believe that if children can read well and read widely, they will be best placed to achieve in all areas of the curriculum. Our reading diet is based on the following research to ensure that by the end of their time here at CWSA our pupils leave being able to read with accuracy and fluency, to analyse what they read and have an enjoyment of reading:

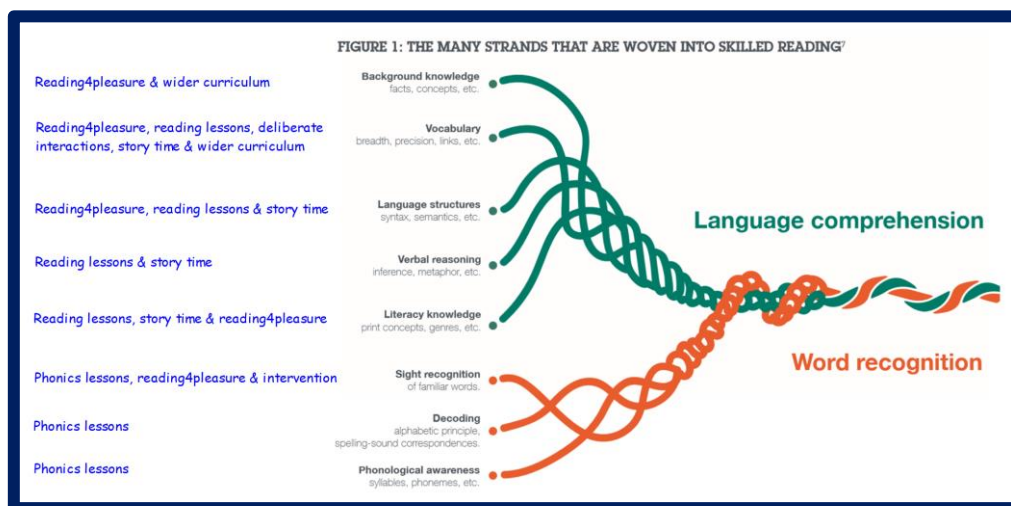
-EEF Guidance report on Literacy for KS1 and KS2

-Reading Reconsidered by Doug Lemov et al

-Bring Words to Life by Isabel Beck

-Closing the Vocabulary Gap by Alex Quigley

All elements of our reading curriculum are informed by the "reading rope" with different parts achieving different elements.



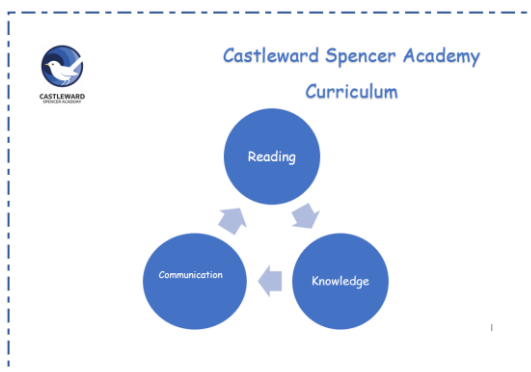
Similarly our three aims are also deliberately realised in different parts of the curriculum

| Aims | Where achieved in our curriculum |
|--|--|
| To ensure children read with accuracy and fluency. | <ul style="list-style-type: none"> • Phonics lessons • Reading lessons • 1:1 reading • Buddy reading |
| To teach children to analyse what they read. | <ul style="list-style-type: none"> • Reading lessons • 1:1 reading |

To foster a love of reading in our children that ensures children read often and widely

- Reading lessons
- Accelerated Reader
- Buddy reading
- Story time
- Reading assemblies
- Author visits
- Reading weeks
- Rocket Reader Scheme
- Home reading diaries

Curriculum Drivers



Castleward Spencer Academy Curriculum



Reading- We firmly believe that if children can read well and read widely, they will be best placed to achieve in all areas of the curriculum. By the time pupils leave Castleward, they will be able to read with accuracy and fluency, to analyse what they have read and developed an enjoyment of reading for pleasure.

Knowledge- Knowledge is like glue that sticks information as well as learning together. When we have prior knowledge about a topic, we understand it better. Topics are personalised to meet the needs of the pupils who attend the school, ensuring that they have opportunities to apply prior knowledge to new learning experiences and developing reasoning and problem solving skills.

Communication- Pupils learn to articulate their ideas, feelings and understanding of new vocabulary in order to engage with others through spoken language. They become effective speakers and listeners empowering them to better understand themselves, each other and the world around them. Being able to effectively communicate allows pupils to develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to communicate effectively.

Planning

Curriculum coverage

To ensure curriculum coverage, the national curriculum reading content domains have been organised under the acronym VIPERS*

| | | |
|---|-------------|--|
| V | Vocabulary | 1a - draw on knowledge of vocabulary to understand texts 2a - give / explain the meaning of words in context |
| I | Inference | 1d - make inferences from the text 2d - make inferences from the text / explain and justify inferences with evidence from the text 2h - make comparisons within the text |
| P | Prediction | 1e - predict what might happen on the basis of what has been read so far 2e - predict what might happen from details stated and implied |
| E | Explanation | 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole 2g - identify / explain how meaning is enhanced through choice of words and phrases |
| R | Retrieval | 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 2b - retrieve and record information / identify key details from fiction and non-fiction |
| S | Summary | 1c - identify and explain the sequence of events in texts 2c - summarise main ideas from more than one paragraph |

*Phonics/word reading is not covered by the VIPERS acronym. Reference to Phonics Teaching & Learning Guide should be made for guidance on phonics teaching

Long Term Planning/Medium Term Planning

EYFS

A Structured story time will take place for 15 minutes every day.

The time will follow the following cycle

| Week 1 | | Week 2 | |
|-----------|---|--------|------------------------------------|
| Day 1 & 2 | Read and discuss non-fiction related to fiction text. | Day 1 | Re-read and go over key vocabulary |

| | | | |
|-----------|--|-----------|--------------------------------------|
| Day 3 - 5 | Read and re-read fiction text and discuss key vocabulary | Day 2 - 5 | Ask and discuss a key question a day |
|-----------|--|-----------|--------------------------------------|

The focus for each day should be informed Literacy Reading Objectives from Development Matter.

Year 1

A structured story time will take place for 30 minutes daily.

The lessons will follow the following cycle

| | Week 1 | Week 2 |
|----------|-------------------------|----------------------------------|
| Lesson 1 | Non-fiction [R] [V] | Gist list [R] |
| Lesson 2 | Non-fiction [R] [V] | Sequencing [R] |
| Lesson 3 | Read book and vocab [V] | Inference (speech or events) [I] |
| Lesson 4 | Read book and vocab [V] | Inference (speech or events) [I] |
| Lesson 5 | Read book and vocab [V] | Prediction [P] |

The learning intention each day should be informed by the Year 1 curriculum objectives relevant to the specific area of VIPERS being taught that day.

Year 2 & 3

For year 2 & 3, a reading lesson will take place for 40 minutes every day from 9:05am.

The year will be split into 5 cycles each of 7 weeks in duration.

Cycle 1, 3 & 5 - based on a novel

Cycle 2 & 4 - based on a range of extracts

A novel cycle will be organised as follows

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|----|---------------------|---------------|--------------------------|---------------------------------|---------------|--------------------------|---------------------------------|
| L1 | Non-fiction [R] [V] | Retrieval [R] | Reading + vocabulary [V] | Inference (point + justify) [I] | Retrieval [R] | Reading + vocabulary [V] | Inference (point + justify) [I] |

| | | | | | | | |
|----|--------------------------|---------------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|---|
| L2 | Non-fiction [R] [V] | Retrieval [R] | Reading + vocabulary [V] | Close reading [V] [I] | Inference (justify) [I] | Reading + vocabulary [V] | Close Reading [V] [I] |
| L3 | Non-fiction [R] [V] | Inference (justify) [I] | Retrieval [R] | Reading + vocabulary [V] | Inference (point + justify) [I] | Retrieval [R] | Prediction [P] |
| L4 | Reading + vocabulary [V] | Inference (point + justify) [I] | Retrieval [R] | Reading + vocabulary [V] | Prediction [P] | Retrieval [R] | Hot Task (mixed practice) [V] [I] [P] [R] [S] |
| L5 | Reading + vocabulary [V] | Close reading [V] [I] | Inference (justify) [I] | Retrieval [R] | Close Reading [V] [I] | Inference (justify) [I] | Hot Task (mixed practice) [V] [I] [P] [R] [S] |

An extracts cycle will be organised as follows

| | Week 1 - Fiction | Week 2 - Non-fiction | Week 3 - Fiction | Week 4 - Non-fiction | Week 5 - Poetry | Week 6 - Fiction | Week 7 - Non-fiction |
|----|---------------------------------|--------------------------|---------------------------------|--------------------------|---------------------------------|---------------------------------|--------------------------|
| L1 | Cloze [V] | Cloze [V] | Cloze [V] | Cloze [V] | Reading + Vocabulary [V] | Cloze [V] | Cloze [V] |
| L2 | Retrieval [R] | Reading + Vocabulary [V] | Retrieval [R] | Reading + Vocabulary [V] | Retrieval [R] | Retrieval [R] | Reading + Vocabulary [V] |
| L3 | Inference (justify) [I] | Summary [S] | Inference (justify) [I] | Summary [S] | Inference (justify) [I] | Inference (justify) [I] | Summary [S] |
| L4 | Inference (point + justify) [I] | Retrieval [R] | Inference (point + justify) [I] | Retrieval [R] | Inference (point + justify) [I] | Inference (point + justify) [I] | Retrieval [R] |
| L5 | Prediction [P] | Retrieval [R] | Prediction [P] | Retrieval [R] | Close Reading [V] [I] | Prediction [P] | Retrieval [R] |

The learning intention each day should be informed by the Year 2 or 3 curriculum objectives relevant to the specific area of VIPERS being taught that day.

Year 4, 5 & 6

For Year 4, 5 & 6, a reading lesson will take place for 40 minutes every day from 9:05am.

The year will be split into 5 cycles each of 7 weeks in duration.

Cycle 1, 3 & 5 - based on a novel

Cycle 2 & 4 - based on a range of extracts

A novel cycle will be organised as follows

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|----|--------------------------|---------------------------------|--------------------------|---------------------------------|---------------------------------|--------------------------|---|
| L1 | Non-fiction [R] [V] | Retrieval [R] | Reading + vocabulary [V] | Inference (point + justify) [I] | Retrieval [R] | Reading + vocabulary [V] | Inference (point + justify) [I] |
| L2 | Non-fiction [R] [V] | Retrieval [R] | Reading + vocabulary [V] | Close reading [V] [I] [E] | Inference (justify) [I] | Reading + vocabulary [V] | Close Reading [V] [I] [E] |
| L3 | Non-fiction [R] [V] | Inference (justify) [I] | Retrieval [R] | Reading + vocabulary [V] | Inference (point + justify) [I] | Retrieval [R] | Prediction [P] |
| L4 | Reading + vocabulary [V] | Inference (point + justify) [I] | Retrieval [R] | Reading + vocabulary [V] | Prediction [P] | Retrieval [R] | Explain Author intent [E] |
| L5 | Reading + vocabulary [V] | Close reading [V] [I] [E] | Inference (justify) [I] | Retrieval [R] | Close Reading [V] [I] [E] | Inference (justify) [I] | Hot Task (mixed practice) [V] [I] [P] [E] [R] [S] |

An extract cycle will be organised as follows

| | Week 1 - Fiction | Week 2 - Non-fiction | Week 3 - Fiction | Week 4 - Non-fiction | Week 5 - Poetry | Week 6 - Fiction | Week 7 - Non-fiction |
|----|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| L1 | Cloze [V] | Cloze [V] | Cloze [V] | Cloze [V] | Reading + Vocabulary [V] | Cloze [V] | Cloze [V] |
| L2 | Retrieval [R] | Summary [S] | Ordering [R] | Summary [S] | Retrieval [R] | Retrieval [R] | Summary [S] |
| L3 | Inference (justify) [I] | Retrieval [R] | Inference (justify) [I] | Retrieval [R] | Inference (justify) [I] | Inference (justify) [I] | Retrieval [R] |
| L4 | Inference (point + justify) [I] | Explain Author intent (AF4) [E] | Inference (point + justify) [I] | Explain Author intent (AF4) [E] | Inference (point + justify) [I] | Inference (point + justify) [I] | Explain Author intent (AF4) [E] |
| L5 | Explain Author Intent [E] | Fact & Opinion [E] | Prediction [P] | Fact & Opinion [E] | Explain Author Intent [E] | Explain Author Intent [E] | Fact & Opinion [E] |

The learning intention each day should be informed by the Year 4, 5 or 6 curriculum objectives relevant to the specific area of VIPERS being taught that day.

Unpicking the different elements of the structure

Novel Cycle

Non-fiction

The idea of these lessons is to use non-fiction that is relevant to the novel that will be taught over the following 7 weeks.

For example, a novel cycle based on "The Explorer" could look at information texts on the amazon rainforest and biographies on famous explorers. In EYFS, a two-week block based on "Whatever Next" might look at space.

If you are really stuck for ideas, you might decide to look at the author of the novel.

Sometimes it is easier to write your own non-fiction texts to support the novels.

Planning



Year 2+ Novel Planning (Non-fiction)

| | | | |
|--------------------------------------|--|--|--|
| Learning Objective | | | |
| Extract/text | | | |
| Key vocabulary | | | |
| Modelling | | | |
| Activity (including differentiation) | | | |
| Plenary | | | |

Reading & Vocabulary (AIR lesson)

The idea of these lessons is to read chapters of the novel that will then become the focus for the "skills lessons" to follow.

In these lessons, a big play needs to be made on vocabulary. For each text, vocabulary needs to be identified using Alex Quigley's SEEC model.

- 1) Select - in advance read the text and select the vocabulary that you will cover. Think about the tier two words (words that do not often appear in everyday conversation but are also not highly subject specific).
- 2) Explain - give a simple child friendly definition and as much as possible use a picture to support (at times, this won't be possible).
- 3) Explore - have children use the word in their own sentence, creating synonyms or antonyms whilst working with a partner
- 4) Consolidate - think about how you will use the word in the wider curriculum in your teacher talk.

During these lessons, these words will be put on the word web and when the next section is started, they will be kept in a folder for revision throughout the year (in order to interrupt forgetting).

In these lessons, "accountable independent reading" and "control the game" strategies are used from Reading Reconsidered.

"Control the game" - rather than getting pupils to read independently have everyone read together with the teacher doing some reading and pupils taking it in turn to read out loud. Keep everyone on their toes by changing the reader at random and having an expectation that everyone is ready to take over.

"AIR" - for pupils with a good level of reading fluency you might send them off to read independently but with an AIR question to check that they have actually concentrated and read what you asked them to. The best questions will be those that don't home in on one area of the chapter. For example, you might ask jot down the different locations in the chapter or, write a paragraph about how the mood changes.

In the plenary of the lesson, as a class you should create a gist list for the section. This is a list that capture the

Who

What

Where

When

Of the chapter by way of summary.

Planning



Year 2+ Novel Planning (AIR lesson)

| | |
|--|--|
| Chapters to read | |
| Key vocabulary (use SEEC model + pictures/ videos) | |
| AIR Question for independent readers | |
| Plenary – gist list | |

Skills Sessions

These are the lessons where there is explicit instruction on the different elements of VIPERS.

Each lesson will include

- a) Short recap of the vocabulary for the section (retrieval practise)
- b) Modelling. Use needs to be made of the toolkits for each skill to inform the modelling. The best modelling will be informed by recommendation 3 of the EEF report on Metacognition & self-regulation.
- c) Activity. There should be an activity that allows pupils to practise the skill that has been taught. Guidance is provided on question stems & activities in the Reading Fresh Start Folder. Wherever possible activities should include questions that incorporate the key vocabulary.
- d) Plenary. Return together to review the learning. Of course, during the lesson min-plenaries should be done as necessary.

Planning



Year 2+ Novel Planning (Skills lessons)

| | | | |
|--------------------------------------|--|--|--|
| Learning Objective | | | |
| Extract (relevant pages) | | | |
| Modelling | | | |
| Activity (including differentiation) | | | |
| Plenary | | | |

Close Reading Lessons

These lessons are informed by the research by Doug Lemov as shown in Reading Reconsidered.

The idea of these lessons is that the focus on a much smaller chunk of text and follow a very deliberate structure.

Close reading is

- **Methodical** - being thorough so as not to miss parts in the text
- **breaking down...** - taking apart a complex passage

- **of the language and structure...** - looking in detail at the language and the impact of that language. Looking at the structure of how the words have been put together.
- **of a complex passage...** - needs a text you can get your teeth into
- **to establish and analyse its meaning.** - clear about what it means so you can analyse the meaning
- **It requires layered readings...** - read the text more than once
- **and asking text-dependent questions...** - can only be answered if the child engages directly with the text
- **that children answer in writing** - allows you to assess individual children's responses

The lessons have the following structure

| | |
|----|--|
| P1 | Children to read the extract all the way through without interruption (continuous read) |
| P2 | Line by line reading of the text with text dependent questions to establish meaning |
| P3 | Have one text dependent question to analyse meaning and children draft a first response to this. |
| P4 | Class discussion around the question with modelling of how to answer it. |
| P5 | Children to re-draft their answers in light of the whole class feedback |
| P6 | Plenary (use visualiser to share good responses). |

P1

Simply get one child or a couple of children to read the whole text.

P2

Stop at the end of each line and ask text-dependent questions to establish meaning. This ensures by the time you get to P3 all pupils can move onto analysing the text. There are three levels of questioning to establish meaning

| | |
|----------------------|---|
| Word or phrase level | <u>Pronoun questions</u> |
| | -Who does the pronoun they refer to? |
| | -What is the it in the sentence referring to? |
| | <u>Meaning question</u> |

| | |
|------------------------|---|
| | -What does this word mean here? Use SEEC model here. |
| Sentence or line level | <u>Paraphrase question</u> -Can you put that sentence into your own words? <u>Key line question</u> -What information do we learn in this sentence that is important for the rest of the story? -What difference does the sentence make to our understanding? |
| Paragraph level | <u>Summary question</u> -Summarise the main idea of this paragraph. -Summarise the storyline in this section. <u>Complete evidence questions</u> -Find all the reasons why.... -Find all the evidence that shows us... |

P3 - P6

The rest of the lesson is structured around one question to analyse meaning.

| | |
|------------------------|---|
| Word or phrase level | <u>Author intent question</u> -Why does the author use this word here? -How does the word ____ impact the reader? -Why is the simile/metaphor used? author use this word here? -How does the word ____ impact the reader? -Why is the simile/metaphor used? |
| Sentence or line level | <u>Inference question</u> What does sentence x show us about how character y is feeling? What do we learn about character y from sentence x? Which sentence shows us that character y is brave? |
| Paragraph level | <u>Inference question</u> |

| | |
|--|--|
| | <p>The paragraph shows us _____, what is the evidence to support this? JUSTIFY</p> <p>What does paragraph x show us about character y? INFERENCE AND JUSTIFY</p> |
|--|--|

Planning



Close Reading Planning Proforma

| | |
|--|--|
| Extract selected | |
| Vocabulary identified | |
| Text dependent questions to establish meaning | |
| Text dependent question to analyse meaning | |
| Prompts for modelling/ class discussion. Including key questions. Remember, "Convince me" and "agree with", "build upon" and "challenge" | |
| Model answer | |

Hot Tasks

These lessons bring in a deliberate element of mixed practise of the different skills and aim to inform assessment for the next unit/ lessons. Modelling will not take place in these sessions due to the assessment nature of the lesson.

A planning format isn't provided for this session.

Extract Cycle

Cloze Lesson

This lesson is designed to help pupils develop a strategy to deal with words that they do not know in a text. The idea is that they are given a text with some

words blanked out and they have to use the sentence/ surrounding information to work out what it could be. The intention is not that they work out the exact word but rather that they work out a potential synonym. This is a strategy we want to encourage our readers to use when reading independently.

Careful thought is needed as to the words to blank out.

Plenary - each of these lessons should end with a SATs style question. Which word in the text is most similar in meaning to.

Planning



Year 2+ Extract Planning (Cloze)

| | | | |
|---------------------------------|---|--|--|
| Learning Objective | | | |
| Extract/text | | | |
| Key vocabulary | | | |
| Modelling | | | |
| Cloze including differentiation | | | |
| Plenary | Which word in the sentence “ _____ ” is closest in meaning to worried Anxious is closest in meaning to a) scared b) confused c) happy d) worried | | |

Skills Sessions

These are the same as for the novel sequence.

EYFS & Year 1

There are three types of structured story time

- Non-fiction
- Reading and vocabulary
- Skills session

In all sessions, the focus is on re-telling the story, discussing vocabulary and looking to engage pupils in stories and information texts.

Before the start of the cycle, a "story box" should be created for the book with key props and dress up items that pupils can access independently to re-tell the story.

The planning formats are as follows

Non-fiction



EYFS Reading Planning (Non-fiction)

| | |
|------------------------------|--|
| Extract/text | |
| Key vocabulary | |
| Open question for discussion | |

Reading & vocabulary



EYFS Reading Planning (AIR lesson)

| | |
|--|--|
| Chapters to read | |
| Key vocabulary (use SEEC model + pictures/ videos) | |
| Plenary – gist list | |

Skills



EYFS Reading Planning (Skills lessons)

| | |
|--------------------------------|--|
| LO/link to development matters | |
| Extract/text | |
| Key vocabulary | |
| Open question for discussion | |

Learning intention

Informed by the part of VIPERS being taught and the curriculum objectives.

Questioning

During the modelling the teacher must use questioning to assess understanding. The reading question stem PowerPoint will help with this.

When asking a question, teachers must have an awareness of the need for think time for students. To allow for this teachers can

- 1) Allow 7 seconds think time
- 2) Use partner talk

Some useful question stems to probe for understanding are

- 1) Convince me the answer is...
- 2) Show me in the text where you see...
- 3) ABC. Do you agree with what has just been said? How do you want to build upon what has been said? Do you want to challenge what has been said?

The teacher must ensure that questions are not simply directed to children with their hands up.

Support & Challenge

Support

Children with SEND or who are well below ARE may struggle to access the text and in this scenario the following support should be offered

- 1) Have child follow along with finger as they listen to another child reading the text.
- 2) Use pictures to help understand key vocabulary.
- 3) For each question, copy and paste the portion of text where the answer can be found below the question to help the child.
- 4) Sit child next to a high attainer who can act as a lead learner

If a child is still unable to access the learning after these changes, referral should be made to the SENDCO to decide on the next steps. Sometimes a differentiated curriculum will be necessary.

Challenge

Children who have prior higher attainment need to be challenge in all lessons. Challenge should be given in the following ways

- 1) Children to read independently with an AIR question.
- 2) If teacher feels child is secure with what is to be modelled, child may start activity early to allow them more time to get onto the challenge.
- 3) Every lesson to include a challenge (see suggested challenges).
- 4) Child to act as a lead learner to embed their knowledge.

Feed Forward (FF)

As with all subjects, it is recognised that verbal FF is always more meaningful and beneficial for the child. In the lesson, the teacher must use verbal FF as much as possible to address misconceptions before the lesson is over. When giving verbal FF/ live marking, the teacher should use ticks and dots to indicate correctness and write VF to indicate FF has been given. Children should then use their responding to FF pens to correct/ tweak their responses. Following the lesson, the teacher must ensure all learning is marked with either a tick or a dot.

At least twice a week, Whole Class FF Sheets should be used, and children should have time to action FF the next day. This could mean the following

- 1) The child could be asked to correct their learning. A decision should be taken on whether this can be done independently, with a lead learner or with adult support.
- 2) The child could be pushed on to the challenge activity.
- 3) Where a child does not need 1) or 2), they can either act as a lead learner or start reading the text for that day early.

Assessment information about children should also be used to inform future planning when the same objective is re-visited as it will tell you

- Who is likely to need extra support.
- Who is becoming more confident and therefore may be able to proceed to the main activity with a shorter modelling session/ no modelling.

Environments

In each classroom, there should be a working wall dedicated to Reading.

The working wall should contain

- Title - "Reading"
- The toolkits
- During the novel cycle, pictures and information (including about the author) from the novel being studied.
- During the extract cycle, pictures and information from the previous novel should continue to be displayed.
- "Live reading" will often be created from the modelling to support pupils during the activity. This is essentially a capture of the modelling.

In addition to the working wall, the following must also be in place:

- Word net with words written on blue card (nouns), red card (adjectives), green card (verbs) and yellow card (adverbs) to display the words selected using the SEEC model.
- Accelerated Reader Venn Diagram display.
- Home Reading tracker - displayed on the door of each classroom.
- Rocket Reader display to track awarding of rocket reader badges.
- "What I am currently reading" poster on the door

Reading 4 Pleasure

The importance of reading for pleasure has been paramount given the implications of the research by Teresa Cremin on behalf of the Open University. The implications of this research are at the beating heart of everything we do at CWSA.

There are a number of elements to our strategy to improve reading 4 pleasure.

Accelerated Reader

In Key Stage Two and Year 2, children will have an Accelerated Reader Lesson for the first 30 minutes after lunch. In this session, they will read their "in-school" AR book and when needed complete quizzes on the book. Children will complete termly star tests to determine the range of books they are able to read. In this lesson, children are expected to read silently. The teacher should hear different readers for 5 minutes during the session. These readers should be selected based on

- 1) Information about regularity of home reading.
- 2) Target children from PPMs.

Home Reading

Pupils should have an "at-home" AR book which they take home each day to read for 15 minutes. Pupils in Year 1 and pupils in Year 2 who have yet to pass the Phonics Screening must have a book that is phonetically decodable based on the stage of phonics they have reached. This book must be closely matched to their current phonics knowledge.

Parents will be encouraged to hear their children read and record this in their Reading Diaries. Children in KS2 are allowed to read independently for 15 minutes and then get a parent to sign to say they have done so. To encourage bedtime stories, parents who read a story to their children can record this as a read in the reading diaries. Reading diaries must be checked by class teachers at least once a week (often more for PPM target children).

Children will be rewarded for home reading with our Rocket Reader scheme. Each time they reach a reading milestone they will be awarded with a badge.

| | |
|-----------|--------|
| 25 reads | Red |
| 50 reads | Blue |
| 75 reads | Yellow |
| 100 reads | Green |
| 150 reads | Orange |
| 175 reads | Purple |
| 200 reads | Silver |
| 250 reads | Gold |

In addition, their photo will be moved on the class Rocket Reader display to show the milestone they have reached. This is a small reward to encourage

reading. Too much extrinsic motivation for reading should be avoided as the primary motivation we want is intrinsic.

Story Time

For the final 15 minutes of the day, children must have a story time. This should be the teacher reading a text from the reading spine for those year groups in an engaging way. The teacher should take opportunities to talk about vocabulary and ask questions during these sessions. These sessions are a great chance to read parts of the novel used in whole class reading sessions.

Buddy Reading

Once a week, pupils will pair up with pupils from another class for buddy reading. The class teachers will pair children up so that in each pair there is a professional reader and an apprentice reader. The apprentice reader will read to the professional reader. These sessions will last for 15 minutes. During these sessions, teachers should take the opportunity to listen to readers.

Reading themed weeks

Three times a year, once per term. There will be a reading themed week. These weeks will have as their aim to foster a love of reading. The themes for each week will be determined by the English Lead in conjunction with the SLT.

Reading assemblies

At least once per half term, the Principal will run a reading assembly where they will share an extract from their favourite book. These assemblies may also be used to launch a reading competition.

Library visits

At least once a year, children will be given the opportunity to visit the local library. Parents will be encouraged to join the local library.

Reading Spine

A reading spine is in place that uses ideas from Simon Smith (picture books), Pie Corbett and the research into the 5 plagues of a developing reader (Doug Lemov et al)

