

Reading at Sudell

26/27



At Aldridge, we approach reading with this list of principles:

1. Senior leaders prioritise reading
2. Schools accurately identify gaps in learners' reading knowledge
3. Staff who teach reading, across all phases, have the training and expertise they need to teach weaker readers
4. Leaders and staff share information about struggling readers
5. All teachers, support staff and learners are conversant about the reading journey
6. Schools have clear procedures in place to monitor the teaching of reading and its impact on struggling readers
7. As learners' reading improves, they gain confidence and become more motivated to engage with reading in class
8. Schools continue additional support and monitoring once pupils are independent readers, which means they always know the longer-term impact of help or whether learners continue to struggle in transition from EYFS through to KS5.

Phonics

Lead – Miss Newsham

- Twinkl phonics - lessons, assessments, interventions (group and 1:1)
- Y1 – continue progression from Reception
- Phonics Screening – practice and assessment is built into the assessment calendar
- Home reading books – matched to phonological ability (more on home reading later)
- Y2 –interventions for those who did not pass the screening and additional access to phonics lessons
- KS2 – those who require phonics will need to take an assessment and a starting point identified – discuss with Georgia as phonics lead and Jenna as SENDCO

Guided Reading

We know that the more we read, the more we see ourselves as a reader!

When selecting comprehensions/books for Guided Reading sessions, teachers must choose carefully, according to the group, their needs, barriers and experience, as our classrooms are of a No Opt Out safe learning environment for all.

Here are some safe supportive routines that we can implement for learners reading aloud:

- minimum of a sentence, no more than a page, learner taps out and teacher passes on
- learners follow the reading with their finger and thumb down the side of the page
- where there are learners with anxiety, teachers use a PowerPoint slide with names and the page

Guided Reading

It is crucial that we establish routines, including:

- Narrating the Positive – deliberately scanning for those using the established reading routines and narrating their use, with name checks of learners. Eg. “Sasha, has her finger in place for reading,” “As asked, Hamad, has the reading book only on their desk.”
- Modelling thinking and behaviour – interrupting reading with a ‘think aloud’ where the teacher talks through the thinking process to evaluate the reading. When the teacher is reading, they are modelling the routines and behaviour of a reader.
- Guided Discussion – knowing the reading material and having questions to check for understanding and guiding thinking so that students can see the big picture of the text as well as picking out the details that build the journey.

Guided Reading

All these strategies and particularly 'guided discussion' help students to use habits of discussion founded on listening to each other, developing responses and critiquing responses.

Teachers are to build these strategies over time to fully embed and establish them into learning.

Guided Reading

EYFS / KSI

- Rec/Y1 – Rhino Readers (Twinkl) schedule - 3 sessions per week .Texts are matched to phonological ability/assessment information.
- As children move through Y1, written activities are to be introduced (Stage 1 – Fluency Shed) to prepare them for formal sessions in Y2.
- Y2 – Children are to complete Stage 2 comprehensions (Fluency Shed). Groups of children who may benefit from continuing with Stage 1 comprehensions may do so, at the discretion of the teacher.

Guided Reading

KS2

- 3 sessions per week (not during PPA time)
- **One text is used over three lessons.**
- A **new** text each week from Summer Year 1 to the end of Year 6.
- A **consistent** weekly framework that builds **mastery** through repetition.
- Three 30-minute dedicated Fluency Shed lessons per week.
- Curated selection of classic and contemporary fiction, non-fiction and poetry. Progressive difficulty from Summer Year 1 through Year 6.
- Each text is chosen to build critical content, world and discourse knowledge—essential components for deep reading comprehension.
- 3 – Recorded in yellow Guided Reading / SPaG books

Home Reading

- Expectation that this is part of homework set in all classes.
- Children to read a minimum of 3 times per week and this is to be signed in their reading record (explained fully at Meet The Teacher) and recorded by staff
- KS1 – read the book more than once to work on fluency/prosody
- KS2 – read pages or chapters on multiple occasions
- Books allocated based on previous level and a running record
- Running records – please refer to the Running Record Books sheet for the text to be used to assess each stage.

Home Reading

- Book bands – need to be an ongoing consideration based on how children are progressing throughout the term/half term.
- If you think a child needs to move up, complete a running record on the next level and if it is categorised as ‘instructional’ move them up a band and record in file.
- Book banding is to become part of the termly assessment with all children’s banding being reviewed based on test outcomes/running records.
- Reading books will be changed each Monday and will go home to children on Tuesday.
- Assembly time on Monday – book changing
- When staff are in assembly, teaching staff will allocate 30 mins during that day for books to begin to be changed. As support staff are not required at all staff meetings, this time can also be used to complete the changeover.

Book Band Progression

<u>Little Wandle Phase</u>	<u>Book Band</u>	<u>Oxford Level</u>	<u>Average Age</u>	<u>Average Year Group</u>
Foundation	Lilac	I		
Phase 2 Set 1,2,3,4	Pink	I+		
Phase 2 Set 5	Red	2		End of Reception ELG
Phase 3 Set 1, 2				
Phase 4 Set 1	Yellow	3	4-5 years old	Y1 BLW
Phase 4 Set 2	Blue	4		Y1 WTS
Phase 5 Set 1				
Phase 5 Set 1,2,3,4	Green	5		Y1 WTS
				Y2 BLW
Phase 5 Set 5	Orange	6	5-6 years old	End of Y1 Y2 WTS
	Turquoise	7		Y2 WTS
	Purple	8		Y2 WTS
	Gold	9		Y2 ARE
	White	10	6-7 years old	End of Y2
	Lime	11/12		
	Copper	13	7-8 years old	End of Y3
	Grey	14		
	Dark Blue	15/16	8-9 years old	End of Y4
	Burgundy	17/18/19/20	9-10 years old	
	Free Reading		10-11 years old	End of Y5

Book Banding Tracker – Year _____

	Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Copper	Grey	Dark Blue	Burgundy	Free Reading



Home Reading Book Log

Name: _____

Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Copper	Grey	Dark Blue	Burgundy	Free Reading

Book Title	Band	Date out	Date in	Notes





Home Reading Weekly Checklist – Y6

WC _____

Name	Book in school?	Read 3 times?	Changed?	Notes
Abubakar				
Caleb				
Joshua				
Salam				
John				
Kye				
Nuraz				
Freya				
Warren				
Alfie				
Kyle				
Destini				
Maham				



Home Reading

- In KS2, children to be taken to The Reading Den to choose their own book and this is then recorded by staff. If books are checked during Monday assembly, those that need changing could be taken during afternoon reading time and then time used after school to update paperwork.
- Where books are not returned, messages are to be sent home via the office or contact made at the end of the day with parents. Where there are 3 instances of books not being in school, parents are to be contacted by class teacher. Please record contact in the reading file.

Target Readers

- 5 target readers per class, each to read 2 or 3 times per week. E.g. 3 x pupils – M,W, F and 2 x pupils T,Th.
- Children identified for a range of reasons, SEND, PP, not reading at home, challenged for ARE or GDS – recorded in reading folder.



DARWEN ALDRIDGE
SUDELL PRIMARY

Target Readers – Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Name						
	Reason						
2	Name						
	Reason						



DARWEN ALDRIDGE
SUDELL PRIMARY

Target Readers

- Children to be heard read by class teacher or TA – noted in file along with absences.

 **DARWEN ALDRIDGE
SUDELL PRIMARY**

Target Readers Log

WC _____

<u>Name</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>Notes</u>

Reading For Pleasure

- KS1 – regular story time during the day with discussions about who, what, when, where and why.
- As children move through Y2, independent reading for pleasure time will be built in as deemed appropriate by the class teacher.
- KS2 – Daily, 3 x per week this is to be independent, and 2 x sessions can be used for the class novel.
- During independent reading time, children are to read their home reading book OR a book which remains in school and is banded to the same level as the home reading book. This is at the teacher's discretion.



DARWEN ALDRIDGE
SUDELL PRIMARY