



Severne Junior, Infant and (NC) School

Teaching of Reading



EYFS

- Early Reading is the focus of EYFS and daily Phonics lessons are taught.
- High-quality texts are key to the teaching of English and all Literacy sessions are based not only on the Phonics skills currently being taught, but also based on a high-quality story from the Literature Spine.
- 1:1 reading takes places with adults throughout the week, providing opportunities for all children to apply and practise their phonic knowledge.
- A story is shared with the children each day, encouraging a love for reading.
- Reading areas are accessible for all children, filled with texts chosen to inspire a love for reading.

KS1

- Reading in KS1 is taught through a Guided Reading carousel format; it is a separate lesson to Phonics. Children are grouped according to their reading ability and they read books which are within their book band.
- The high-quality text which is read on a Monday is either the Core Text from the Literature Spine, or chosen from a bank of high-quality texts in the classroom. This should also include a breadth of texts which link to the Core Text, such as poetry, non-fiction, fairy tales, traditional tales, etc.
- Planning needs to detail:
 - the reading skill which is the focus of the lesson
 - the key questions which are to be asked
 - the key vocabulary which is being explicitly taught
- When reading with either the Teacher or the Teaching Assistant, a recording sheet is completed for the group and the reading diary is stamped by the adult.
- Separately to Reading lessons, all children are listened to read at least once a week by an adult, and this is recording in the 1:1 Reading Fluency Folder.
- Reading is a crucial tool to learning across the curriculum, therefore it is expected that children will be exposed to a range of texts throughout the day, which broaden or deepen their understanding of their learning.
- When texts other than the 'Core Text' is explored within the classroom, please record it on the 'Breadth of Reading Log', to ensure we can accurately represent and celebrate the wide variety of interesting and engaging texts our children are exposed to throughout their time with us at Severne.

KS1 - 30mins				
Monday	Tuesday	Wednesday	Thursday	Friday
Reciprocal Read of a high-quality text, modelling being the expert reader and employing the full range of reading strategies appropriate to understand the text.	Teacher Guided Reading of a banded book <ul style="list-style-type: none"> • Planned questions and discussion points 	TA Guided Reading – Banded Book <ul style="list-style-type: none"> • Planned questions and discussion points 	Pick up on an aspect of being an expert reader which was modelled in Monday's lesson - children have the opportunity to build on this in an independent response.	Independent free reading – children choose a book to read for enjoyment from a selection which is appropriate to their reading ability
High-quality reading texts are used to support teaching and learning across the curriculum, as a means of reading for information to enhance understanding.				
1:1 Reading takes place throughout the week. All children are listened to read aloud from their chosen book at least once a week. This is recorded in their Reading Diary and the 1:1 Reading Fluency Log.				

KS2

- Reading in KS2 is taught as whole-class reading.
- The Core Text, as set out in the Literature Spine, is explored with the children. This is a text of a level which is more challenging than they would choose to independently read.
- The rhythm of Reading lessons follows the outline laid out in the table below:

KS2 - 60mins				
Monday	Tuesday	Wednesday	Thursday	Friday
Reciprocal Reading of Core Text, including: <ul style="list-style-type: none"> • Teaching key vocabulary • Teaching background knowledge 	Reading Strategies focus. What do you need to model to make sure the text makes sense? This should be linked to the text you are reading.	Reading Strategies focus. What do you need to model to make sure the text makes sense? This should be linked to the text you are reading.	<ul style="list-style-type: none"> • Recall Questions from previous reading (i.e. Monday) • Independent Response to reading (Mon), based on Reading strategies which have been practised. 	Expanded range of reading – poetry, myths, legends, plays, etc. <ul style="list-style-type: none"> • Read • Discuss • Respond
<ul style="list-style-type: none"> • Read and discuss • Summarise 	Modelling and discussion focus.	Scaffolded and independent opportunities to practise.	15 mins: Fluency Work: reading aloud, focusing on the features of fluency: <ul style="list-style-type: none"> • Expression • Automatic word recognition • Rhythm and phrasing • Smoothness 	
High-quality reading texts are used to support teaching and learning across the curriculum, as a means of reading for information to enhance understanding.				
1:1 Reading takes place throughout the week. All children are listened to read aloud from their chosen book at least once a fortnight. This is recorded in their Reading Diary and the 1:1 Reading Fluency Log.				

- Planning will be shared across year groups. To ensure that all children are being taught the same high-quality content, planning should detail:
 - Key questions being asked
 - Key vocabulary being explored
 - Important teaching notes
 - Please see the example planning for your reference.
- We are not teaching reading via the Content Domains, or teaching specific skills. We are teaching children to understand and make sense of what they are reading by employing a range of strategies.
- Separately to Reading lessons, all children are listened to read at least once a week by an adult, and this is recording in the 1:1 Reading Fluency Folder.
- Reading is a crucial tool to learning across the curriculum, therefore it is expected that children will be exposed to a range of texts throughout the day, which broaden or deepen their understanding of their learning.
- When texts other than the 'Core Text' is explored within the classroom, please record it on the 'Breadth of Reading Log', to ensure we can accurately represent and celebrate the wide variety of interesting and engaging texts our children are exposed to throughout their time with us at Severne.