



SSMJ POLICY FOR Reading

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Written by Helen Critchley and Sam Cross

Role English Subject Leader

Date policy agreed September 2023

Date to be reviewed September 2024



“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

Reading Policy September 2023

Contents

1. The Purpose of Study in Reading
2. Aims
3. Subject Statement (Intent, Implementation and Impact)
4. Teaching and Learning
5. Assessment
6. Planning and Resources
7. Organisation
8. EYFS
9. KS1 and KS2
10. Equal Opportunities
11. Inclusion
12. Role of the Subject Leader
13. Online Safety
14. Parents
15. APPENDIX 1
16. APPENDIX 2

The Purpose of studying Reading:

At SSMJ we follow the National Curriculum Programme of Study for English, which contains the curriculum for reading. Our school strives to deliver a high-quality education in English, which will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Our reading curriculum gives our children a chance to develop culturally, emotionally, intellectually, socially and spiritually. It allows our children to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

Aims:

In line with the national curriculum 2014, the curriculum at SSMJ aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Intent:

At SSMJ, English, including reading is given a high priority. We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Implementation:

Speaking and Listening

At SSMJ, we strive to develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the whole curriculum. Teachers plan for speaking and listening to take place regularly throughout lessons and the development of vocabulary is also planned for across the curriculum (See Vocabulary Policy).

“The soothing tongue is a tree of life, but a perverse tongue crushes the spirit.”

Proverbs 15:4

Faith is at the centre of our school and being able to speak and listen is a crucial skill for children to master. Our high regard for speaking and listening is shown through our nativity performances (Advent), Easter performances and End of Year. Children are also encouraged to use their speaking and listening skills for our regular Mass services to read prayers or parts of a Bible story. The ability to communicate effectively is a lifelong skill and allows children to share their faith with others.

Reading

“When they had read it, they rejoiced because of its encouragement.”

Acts 15:31

With faith at the heart of our school, reading is a critical skill for children to have. It allows them access to learn all about faith from the Bible and to access prayers which can be used to express an emotion or feeling.

Learning to read follows the structure of the National Curriculum with a focus on word reading (see phonics policy) and comprehension (both listening and reading). These two areas are taught in a variety of ways, for example shared reading, guided reading and individual reading (see teaching and learning section below). A love of reading is also developed through the use of class stories and novels, the school libraries and classroom book corners.

Impact

Spoken language is central to the development and understanding of reading and writing. By focussing on speaking and listening, this will impact greatly on children’s learning across the whole curriculum (cognitively, socially and linguistically).

By providing children with the word reading and comprehension skills through a rich and varied reading diet, we hope to develop citizens who have the reading skills they need for daily life and also citizens who become life-long readers, with enjoyment and understanding of a variety of literature.

Teaching and Learning

Speaking and Listening

Speaking and listening skills are taught across the whole curriculum and learning objectives for lessons are taken from the Early Years Statutory Framework in EYFS and for Years 1-6 from the Lancashire Key Learning in Reading (KLIPS), which is based on the National Curriculum. This allows for a progressive approach to our teaching of speaking and listening. In EYFS the development of speaking and listening skills provides children with the opportunity to:

- Listen to stories read to them and interact with an adult about what has been said.

- Read books (either familiar – repetitive language, matched to phonics or making up words to a story)
- Modelling of vocabulary by staff and encouragement to use it in wider contexts to develop understanding.

In KS1 the development of speaking and listening skills provides children with the opportunity to:

- Read books aloud and have discussions with adults and peers.
- Listen to the teacher modelling making inferences.
- Work in pairs or groups to share thought processes leading to making inferences.
- Develop their spoken and receptive vocabulary.

In KS2, the development of speaking and listening skills gives children the opportunity to:

- Be repeatedly exposed to new vocabulary
- Be pre-taught new words and discuss them to support reading comprehension
- Learn both new words and how to use familiar words in new contexts.
- Actively learn new vocabulary
- Use digital technology to develop and teach vocabulary

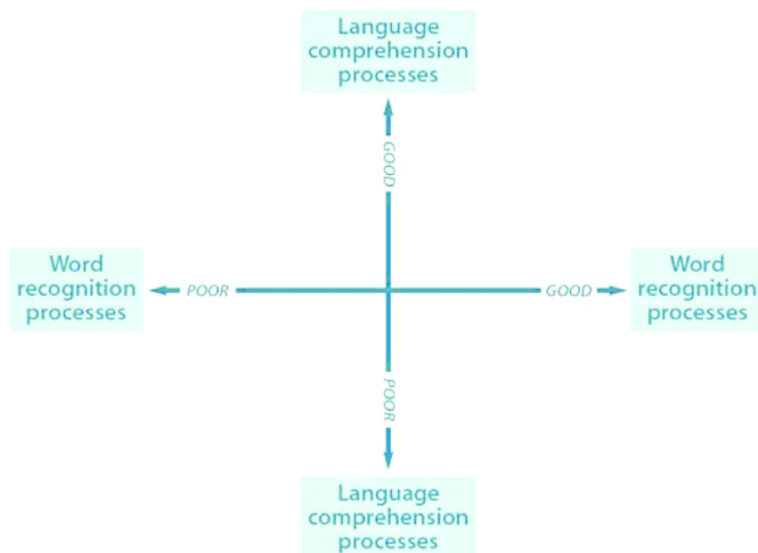
Throughout the school day children could be involved in:

- Listening to talk
- Think, pair, share
- Talk partners
- Asking and answering questions
- Play where fictional roles are explored
- Vocabulary work
- Small group story reading
- Small group oracy support activities
- Explaining understanding of books
- Using speaking and listening to prepare and plan for written tasks.
- Debates and discussions
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Drama and role play

In addition, there are opportunities to speak in 'circle time' discussions and across various school groups eg School Council or GIFT Team. Children also take part in assemblies, Class Masses, Christmas and end of year productions, which provide opportunities for public speaking.

Reading

We teach the skills of reading as word reading and comprehension as per the National Curriculum. Our pedagogy is based on the Simple View of Reading model, Gough & Turner 1986.



Word Reading

Word reading skills are taught progressively, beginning with the Early Years and in Years 1-6, following the Lancashire Key Learning in Reading (KLIPS). These skills are broken down further on the Learning and Progression Steps (LAPS). The teaching of word reading is focussed around the teaching of phonics in EYFS and KS1 (see phonics policy). Phonics teaching sees children progress through Phases 2 – 5 of Red Rose Letters and Sound (Lancashire Scheme for Phonics). As per Red Rose Letters and Sounds, the key words/ high frequency words are also taught to be read.

In KS2, children are expected to be able to read books written at an age-appropriate level accurately and at a reasonable pace. Children are encouraged to use self-help reading strategies to work out unfamiliar words. In lower KS2, the teaching of word reading focuses on widening children’s vocabulary and the breadth and depth of their reading. New vocabulary is introduced in the same way across the school (see Vocabulary Policy) to ensure consistency and maximum impact. By upper KS2, children should be able to read silently and aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

By having a rigorous and sequential approach to teaching word reading, this will develop children’s fluency, confidence and enjoyment of reading. We develop fluency using different strategies, which could include:

- Reading aloud
- Echo reading (teacher reads, children read)
- Choral reading (read sentences together)

- Paired reading (one child reads a sentence/ paragraph then the other)
- Build up from shorter texts
- Poetry recital
- Performance of texts
- Text marking for phrasing

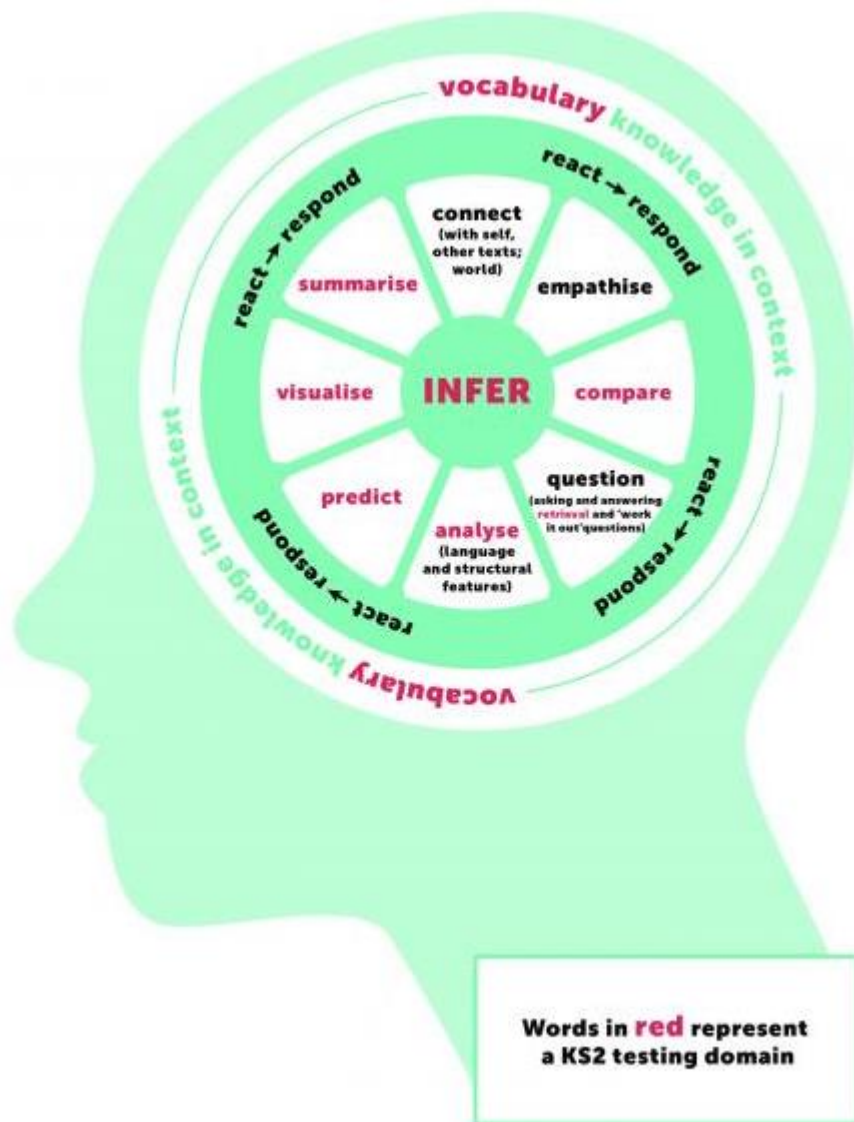
Comprehension

Comprehension is developed from the start of a child's journey at SSMJ. We use picture books/ pictures and effective questioning to develop book talk in the Early Years, using learning objectives from the EYFS curriculum (and LAPS). Books with words are introduced, linked to phonics and children's understanding is developed further through various speaking and listening activities, including questioning, role play and drama.

In KS1 and KS2, the development of comprehension skills focuses on:

- Activating of prior knowledge
- Prediction
- Questioning
- Clarifying
- Summarising
- Retrieving
- Inference

This can be represented by the Herts for Learning Conceptual Model for Reading Comprehension



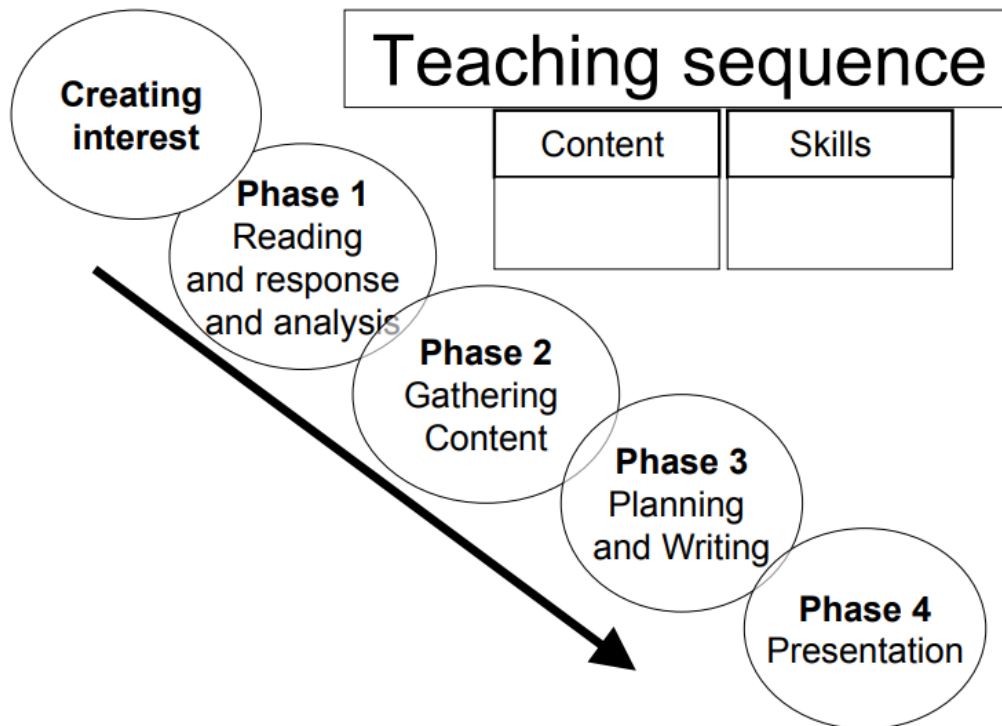
© Herts for Learning 2016

Comprehension skills are taken from the Key Learning in Reading document, which is broken down further in the Learning and Progression Steps document. These skills are explicitly taught by:

- Clear description of the strategy and when and how it should be used (including success criteria).
- Modelling of the strategy in action by teachers and/ or children.
- Collaborative use of the strategy in action
- Guided practice using the strategy with gradual release of responsibility
- Independent use of the strategy.

Reading into writing model

At SSMJ, we follow the reading into writing model. How long is spent on each phase in the diagram below will depend upon the length of the whole unit and the needs of the children in the class.



Both aspects of reading (word reading and comprehension) are taught through various means, which are described below.

Shared reading

Shared reading generally takes place in whole class English lessons, where the teacher will read aloud to the children. This could be an extract, a short story, a section of a novel or an information text. The texts selected are from the long term text overview so texts are challenging and age appropriate. Children need to be able to see the text eg on screen, big book, individual copy, enlarged on screen etc). Through shared reading, teachers have the opportunity to model reading aloud, using appropriate intonation and expression, taking note of punctuation, reading at an appropriate pace and appropriate volume. Children may be asked to read short sections. This could be via choral reading (teacher reads then the children read) or paired reading (children read in pairs a sentence/ paragraph each). Teachers will pause through shared reading and use effective questioning and various speaking and listening strategies to further develop children’s reading skills.

Guided Reading

Guided Reading is reading that takes place in small groups. The level of book chosen matches the ability of the children in the groups and is chosen by the teacher. If children are working on Red Rose Letters and Sounds, then the book is phonetically decodable and links to the GPCs (Grapheme Phoneme Correspondence) that they children are working on. Each session has a clear learning objective linked to a reading skill which is modelled by the adult before application by the children (decoding and comprehension). Children will have an individual copy of the book and children read the text independently. The sessions are either phonics focused or comprehension focused.

Guided Reading follows a workshop model based on whether the children are early, developing or fluent readers (See timetable in appendix 1). In EYFS and Y1, children are typically early readers. In Y2 and Y3, children are typically developing readers and in Y4-6, children are typically fluent readers.

Early readers have two guided reading sessions per week, using the same phonetically decodable text. One guided reading session will focus on word reading, developing the word reading skills being focussed on in the phonics lesson and the other guided reading session will focus on comprehension, choosing a skill from the LAPs.

Developing readers will have a guided reading session with a teacher every week and a follow up. It may be appropriate to introduce a pre-read session too. The two or three sessions focus on the same reading skill and have the same learning objective. These sessions will balance between word reading and comprehension. Children are expected to read independently as the teacher monitors the application of word reading, before the specifics development of a key comprehension skill.

Fluent readers have four reading sessions focussed around the same text and reading skill (pre-read, guided read guided reading session with the teacher and two follow up activities). Most of the independent reading can be carried out by children prior to the guided reading session, allowing more time in the session spent on exploring, analysing and comprehending the text thoroughly via book talk.

Guided reading sessions will generally follow this teaching sequence:

1. Decide on objective for the group based on LAPs.
2. Select a text appropriate for the objective that is engaging and ensure wide variety of genres over the year. The text must be phonetically decodable for early readers matching the GPCs they are learning.
3. Book introduction where children are 'hooked'.

4. Warm up or walkthrough, discussing the text, vocabulary, pictures, strategy reminders and prediction.
5. Teach objective by sharing it, generating success criteria with the children and modelling an example referring back to learning objective and success criteria.
6. Independent reading where children read to themselves and the teacher listens to individual children reading aloud. Children need encouraging the use of early reading behaviours.
7. Return to the text and revisit the learning objective and pick up any other teaching points.
8. Response to the text, where children will follow up learning, usually the following day to help them embed/ practise/ apply the skills being taught. This must be modelled by the teacher.

For specific teaching sequences linked to early, developing and fluent readers, please see appendix 2.

Individual Reading

Individual reading takes place when a child is reading 1:1 with another adult in school. These sessions will be tailored to the needs of the individual child and could focus on either aspect of reading. For children working on Red Rose Letters and Sounds, books are phonetically decodable and link with the grapheme phoneme correspondences (GPCs) the child is working on.

Home reading

Children take books home to read with family members with their reading record. These books are often selected by the child from a limited choice provided by the teacher. For early readers working on Red Rose Letters and Sounds, these books are phonetically decodable and link with the GPCs the child is working on. For developing and fluent readers, these books are selected from colour bands. Each class has their own routine for changing reading books and we make sure that each child always has a reading book at home. Sometimes books will be reread to focus on a different reading skill. This will be shared with parents/ carers.

Independent reading

Children are encouraged to read independently. In each classroom there is a book corner and there are two libraries in school. Children are encouraged to select books from these

areas to read by themselves. Sometimes children bring books from home, which is celebrated in class.

Class story/ novel

Teachers/ children may choose a text to read to the class for enjoyment purposes only. No analysis takes place.

Wider reading for purpose (reading across the curriculum)

Reading across the curriculum is promoted in all subjects and this is often a good opportunity to make excellent links with non-fiction texts.

Wider reading for pleasure

Our school libraries and classroom book corners have books available for the children to select, which cover a range of topics. We also have ipads for the children to access a wide range of reading materials eg through Epic or lovekids4reading website.

Reading environment

Reading is celebrated at SSMJ. We have various displays around school promoting reading and our displays are also language rich. Each classroom has a book corner. Each book corner is inviting and has:

- Books that are age-appropriate.
- Engaging books from a wide variety of types and genres.
- Recommended reads.
- Books displayed in an easily accessible and organised way.
- Welcoming and inviting displays.

Book corners could be themed around topics or authors and could contain reader response activities eg book review charts, recommended post-it notes, story sacks etc.

Library

There is an Infant Library and a Junior Library at SSMJ. Children are given access to the libraries at various points throughout the day and can take a book from the library to read for pleasure.

Language development

See vocabulary policy

Phonics

See phonics policy

Assessment:

In EYFS, children are assessed against Early Learning Goals. The EYFS LAPs document may be used to support this.

In Y1-6, children's attainment is assessed and recorded at the end of each year using the Lancashire end of Year Expectations (KLIPs), which are based on the National Curriculum. These assessment judgements are based on a variety of assessment data that has been collated over the year by the teacher. This can include: Learning and Progression assessment documents (LAPs); termly reading tests which produce a standardised score and formative assessment notes/ observations.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. We use a range of assessment for learning techniques, including: quality questioning, verbal feedback, other effective feedback methods, observation etc (See teaching and learning policy and also assessment policy).

At the end of EYFS, KS1 and KS2 the children's attainment is assessed against the statutory assessment guidance for that year and the information is sent to the relevant authorities.

The assessment data collated forms part of a review cycle, along with other monitoring information and feeds into subject development planning in order to improve outcomes for our children.

Planning and Resources:

Planning

The Long Term Plan contains information about the genre (with a list of texts) and learning objectives by year group per half term. These learning objectives, genres and suggested texts are progressive over the year. If teachers wish to change the order of units or wish to change a text from the suggested text list, then he/ she must speak to the English Subject Leader prior to doing this.

Our Medium Term Plans are taken from the Lancashire Scheme of Work and organise the Key Learning in Reading statements, which are based on the National Curriculum. Teachers use these plans to help to structure their short term unit plan, which follows the reading into writing model (see above). Teachers also break these key learning statements down further by using the Learning and Progression Steps (LAPS).

Teachers also use supplementary planning material eg a variety of websites such as TES.

Guided Reading is planned for based on whether the children are early, developing or fluent readers and a workshop model is used (see suggested timetable for each stage in appendix 1).

Resources

- SSMJ has an infant and junior library, which contain books appropriate to each key stage.
- Home reading books are stored in phonic phases in the Infants and then by colour banding. In the Juniors the home reading books are colour banded.
- Hi-Lo reading books are available in the Juniors, for children who need support with word reading, but need a high interest level.
- Guided Reading books are stored in phonic phases then by colour band in the Infants and in the Juniors.
- Each class has a reading domains question key ring.
- Lots of our English resources are now accessed through the computer, including online resources eg through extracts on websites, audiobooks, Kindle etc There is a computer in every classroom and there is also access to ipads and the computer suite.
- Other English resources eg magnetic letters, phoneme frames etc are stored in classrooms (some in phonic boxes) and there is a central store in the Infants and on the mezzanine.

Organisation:

At SSMJ, we explicitly teach reading skills (word reading and comprehension) during phonics, English lessons, individual and guided reading sessions.

EYFS:

In Early Years, children receive a daily whole class reading or writing session. There is also a daily phonics session where children focus on their word reading skills.

At the beginning, children begin their reading journey with picture books. This then moves onto books that are organised into phonic phases and support the phonics teaching that is taking place. On a regular basis, children read individually with an adult. When children are ready, they take part in guided reading group sessions. One session every week will focus on word reading and another session will focus on comprehension, using the same book.

Children have access to reading materials as part of the continuous provision, including a book corner and other activities that support the development of word reading. A whole class book may be chosen to read for pleasure too.

KS1:

In KS1, a daily English lesson is taught, which will focus on the reading into writing model. In addition to this, there is a daily phonics session and when children are ready in Y1, a guided reading workshop is introduced. This workshop model then continues in Y2. The structure of the workshop will depend on whether the children are early, developing or fluent readers. Children will also be heard reading individually.

Children take home reading books, matched to the relevant phonics phase then colour banded once the children have completed Red Rose Letters and Sounds. The home/ school reading books are accompanied by a reading record which must be completed at home and the teacher monitors the books that each child is reading to ensure a rich and varied reading diet.

Children will also have the opportunity to access the library and classroom book corners. A class novel may also be used to support the development of a love of reading. This book is not analysed. It is purely used for enjoyment.

KS2:

In KS2, children receive a daily English lesson, which focuses on the reading into writing model.

There is also a daily guided reading workshop session, where most children will be working on the fluent workshop approach.

Children self-select reading books to take home (colour banded) and also library books. The home/ school reading books are accompanied by a reading record which must be completed at home and the teacher monitors the books that each child is reading to ensure a rich and varied reading diet.

Teachers may also use a class novel, which is not analysed, but read for pleasure and enjoyment.

Equal Opportunities:

At SSMJ Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate affirming attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion:

All pupils are entitled to access the reading curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are fully utilised, to ensure a fully inclusive and engaging curriculum, for example we have good links with Clitheroe Library.

The Role of the Subject Leader:

The Subject Leader's responsibilities are:

- To encourage a high profile for the subject
- To aim to provide a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of reading
- To monitor progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To monitor planning and oversee the teaching of reading
- To lead further improvement in and development of the subject as informed by effective subject overview
- To promote the reading curriculum so that it has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To keep up-to-date with approaches so that we are in line with current identified good practice and pedagogy.

Online Safety

In all subjects, as a school, we ensure children are provided with the opportunity to become the best they can be. This is through a progressive curriculum that inspires and innovates students to experience English in its greatest sense. At SSMJ, we understand Online Safety is paramount in an everchanging world. We continue to ensure all children are safe in education and, following closely the Online Safety Policy, in English we ensure children are appropriate in their Conduct, Content, Contact and Commerce. This is also in accordance with our Safeguarding Policy and in line with the Keeping Children Safe in Educations Act.

Parents (Including Homework):

We, at SSMJ, actively encourage the involvement of families and the wider community to help support the teaching of reading. We send home:

- Reading books which are based on children’s level of reading (individual classes have their own systems for changing reading books on their own days). Where possible, these books are selected by the child to promote choice and independence. A reading record also goes home containing reading prompts for parents/ carers. We expect parents/ carers to use the reading record as a comments book and as a means of communication with the teacher.
- Key words and/ or letters, linked to phoneme grapheme correspondences in phonics lessons can also be sent home to practice reading with the children.
- Library books which the children have self-selected.
- Reading workshops are provided for Parents to help support with learning at home.
-

APPENDIX 1

Suggested timetable for Guided Reading Workshop

Early Readers (typically YR and Y1)

For early readers the sessions will either be phonics focused or comprehension focused. Bother session will be carried out using the same text. An example timetable is below.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1 Teacher	Guided reading phonics focus		Guided Reading comprehension focused		
2 Other adult		Guided reading phonics focus		Guided Reading comprehension focused	
3 Teacher		Guided reading phonics focus		Guided Reading comprehension focused	
4 Other adult	Guided reading phonics focus		Guided Reading		

			comprehension focused		
5 Teacher	Guided Reading comprehension focused				Guided reading phonics focus

Consider the following:

- How many groups are required based upon the needs of the class eg 3-6 children is best.
- It may be necessary for more than one group to participate in a guided reading session on one day, depending upon the size of the class.
- Sessions should be rigorous and skills-focussed and typically last around fifteen minutes.
- Guided reading should be delivered in a fun and engaging way.
- Other activities for the other sessions could include phonics-based learning, reading corner, role play, sequencing etc

Developing Readers (typically Y2-3)

For developing readers the emphasis within sessions is a balance between word reading and comprehension. Children are expected to read independently as the adult monitors the application of word reading, before the specific development of a key comprehension skill. A suggested timetable is below.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	Independent follow up				Guided reading - teacher
2				Guided reading - teacher	Independent follow up
3			Guided reading - teacher	Independent follow up	
4		Guided reading - teacher	Independent follow up		
5	Guided reading - teacher	Independent follow up			

Consider the following:

- How many adults are available to deliver guided reading sessions with a class?
- If additional adults are available, allocate specific reading-related learning according to the needs of a group during the other workshop sessions.
- Carefully consider which group receives their guided session at the end of the week with an independent follow up after the weekend.
- The sessions are linked and focus on the same reading skill.

- Including a pre-read session where the children prepare for the guided reading session.
- The other two/ three sessions are then linked to wider reading and reading for pleasure eg follow up activity based on independent reading. The other sessions need a clear learning objective.

Fluent Readers

For fluent readers most of the independent reading can be carried out by children prior to the guided reading session. More time within the session can then be spent exploring, analysing and comprehending the text thoroughly via book talk. Children can note thoughts, questions, predictions, make connections etc in reading journals or can annotate copies of the text in advance. An example timetable is below.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	Independent follow up			Prepare for guided read	Guided reading - teacher
2			Prepare for guided read	Guided reading - teacher	Independent follow up
3		Prepare for guided read	Guided reading - teacher	Independent follow up	
4	Prepare for guided read	Guided reading - teacher	Independent follow up		
5	Guided reading - teacher	Independent follow up			Prepare for guided read

Consider the following:

- How many adults are available to deliver guided reading sessions within a class.
- If additional adults are available allocate specific reading-related learning according to the needs of a group during the other workshop sessions.
- Carefully consider which two groups receive their linked sessions across a weekend.

The pre-read, guided read and follow up are linked and focus around the same reading skill. The other two sessions are designed to support wider reading and reading for pleasure and could include activities such as responding to independent reading. The focus of these additional sessions will need to be reading focussed and specifically tailored to meet the needs of the group. All sessions need a learning objective.

APPENDIX 2

Guided Reading Teaching Sequence

Early Readers

A phonics focused session could follow this format:

- Phonics and tricky word warm up
- Reading strategies reminder
- Book introduction
- Independent reading whilst adult monitors positives and miscues
- Quick response to text
- Review and return to positives and miscues.

A comprehension focused session could follow this format:

- Introduce the book again
- Warm-up addressing miscues from previous session
- Independent reading (paired or individual)
- Monitoring reading (expect automaticity, fluency and blending on the run)
- Comprehension focus developing a key reading skill.

Developing Readers

A guided reading session could follow this format:

- Share the learning objective with the group and explain what it means for them as independent readers.
- Briefly recap on previous reading or introduce and define the text.
- Pre-teach vocabulary in advance of reading
- Revise any graphemes/ tricky words from the group's current phonics phase that are needed for the text.
- Reinforce/ teach self-help strategies if appropriate.
- Ask the children a key question to provide a purpose before they start reading
- Children read independently, not in turn or together.

- Adult tunes in to individuals to monitor accuracy and reading behaviours
- Return to the text after the children have finished reading
- Facilitate and guided discussion that will develop the reading skill
- Children should talk more than the adult
- Model and develop clarity in articulating responses and interpretation
- Explain the response activity for the independent follow up.

Fluent Readers

There are four linked sessions.

1. Independent reading (with a clear focus) carried out prior to the guided reading session.
2. Guided reading session focusing on a specific reading skill

The guided reading session could follow the following format:

- A warm-up may include a brief review of the pre-read task and/ or vocabulary focus to develop understanding which will relate to the context of the text.
 - Depending upon the key skill selected, the session could be delivered in a variety of ways
 - Some sessions may involve further reading of short sections of text in order to support development of the selected skill
 - Alternatively, other sessions may involve referring back to the text read whilst developing the key skill.
 - Explain the response activity for independent follow-up
- 3 & 4. Independent follow-up sessions re used to further develop the reading skill or to read more sections of the text with a focus.