



Reading @ Newton on a page

Reading non-negotiables

Reading environment and reading culture:

- Reading skills displayed and referred to during lessons
- Inviting reading area with 'Recommended Reads' on display (children can choose these)
- Sentence stems displayed to support the children in dialogic talk during whole class reading sessions
- Children encouraged to have reading books on desk to enjoy when they have the opportunity
- Reception / KS1 children take home a 'reading for pleasure' book alongside their decodable book
- Whole class story at the end of every day

Reading Journals:

- Short date, no WALT
- Model text stuck in books – evidence of children exploring the text, e.g. key vocabulary highlighted
- Evidence of skills being taught, e.g. through DARTs activities (Directed Activities Related to Text)
- Evidence of children answering 'big question' to apply independent understanding.
- Seesaw stickers for any work put onto Seesaw

Homework

- Children to read at home at least 3 x week but preferably more.
Reading rewards: 3 dojos given for reading 3 times, 5 dojos for 5 times or more.
- Reception and KS1 children to take home RWI decodable books. When they are able to read Grey Level fluently, showing a good understanding, children take the Star Reader Test and move onto Accelerated Reader.

Assessment:

- Ongoing assessments during whole class reading sessions and from reading journals
- Termly PIRA assessments to validate teacher assessment and to identify gaps.
- Accelerated Reader – Star Reader assessments give a reading age and help teachers track progress

Reading in EYFS

Core reading book on a 2-weekly basis:

Adult-led activities (5/6 children) and continuous provision based on the book, including:

- drama / role play
- sequencing cards to put the story in order
- character / setting focus
- comprehension questions

Whole Class Reading Learning Model

Each lesson, review the reading skills needed to be a strategic reader:

KS1: *Explain Vocabulary* *Retrieve* *Predict* *Summarise* *Infer*

KS2: *As above + Identify Structure* *Identify Effect* *Compare*



Introduce Text

- Hook / activate prior knowledge
- Initial responses
- Vocabulary work
- Model reading with fluency
- Decoding / word recognition
- Literal retrieval

Investigate

- Dialogic talk
- Strategic reading
- Response activities (e.g. DARTs)
- Reading as a writer
- Summarising
- Reading fluently

Independent Understanding

- Identify the focus (e.g. character)
- Demonstrate understanding through answering 'big question'