

**Working, Learning, Caring together in God’s love**.

**Reading Non-Negotiables Years 2-6**

Guided Comprehension:

* Presentation: Dates to be written in full, left aligned or printed on the task. Tasks to be cut down so they fit into the book. Chn to be taught how to stick in straight. High expectations of presentation and handwriting at all times.
* TAs to be given planning in advance of the lesson and time to read it through alongside the text
* Reading Gems and ladders to be displayed and poster stuck on the back page of their books
* Cycle to be completed weekly. 30-minute lessons starting at 9.05 unless there is an assembly or scheduled event, when it will be rescheduled for later on that day
* Dictionaries to be available at all times
* A range of texts and PAFF to be used. Fiction texts to last one week. Non-fiction to last two
* Cycle to include:

- Vocabulary (independently)

- PAFF identified

- matching activity, 6-8 words

- sentences written in the correct context for each word, demonstrating they know they meaning

- Vocabulary is to continued to be reinforced beyond the lesson

- Pre-Read (guided by teaching assistant)

- chn prepare answers ready for the guided session with the teacher

- Chn read text fully with three questions in mind

- Year 2 to make notes on question sheet

- Year 3-6 to text mark thoughts/interpretations, using written prompts and discussion points led by TA

- Teacher Input (guided by teacher)

- Teacher uses ‘structuring the dialogue’ planning to guide the session

- Teacher reads the text aloud to the chn to demonstrate reading at pace and with fluency before listening to the children read individually, questioning throughout

- All chn must give input and to be encouraged to engage in a dialogue with one another

- A range of questions must be asked including Higher Order

- At the end of the session, teacher introduces the Content Domain (Reading Gem) for the follow up questions the next day and goes through a question and models how to write the answer using the reading ladder. The model is then stuck in their book.

- Follow Up Questions:

- Questions are written using past SATs and Reading Gem Question Stem prompts to ensure they match the Content Doman focus

- Questions are accompanied by the Reading Gem/Treasure Chest symbol so the chn know which ladder will help them. Treasure Chest questions are to be labelled using the Reading Gem focus so again the chn know which ladder to use as an aid

- Expectations remain high as chn are to complete a number of questions that they will need to stay on task to achieve in the time set. The number of these questions will vary dependant on the type of questions being asked and the marks being awarded.

- If the question carries more than 1 mark the number of marks should be evident at the end of the question

- Application

- Chn complete any quizzes they need to on Accelerated Reader (Y2)

- Chn complete at least two extracts on Reading Plus (Y3-6)

- Closer to SATs chn complete to sets from CGP books and go through PM

- Marking and Feedback

- Chn to be given feedback that moves there learning forward, addresses misconceptions, identifies spelling errors (especially of the focus words)

- Chn respond to feedback using purple pens

General:

* Chn to be read to for 10 minutes each day
* Reading Plus and Accelerated Reader to monitored closely, at least once per week, by the TA and teacher. Concerns to be addressed with the child and if continues with the parents and SMT if there is no improvement
* Opportunities to read beyond English lessons
* Cracking Comprehension to take the place of an English lesson every three weeks (model, practise, assessment, go through)