



HT Reading Essentials!

<u>Guided Reading</u>	
Reception	<ul style="list-style-type: none"> • Guided Reading carousel daily for 30 minutes. • Carousel will be based on the book of the week and give children opportunities to practice a range of reading skills. • Adults will read phonics bugs books with the children in small ability groups (4-6 chn). • Recording on Go Read.
Year 1	<ul style="list-style-type: none"> • Initially, Year 1 will have two phonics lessons a day instead of Guided Reading until they are on Phase 5 phonics. • When children are ready to move away from 2 Phonics lessons they will follow the format of year 2's Guided reading.
Year 2	<ul style="list-style-type: none"> • Year 2 will be on a two week cycle of whole class teaching. • Week 1 will make use of a Guided Reading book from Bug Club Guided. Day 1&2 – Guided Reading. Day 3 – S&L activities about book. Day 4 – Written outcome about book. Day 5 – Making Links • Week 2 will have a gem focus. Day 1 – Introduce a text, book talk and ask some define and predict questions. Day 2 – Read the Book and discuss. Day 3 – Retrieve questions about text. Day 4 – Inference questions about the Text. Day 5 – Sequence questions about the text. Please see KL example.
Years 3, 4 & 5	<ul style="list-style-type: none"> • Use the Bug club booklets and books to teach from. • Planning for these are available on the bug club site. This should be read/ ideally printed before each session and teachers must be aware of the questions and possible answers on the day so that they are able to best guide the children. • Day 1 always has a vocabulary focus. Make links for children that we are focusing on the "Define Gem. Children can self-mark these pages. • Day 2 always takes the form of "The looking question is..." (this is always a retrieve gem questions so make those links for the children) "The clue question is".... (this is always an inference gem question, make those links for the children and "The thinking question is..." (this question usually asks the children to use one of the other gems such as "relate" or "compare" • Day 3 is a discussion. Going forward, Day 3 will be combined into the processes of Day 1 and 2 meaning we have a day free. • Day 4 and 5 – Need to be marked/ checked by a teacher as these questions are harder and allow children to answer with wider responses. (These questions are a mix of gems – the planning will support you in identifying which ones.) • The free day: You can slot this in on whichever day of the week you like but we would like this extra day to have a focus on a specific gem. Please get into the habit of analysing your NFER tests and identifying which gem questions children seem to be getting stuck on and explicitly teach this gem – children will have some questions about their current text to answer based on this gem. • Some children have reported that they are not challenged enough in Guided reading. We know that the booklets are very challenging so please ensure expectations of the level of responses are set. It might be appropriate for some LA children to answer with one word or a short phrase but ensure your more able children are writing in full sentences and as if they are answering 2 or 3 mark questions. Please don't forget that there are support and extend sheets available online to help challenge and scaffold.
Year 6	<ul style="list-style-type: none"> • Year 6 will follow the same guidance as Years 3-5, however they will have a little bit more freedom to deliver some sessions that teach good SATs practice and skills. This could be done on the free day.

I-I Reading

Reception -
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How often?

- All children should be read with at least once a week.
- Your lowest ability children will be every day readers.
- Children will be identified who need to be read with more regularly (3 times a week)
- Pupil premium children will also have enhanced I-I reading.

When?

- Use of Collective Worship time is effective for teachers hearing a number of children read. Please ensure that you discuss with the children that although they are missing collective worship there will be a class prayer and moment of reflection later in the day – also ensure that the same children are not missing collective worship daily.
- Support staff can be used during afternoon sessions if you have adults available. Be creative with use of adults, once whole class teach is complete CT could do some I-I readers whilst TA supports learning in class etc.
- Listen to readers in those rare spare minutes – Have Boom Reader ready to go and use whatever time you can.
- HLTAs may also be allocated some time to read with your children.

Where?

- Find somewhere quiet where both you and the child can focus on the reading.
- Children should be comfortable and be sat down.
- We want the children to see this as quality time where they get to read to an adult. However, busy we are, we mustn't let the child think we are in a rush to hear them read, so get away from the noise and get comfy!

What should a I-I reading session look like?

- You will need: Boom Reader open and adult typing as you go, list of common exception words to look through as an ongoing assessment, list of year group spelling rules, a copy of the year group TAF, a list of gem questions to reference.
- Sessions should start with "Book Talk".
- If children are still decoding, ask or support children to read the whole sentence back to practice fluency.
- Ensure questions to check understanding of vocabulary and events are being asked.
- Ensure questions to deepen understanding are being asked with a planned Reading Gem focus.

Assessment/ Go read:

- Comments on Boom Reader should be recorded at the time to ensure they are accurate.
- Please use the TAF to inform what you are typing making sure that comments help assessment – be specific.
- When asking questions write down the children's responses.
- Give children lots of praise for what they are doing well! Also give them something to work on!
- Laptops are easier for recording comments than I-pads.

Home engagement:

- In KS2 teach the children how to access Boom Reader for themselves and how to record reading at home.
- Chase up parents who aren't engaging with Boom Reader and ask if they need support in EYFS and KS1.
- Children will get prizes for reading at home for every 10 books they read. Please promote home engagement by making a big fuss of reading prizes and praising those that are doing it regularly.
- Ensure books are regularly allocated to Bug Club and children/ parents know their log ins so they can go home and read E-books as well as the hard copy books we are sending home.

Phonics

Nursery	<ul style="list-style-type: none"> Nursery will have phonics for 20 minutes a day. Nursery will use the planning, resources and guidance on Bug Club Phonics for "Phase 1 – Pre Reception". This will help children build on their understanding of Environmental sounds, Instrumental sounds, Body percussion (e.g. clapping and stamping), Rhythm and rhyme, Alliteration, Voice sounds and Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog') The use of the activities on Bug Club Phonics will also be supplemented with some extra activities that staff feel are appropriate based on assessments.
Reception	<ul style="list-style-type: none"> Reception will be teaching Phase 3 phonics across the year (see LTP for pace). All lessons will use Bug Club Phonics. See separate Phonics lesson expectations Phonics trackers will be completed half termly to assess.
Year 1	<ul style="list-style-type: none"> Children will receive phonics lessons daily using Bug Club phonics. Those who achieve the ELG in reading at the end Reception will start on Phase 4 phonics. Those who do not have ELG in reading at the end of Reception will start at the correct phase – these children will receive 2 phonics lessons a day. See separate Phonics lesson expectations Phonics trackers will be completed half termly to assess.
Year 2	<ul style="list-style-type: none"> Children who do not pass the phonics screening will receive daily phonics teaching using Bug Club Phonics. See separate Phonics lesson expectations. As soon as they are confident with Phase 5 phonics they will resume SPAG teaching. Phonics trackers will be completed half termly to assess.
Years 3-6	<ul style="list-style-type: none"> All children who do not have a confident grasp of phonics that join our school in KS2 or children who did not pass their Phonics screening at the end of Year 2 will have a phonics intervention 3 times a week following the "Rapid Phonics" scheme. All phonics intervention work to occur in a book (back of handwriting book) – no whiteboards to be used. Rapid Phonics assessments will be completed half termly.

Reading for Pleasure!

Storytimes:

- Model a love of reading and talk positively about it! Share what you are enjoying reading with children!
- Make the time special and a non-negotiable part of your day. Story time never drops off the timetable no matter what!
- Ensure the Reading Spine books are utilised in this session and across the year children have been read all of these books.
- Please try to share some texts from the authors being showcased in "Author of the Half Term" and show the children the "Author Styles" page to look at some of the things this author uses – also choose children's favourite authors.
- Consider children's interests/ fascinations and don't be afraid to re-read books multiple times lower down the school
- Don't forget to utilise the Poetry Spine too! Poems are a great way to demonstrate use of the Boomtastics!
- PERFORM – Don't forget to read ahead a little and work out the voices, pauses etc you might need to add in. Make it fun and exciting.

Books/ Book corners/ Book shelves:

- A nice inviting reading space will show children that we value their reading for pleasure time.
- Give the children time to access these areas during the day (a finishing activity, beginning of the day, wherever you can!)
- Let children keep a book they have started to read in their tray so they can continue to read the one they have started.
- We would like the children to have the opportunity to take books home with them – you could keep track of this by having a class list on top of the book shelf and children write next to their name which book they have (until the library is open)
- Let children take books outside with them and have a year group reading box for outdoors too
- Encourage the children to fill in request forms for a certain author or type of book to be added to their shelf (KL will provide) let them know it is their book corner and they have a say.

And lastly, please make links! Children might not always notice that they are using a reading gem in Maths lesson to answer a reasoning question or that they are having to use their reading skills in a History lesson to learn some key facts etc. Until the children are able to make these links for themselves, help by making them for your class!