



Rationale for teacher guidance in KS2 Reading

This is a guide to how we teach Reading at CAW in Years 3 - 6. It will also detail the bridge between Read Write Inc Phonics programme and our Reading Reconsidered inspired Reading curriculum that begins at the end of Year 2. For more information about the Read Write Inc programme, please see the RWI Rationale document. In this document you will find guidance on teaching through the principles of Reading Reconsidered, as well as planning support and lesson structure guidance.

The Leadership of Reading

| Quality of Education Lead | Assistant Headteacher |
|---------------------------|-----------------------|
| Thomas McMorris | Florella Scozzafava |

The Teaching of KS2 Reading

To best meet the needs of children in Reading, we use a set of teaching principles outlined in *Reading Reconsidered* by Doug Lemov. At CAW, Reading is taught as a whole-class from a high-quality text and aims to enable children to forge futures as lifelong readers. Children are taught in a low-threat, high-accountability environment, where all children are enabled to be successful readers in their own right. We will accelerate pupil progress through the teaching of challenging novels and complementing and supplementing this reading with a skilful use of linked texts and non-fiction.

For independent reading in the classroom, we use Accountable Independent Reading, an approach that helps ensure that independent reading is accountable and of high quality. For students reading aloud, we use Control the Game: a subtle engineering of how you call on students to read aloud in a way which ensures that not only the primary reader but all readers are benefiting. For more information on these principles, see below.

Non-fiction is taught alongside the main text in order to assist with pupils' comprehension and to enable deeper analysis of key themes. Children should also have access to more resistant complimentary texts alongside the class book. See below for more details.

Year 2 – Next Phase Readiness

In the summer term of Year 2, the vast majority of children will have completed the RWI pathway, including a RWI comprehension package. This means Year 2 children will spend the summer term being introduced to the Reading Reconsidered Principles through the means of a quality whole class text. This not only prepares them well for KS2 but also allows children to apply their decoding skills to comprehension strategies. All of the expectations for KS2 Reading apply to the Year 2 summer curriculum.

Teaching Strategies

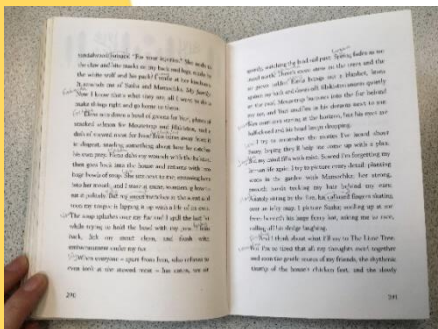
| | |
|--|--|
| Control the Game (CTG) | All children are required to have their own copy of the class text. They should all be 'tracking' the text so they are following the text along with the voice of the reader; children might use a ruler to support them with this. The teacher's text should always be 'marked up' with the names of the children next to the passages or sentences they are going to read; this mark up is dependent on a careful assessment of children's confidence, competence and designed with a view to incremental gain in length and complexity. By promoting a 'culture of error' children will develop the confidence to 'fill the room with their voice'. |
| Accountable Independent Read (AIR) | The majority of lessons should give children an opportunity to independently read a passage of text and then answer rigorous questions on what they have read. This time can be used by the class teacher to read the passage aloud to children who otherwise would be unable to access the reading. Alternatively, the teacher can record themselves reading the passage aloud on to an iPad in order for PKS children to be able to listen to the reading and then access the questions scaffolding to their current needs. |

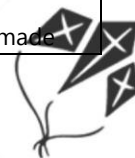




| | |
|----------------------|---|
| Embedded Non-Fiction | <p>The class text should be taught alongside relevant and high-quality complimentary or supplementary texts and non-fiction texts. These texts should be embedded at least twice in your weekly planning.</p> <p>The purpose of giving the children access to a wide range of reading materials is to broaden their cultural capital, allow them to read from stimuli that they might not otherwise be able to access and to deepen their understanding of the main class text through making connections. For example, a class reading Northern Lights might spend a lesson discussing the representation of female characters in traditional fairy tales in order to compare and contrast their readings with the main shared text.</p> <p>Other examples of successful links made between texts can be found in the boxes below.</p> |
| Speed Read | <p>In order to build our children's ability to retain information and their reading stamina, some lessons should include a Speed Read. The children should be given a passage of text to read in a short amount of time. All children are then expected to write down as much as they can possibly remember from what they have just read. This style can be used effectively to teach the characteristics of text types – a short burst of high accountability reading and then pulling in a range of teaching strategies (eg. RWI fastest finger) to identify characteristics (eg. caption, subheading).</p> |
| Everybody Writes | <p>In order to build children's ability to 'read to remember' every class has regular 'Everybody Writes' reading lessons. In such a lesson, children read a section of the text that the teacher has identified as including more complex plot, vocabulary or themes. First, all children read the section. Next, they write what they believe has happened and any questions they have about the passage. After a meaningful discussion, led by the teacher, all children revisit what they wrote and amend their understanding of what happened. This could include answers to questions they had, corrections to misconceptions or added detail.</p> |

When Medium Term Planning for Reading consider:

| Text Mark Up | Planning Support | Questioning |
|--|---|---|
|  <p>The teacher's copy of the main text should be marked up with children's names where they are expected to read. This should ensure that all children have the opportunity to read aloud each lesson. The passages or sentences chosen for each child should be thoughtfully selected according to their reading ability. For example, a child who is a confident, fluent reader might be given a longer passage with more complex vocabulary than a child who needs the opportunity to read phonetically decodable words.</p> <p>It's imperative that teachers mark up the texts before each CTG session in order to assure high-accountability and success for all.</p> | <p>Please see below for an example of the planning document used at CAW. These documents enable teachers to ensure that over the course of a week, the children are answering questions that relate to all national curriculum statements.</p> <p>The lessons should be individually planned according to the passage being used. For example, the teacher might start with CTG and then read aloud to the class a key section of the book that needs to be understood for the overall enjoyment of the text. On the other hand, a lesson could begin with Accountable Independent Read followed by the independent answering of questions.</p> | <p>Question planning should be guided by the class text. A bank of example questions can be found on the school server under Planning and templates for question types are found at the end of this document.</p> <p>Question sets should be differentiated through scaffolding in order for all pupils to access the learning. Orange questions represent the Expected Standard, Grey questions represent challenge questions (most commonly at a Greater Depth level) and Green questions present Working Towards the Expected Standard.</p> <p>Questions are worded and presented in ways similar to assessment papers to enable children to build familiarity and confidence in assessment situations.</p> <p>As directed by Assistant Headteacher, it should be made</p> |








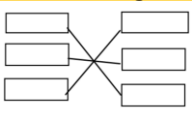


| | | |
|--------------|--|--|
| | | clear to children and those evaluating practice that questions are presented according to the level of challenge / scaffold / stretch (e.g. in the form of colour coding resources and visuals). |
| SEND Support | <p>When medium term planning for Reading teachers consider how to best support all children regardless of attainment. This is done through carefully thought out task design and appropriate scaffolds in questioning.</p> <p>In line with our teaching and learning policy our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work.</p> | |

| Reading Reconsidered Question Types Templates | | | |
|---|---|------|-------|
| Question Type | Template to copy and paste for question design | | |
| <p>True or False</p> | <i>Which section to reference (if relevant)</i> | True | False |
| | Statement here | | |

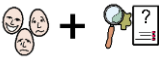





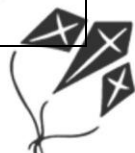


| <p>True or False (multiple options)</p> <p>  </p> | <table border="1"><thead><tr><th data-bbox="422 219 970 264"><i>Which section to reference (if relevant)</i></th><th data-bbox="970 219 1109 264">True</th><th data-bbox="1109 219 1273 264">False</th></tr></thead><tbody><tr><td data-bbox="422 264 970 297">Statement 1</td><td data-bbox="970 264 1109 297"></td><td data-bbox="1109 264 1273 297"></td></tr><tr><td data-bbox="422 297 970 331">Statement 2</td><td data-bbox="970 297 1109 331"></td><td data-bbox="1109 297 1273 331"></td></tr><tr><td data-bbox="422 331 970 376">Statement 3</td><td data-bbox="970 331 1109 376"></td><td data-bbox="1109 331 1273 376"></td></tr></tbody></table> | <i>Which section to reference (if relevant)</i> | True | False | Statement 1 | | | Statement 2 | | | Statement 3 | | |
|--|---|---|------|-------------|--------------------------|-------------|--------------------------|-------------|--------------------------|-------------|-------------------------------------|-------------|--------------------------|
| <i>Which section to reference (if relevant)</i> | True | False | | | | | | | | | | | |
| Statement 1 | | | | | | | | | | | | | |
| Statement 2 | | | | | | | | | | | | | |
| Statement 3 | | | | | | | | | | | | | |
| <p>Ordering</p> <p>$\begin{array}{ccc} 3 & 1 & 5 \\ 5 & 4 & 4 \\ 2 & & 3 \\ & & 2 \\ & & 1 \end{array} \rightarrow$</p> | <table border="1"><thead><tr><th colspan="2" data-bbox="422 499 1236 577">The first one has been done for you...</th></tr></thead><tbody><tr><td data-bbox="422 577 1141 645">Statement 1</td><td data-bbox="1141 577 1236 645"><input type="checkbox"/></td></tr><tr><td data-bbox="422 645 1141 712">Statement 2</td><td data-bbox="1141 645 1236 712"><input type="checkbox"/></td></tr><tr><td data-bbox="422 712 1141 779">Statement 3</td><td data-bbox="1141 712 1236 779"><input type="checkbox"/></td></tr><tr><td data-bbox="422 779 1141 846">Statement 4</td><td data-bbox="1141 779 1236 846"><input checked="" type="checkbox"/></td></tr><tr><td data-bbox="422 846 1141 936">Statement 5</td><td data-bbox="1141 846 1236 936"><input type="checkbox"/></td></tr></tbody></table> | The first one has been done for you... | | Statement 1 | <input type="checkbox"/> | Statement 2 | <input type="checkbox"/> | Statement 3 | <input type="checkbox"/> | Statement 4 | <input checked="" type="checkbox"/> | Statement 5 | <input type="checkbox"/> |
| The first one has been done for you... | | | | | | | | | | | | | |
| Statement 1 | <input type="checkbox"/> | | | | | | | | | | | | |
| Statement 2 | <input type="checkbox"/> | | | | | | | | | | | | |
| Statement 3 | <input type="checkbox"/> | | | | | | | | | | | | |
| Statement 4 | <input checked="" type="checkbox"/> | | | | | | | | | | | | |
| Statement 5 | <input type="checkbox"/> | | | | | | | | | | | | |
| <p>Tick Box</p> <p></p> | <table border="1"><thead><tr><th colspan="2" data-bbox="422 1014 1249 1104">Tick one.</th></tr></thead><tbody><tr><td data-bbox="422 1104 1141 1171">Statement 1</td><td data-bbox="1141 1104 1249 1171"><input type="checkbox"/></td></tr><tr><td data-bbox="422 1171 1141 1238">Statement 2</td><td data-bbox="1141 1171 1249 1238"><input type="checkbox"/></td></tr><tr><td data-bbox="422 1238 1141 1305">Statement 3</td><td data-bbox="1141 1238 1249 1305"><input type="checkbox"/></td></tr><tr><td data-bbox="422 1305 1141 1395">Statement 4</td><td data-bbox="1141 1305 1249 1395"><input type="checkbox"/></td></tr></tbody></table> | Tick one. | | Statement 1 | <input type="checkbox"/> | Statement 2 | <input type="checkbox"/> | Statement 3 | <input type="checkbox"/> | Statement 4 | <input type="checkbox"/> | | |
| Tick one. | | | | | | | | | | | | | |
| Statement 1 | <input type="checkbox"/> | | | | | | | | | | | | |
| Statement 2 | <input type="checkbox"/> | | | | | | | | | | | | |
| Statement 3 | <input type="checkbox"/> | | | | | | | | | | | | |
| Statement 4 | <input type="checkbox"/> | | | | | | | | | | | | |
| <p>Circle One</p> <p></p> | <p>Circle the correct answer.</p> <p>Choice 1 Choice 2 Choice 3 Choice 4</p> | | | | | | | | | | | | |
| <p>Matching</p> <p></p> | <table border="1"><tbody><tr><td data-bbox="422 1724 726 1780">X</td><td data-bbox="1002 1724 1289 1780">Y</td></tr><tr><td data-bbox="422 1780 726 1836">X</td><td data-bbox="1002 1780 1289 1836">Y</td></tr><tr><td data-bbox="422 1836 726 1892">X</td><td data-bbox="1002 1836 1289 1892">Y</td></tr></tbody></table> | X | Y | X | Y | X | Y | | | | | | |
| X | Y | | | | | | | | | | | | |
| X | Y | | | | | | | | | | | | |
| X | Y | | | | | | | | | | | | |










| <p>Impression and evidence</p>  | <table border="1"><thead><tr><th data-bbox="422 224 850 342">Impression</th><th data-bbox="850 224 1361 342">Evidence</th></tr></thead><tbody><tr><td data-bbox="422 342 850 600"><hr/><hr/><hr/></td><td data-bbox="850 342 1361 600"><hr/><hr/><hr/><hr/></td></tr></tbody></table> | Impression | Evidence | <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> | | | | | | | | |
|--|---|---|-----------|-------------------|-------------------------|-------------|----------|-------------|--|--|-------------|--|--|
| Impression | Evidence | | | | | | | | | | | | |
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> | | | | | | | | | | | | |
| <p>Complete the table</p> | <p>Complete table with examples from the text</p> <table border="1"><thead><tr><th data-bbox="422 763 850 882">Heading 1</th><th data-bbox="850 763 1369 882">Heading 2</th></tr></thead><tbody><tr><td data-bbox="422 882 850 1001">1. <hr/></td><td data-bbox="850 882 1369 1001">1. <hr/></td></tr><tr><td data-bbox="422 1001 850 1120">2. <hr/></td><td data-bbox="850 1001 1369 1120">2. <hr/></td></tr></tbody></table> | Heading 1 | Heading 2 | 1. <hr/> | 1. <hr/> | 2. <hr/> | 2. <hr/> | | | | | | |
| Heading 1 | Heading 2 | | | | | | | | | | | | |
| 1. <hr/> | 1. <hr/> | | | | | | | | | | | | |
| 2. <hr/> | 2. <hr/> | | | | | | | | | | | | |
| <p>Fact or Opinion</p>  | <table border="1"><thead><tr><th data-bbox="422 1218 973 1256"><i>Which section to reference (if relevant)</i></th><th data-bbox="973 1218 1163 1256">Fact</th><th data-bbox="1163 1218 1347 1256">Opinion</th></tr></thead><tbody><tr><td data-bbox="422 1256 973 1294">Statement 1</td><td data-bbox="973 1256 1163 1294"></td><td data-bbox="1163 1256 1347 1294"></td></tr><tr><td data-bbox="422 1294 973 1332">Statement 2</td><td data-bbox="973 1294 1163 1332"></td><td data-bbox="1163 1294 1347 1332"></td></tr><tr><td data-bbox="422 1332 973 1370">Statement 3</td><td data-bbox="973 1332 1163 1370"></td><td data-bbox="1163 1332 1347 1370"></td></tr></tbody></table> | <i>Which section to reference (if relevant)</i> | Fact | Opinion | Statement 1 | | | Statement 2 | | | Statement 3 | | |
| <i>Which section to reference (if relevant)</i> | Fact | Opinion | | | | | | | | | | | |
| Statement 1 | | | | | | | | | | | | | |
| Statement 2 | | | | | | | | | | | | | |
| Statement 3 | | | | | | | | | | | | | |
| <p>Evidence</p>  | <table border="1"><thead><tr><th data-bbox="422 1473 882 1547"></th><th data-bbox="882 1473 1347 1547">Evidence</th></tr></thead><tbody><tr><td data-bbox="422 1547 882 1621">Statement 1</td><td data-bbox="882 1547 1347 1621"></td></tr><tr><td data-bbox="422 1621 882 1691">Statement 2</td><td data-bbox="882 1621 1347 1691"></td></tr></tbody></table> | | Evidence | Statement 1 | | Statement 2 | | | | | | | |
| | Evidence | | | | | | | | | | | | |
| Statement 1 | | | | | | | | | | | | | |
| Statement 2 | | | | | | | | | | | | | |
| <p>Table</p> | <p><i>Tick the box in each row to show if....</i></p> <table border="1"><thead><tr><th data-bbox="422 1765 850 1839"></th><th data-bbox="850 1765 1098 1839">X</th><th data-bbox="1098 1765 1347 1839">Y</th></tr></thead><tbody><tr><td data-bbox="422 1839 850 1912">Statement 1</td><td data-bbox="850 1839 1098 1912"></td><td data-bbox="1098 1839 1347 1912"></td></tr><tr><td data-bbox="422 1912 850 1984">Statement 2</td><td data-bbox="850 1912 1098 1984"></td><td data-bbox="1098 1912 1347 1984"></td></tr></tbody></table> | | X | Y | Statement 1 | | | Statement 2 | | | | | |
| | X | Y | | | | | | | | | | | |
| Statement 1 | | | | | | | | | | | | | |
| Statement 2 | | | | | | | | | | | | | |
| <p>Part a and b</p>  | <p>Read the page ...</p> <p>a) Question 1</p> | | | | | | | | | | | | |





| | |
|--|--|
| | _____ b) Question 2 _____ |
| List/Name/Give reasons  2 | Question. Give X Reasons 1. _____ 2. _____ |
| 3 Mark Answer 3     (Examples and Evidence) | Question Explain two ways, using evidence from the text to support your answer. |

What do our most effective lessons look like?

The most effective Reading lessons are those which are planned with the intended outcome in mind. Some lessons will require more focus on independent reading and questioning, whereas others can allow for a longer CTG.

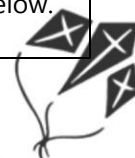
The Teacher Led phase of Reading lessons might look like a very brief input on the answering of a particular type of question (such as multiple-choice question technique) as and when is deemed appropriate.

Children should have an opportunity to 'purple pen' answers that they have been given time to reconsider the answer to. For example, a question might be briefly discussed by the class and then strategies for successfully answering it should be shared. After this, the pupils might go back to their answer and re-work their response in purple pen.

| | | | | | | |
|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| Immediate Engagement | Reflect and Perfect | Teacher Led Phase | Independent Learning Time | Assessment Accountability | Independent Learning Time | Evaluate and Demonstrate |
| Immediate Engagement | Independent Learning Time | Teacher Led Phase | Independent Learning Time | Assessment Accountability | Reflect and Perfect | Evaluate and Demonstrate |
| Immediate Engagement | Reflect and Perfect | Teacher Led Phase | Independent Learning Time | Independent Learning Time | Assessment Accountability | Evaluate and Demonstrate |
| Immediate Engagement | Reflect and Perfect | Teacher Led Phase | Independent Learning Time | Assessment Accountability | Independent Learning Time | Evaluate and Demonstrate |
| Immediate Engagement | Teacher Led Phase | Independent Learning Time | Assessment Accountability | Independent Learning Time | Assessment Accountability | Evaluate and Demonstrate |
| Immediate Engagement | Reflect and Perfect | Teacher Led Phase | Independent Learning Time | Independent Learning Time | Assessment Accountability | Evaluate and Demonstrate |

Discussion Lessons

When meaningful and rigorous, class discussions can unlock deeper meanings and greater understanding of literature. At CAW, we enable all children to engage in meaningful discussion through the principles outlined below.





Discussion lessons should begin with all children (where appropriate) independently reading a passage of text. A question should then be launched by the teacher. This question needs to be one which can be approached in various ways in order for all children to be challenged. The class should be given time to **independently** gather initial responses to the question; this allows for all children in the room to be held accountable because everyone has had a chance to formulate their own idea.

During the discussion, there should be an emphasis on the development of ideas which should then build upon our culture of error in the school. There is no need for a 'winning side' but rather the children should collaboratively build upon their ideas through meaningful discussion. In order to facilitate this teachers should:

- insist that all responses need to acknowledge and extend what the previous child said. Sentence stems should be displayed around the classroom so that they are used by children:

| Habits of Discussion 1.0 Phrases Early Grades, Building HOD | Habits of Discussion 2.0 Phrases Upper Grades, Established HOD |
|--|---|
| "I strongly disagree/agree because ..." | "I think that's a bit of an exaggeration ..." |
| "I partially disagree/agree because ..." | "I have a follow-up question ..." |
| "I tend to agree/disagree because ..." | "I have a more nuanced example ..." |
| "I'd like to build/add ..." | "I'm torn because ..." |
| | "I see a theme developing ..." |
| | "I'd like to expand that argument ..." |
| | "Going back to ____'s point, ..." |
| | "I have a question based on what you said ..." |

- Allow the children to do the work! The teacher should steer the discussion back on track if the children go off-piste or if a child needs to develop their idea. As with other Reading lessons, teachers should consider their use of language: 'expand' or 'go on' is more conducive to a flowing discussion than a teacher giving an explanation or prompting a student in the "right" direction.
- In line with our practices for creating a 'culture of error' an atmosphere wherein children are encouraged to develop their ideas and are not afraid to change their minds. There should be an emphasis on deepening of understanding rather than finding a conclusion in the first instance and sticking to it!
- All children are expected to participate and, like in CTG, cold-calling is used rather than hands up.

Discussion lessons are most effective when adopting the following structure:

| | | | | | | |
|----------------------|-----|----------------|--|---------------------------------------|------------------------------------|--------------------------|
| Immediate Engagement | AIR | Question given | 2 part: Mark up text Everybody writes initial response | Assessment Accountability: Discussion | Reflect and Perfect initial answer | Evaluate and Demonstrate |
|----------------------|-----|----------------|--|---------------------------------------|------------------------------------|--------------------------|

Outcomes:

Children should be given the opportunity within the lesson to write an initial response where they weigh up both sides to the question and then a developed response after the discussion. There should be an opportunity at the end of the lesson for each child to evaluate the debate and to consider the debating skill that they might focus on next time.

Example scaffolds for books:





| Debate Planning | | |
|---|------|----------|
| 'Mrs Coulter is a purely evil character.' | | |
| | For: | Against: |
| 1 | | |
| 2 | | |
| 3 | | |

| 'Mrs Coulter is a purely evil character.' | | |
|---|-----------|-------------------------|
| I agree/disagree | | |
| | Argument: | Evidence from the text: |
| 1 | | |
| 2 | | |
| 3 | | |

Pupil outcomes

| Intended Learning | Exercise Books/Demonstrable Outcomes |
|--|---|
| Questions should be guided by the text rather than the National Curriculum. However, all questions should then be linked to NC statements through the planning document in order to track the coverage (snip below). | Exercise books should demonstrate the learning achieved in the lesson and are opportunities to assess the children's progress against objectives. |



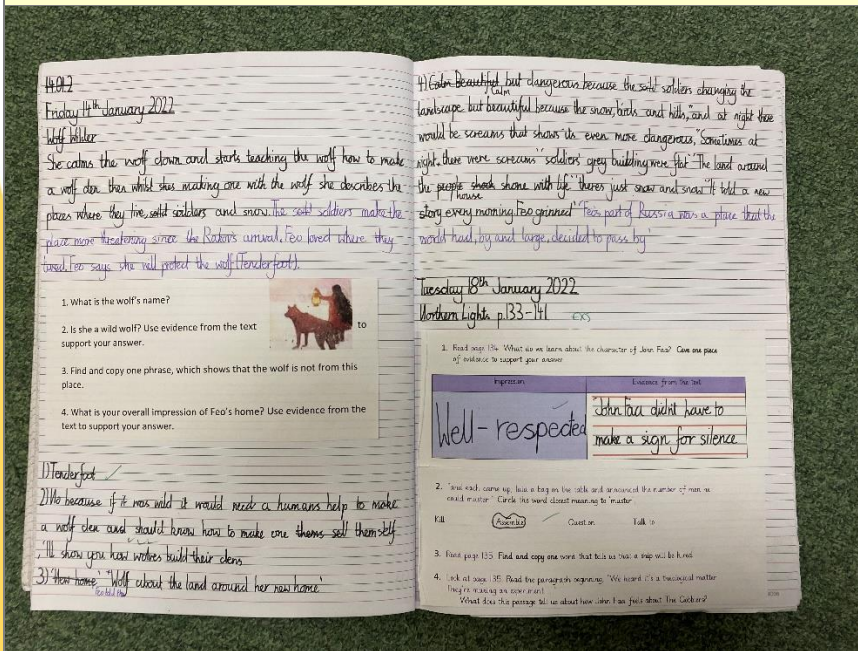
| | | | | | | | | | | | | |
|---|------------|------------|---|---|--|--|--|--|--|---|-----------------------------------|------------------|
| Teachers: | | | | | Year Group: | | | | | | | |
| Text for Term: | | | | | | | | | | | | |
| Teaching Resources can be located in: | | | | | | | | | | | | |
| | Page # - # | Strategies | | | National Curriculum linked questions | | | | | | | Lesson Structure |
| Give / explain the meaning of words in context. | | | | | Retrieve and record information / identify key details | Summarise main ideas from more than one paragraph. | Make inferences from the text / explain and justify inferences with evidence from the text | Predict what might happen from details stated and implied. | Identify / explain how information / narrative content is related and contributes to meaning as a whole. | Identify / explain how meaning is enhanced through choice of words and phrases. | Make comparisons within the text. | |
| Monday | | CTG | ✓ | ✗ | | | | | | | | |
| | | AIR | ✓ | ✗ | | | | | | | | |
| | | Vocab | ✓ | ✗ | | | | | | | | |
| | | EN-F | ✓ | ✗ | | | | | | | | |
| | | C. Text | ✓ | ✗ | | | | | | | | |



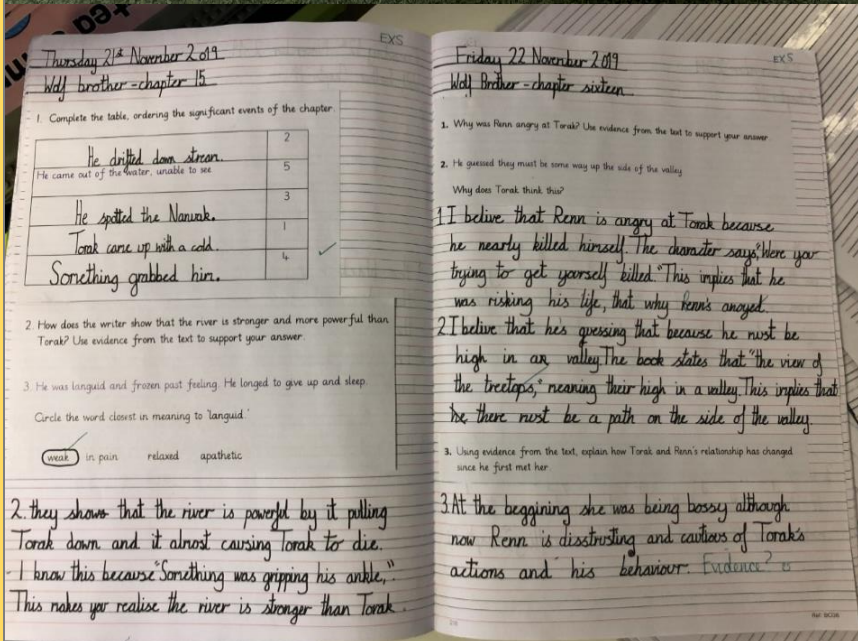


Feedback

Please refer to our Feedback and Marking Policy in line with this guidance



Written Feedback: Answers should be tick marked after every lesson. According to the teacher's assessment of the day's learning for each individual child, there should be a recording of WTS/EXS/GDS in the top right hand corner of the page. This marking should then inform the next day's lesson planning in terms of the level of difficulty in questions and who might need extra support.



Verbal Feedback:

In order to maintain the pace and flow of reading, teachers should be aware of their use of language when children are reading aloud. During CTG, teachers should consider the economy of language that they are using and refrain from interrupting the flow of reading by praising each child's effort. Likewise, if a child is faltering on a particular word, the teacher should allow them the space to attempt to decode it and then support them to read the word through 'my turn, your turn.' When appropriate, teachers might re-read the section that had just been read by a child in order to show the importance of rhythm and intonation to aid understanding. Verbal feedback will also be demonstrated in the use of purple pen in children's books. This shows they revised their answer after teacher feedback.





Assessment

National Curriculum statements

Teacher assessment should take place at the end of every lesson through the marking of the child's learning and the subsequent WTS/EXS/GDS mark given at the corner of the book, accompanied by our H/M/I notation. Children's responses to questions will be ticked if correct. This assessment is dependent on teachers' ability to write questions according to National Curriculum year group objectives. Planning, resources and training (1 hour and 15 minutes per half term) for all teachers enables them to do this competently.

Teacher assessment judgements will be made against children's competency and confidence when reading aloud. This assessment will inform teacher 'text mark up' choices and when to cue in particular readers (i.e. especially competent and confident to be allocated tone-laden passage of dialogue or an emergent reader to be given a decodable passage or incrementally increasing length and complexity).

SEND Support

When medium term planning for Reading teachers consider how to best support all children regardless of attainment. This is done through carefully thought out lesson structure, appropriate scaffolds in questions and considered 'mark up' of the text. In line with our teaching and learning policy our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work. This can include pre-teaching vocabulary or pre-reading excerpts of the text that are most significant to the following lesson.

In Development

It is so important for us to continue to be ambitious in developing confidence in Reading. Here are some changes that we are working on at the moment.

- Vocabulary recall structure between and across lessons
- The full introduction and integration of discussion lessons
- Providing significant challenge for the most able
- Supporting our least confident readers to become more fluent with basic comprehension, before written outcomes are required

To ensure that children make rapid progress from their starting points, the lowest 20% of each year group are regularly reviewed by the Reading Leader and Headteacher. At present, these children in Year 3 and 4 receive tailored, daily, small group reading lessons from expert teachers. In Year 5 and 6, these children either receive 1:1 Speech & Language support, additional teacher time during lessons or afternoon intervention with a TA.

