



Excellence without compromise

Reading

See also 'Phonics and Early Reading' document

Who are the key staff?


Vikki Hodges (EYFS and KS1), Michelle Barlow (KS2), Clare Walls (Curriculum Coach)

What are the expectations for planning? Is there a set format?

Teachers plan their guided reading sessions using the SPHERIC planning sheets for KS1 and KS2. There should be a brief outline of the session and the key questions that will be asked.

Kings Road Primary School KS2		Text: Biography – Katherine Johnson								
Date: 7/3/22	Class/Teacher: Year 3	Names of children	Summary	Predict	How	How	Explain	Retrieve	Infer	Compare
Key Questions – SPHERIC (linked to Content Domain and Reading Objectives) Text introduction: Monday whole class Explain to the children what inference is.										
Responses to questioning: inference 1. What can we infer from the fact that the date says 1928 – blank (That Katherine is still alive) 2. Using evidence from the text, explain how you know that Katherine was a good mathematician. (She skipped seven years and graduated ahead of her siblings) 3. What does the text infer about the fact that NASA had only recently hired African American mathematicians? (That they had not done this before) 4. Explain how we know that people were impressed by her achievements? (She was awarded the Presidential Medal of Freedom)										
Next steps (and independent activities) Vocab work and independent comprehension										
2C. Inferer main ideas from more than one paragraph		2E. Predict what might happen from what is stated and implied		2E. 2E.1. Identify/choose how meaning is conveyed through choice of words and phrases			2E. 2E.2. Clarify the meaning of one word in context			

The area of SPHERIC being targeted must be highlighted.

Weekly focus:	Vocabulary
Inference Using evidence from the text to find what the author means.	Graduated Research Trajectory Crucial
 <p>Judging by the way Katherine took to maths, you would think it was her first language. As a child, she counted everything. She skipped seven years and graduated ahead of her older siblings. She became a maths teacher, but her mentor at the University of West Virginia encouraged her to pursue a career as a research mathematician. In 1953 Katherine got her chance. NASA's Langley Research Center in Hampton, Virginia, had recently opened a lab that hired African American mathematicians. In a time before there were digital calculators, mobile phones or computer machines, the women and men who performed computations were called 'computers'.</p> <p>Katherine's first assignment was to the flight research division. The United States was in the middle of the 'space race'; in the 1950s and 60s America and Russia were competing for technological advancement in spaceflight. The top goal: to get a man on the moon. Katherine was one of the people who helped make it happen. Her job was to calculate the flight path for the first mission in space. Inflight – a path is missing, the moon is moving, and a rocket has to follow a very specific... stay in order to reach its moving target.</p>	What do we definitely know? What might have happened? What would I like to know or find out?

The SPHERIC model focuses on strategies to develop the skills of:

S – Summary

P – Prediction

H – Hows, whats, words (vocabulary)

E – Explanation

R – Retrieval

I – Inference

C - Comparison

What are the expectations for assessment? When are assessments due?

Reading is assessed generally via a combination of teacher judgements made during guided reading sessions and formal assessment at the end of each term. We use Nfer Reading Assessments across school, except in Year 2 and 6 who use past SATS papers. Years 2 and 6 will continue to use SATS papers for assessment.

In relation to Phonics, once level 6 has been completed, teacher assessment will decide if the child needs to be PM Benchmarked or will move onto Brown colour band.

What are the expectations for marking?

Instant, live in the moment, verbal feedback is more relevant when it comes to guided reading sessions. Written comprehensions and written responses to whole class and guided reading activities should be marked either by a teacher, a peer or through self-assessment or via verbal feedback.

Are there any resources that are expected to be used? Where can these be found?

HIGH QUALITY BOOKS

KS1

Year 1 have a range of quality texts both inside the English cupboard and on top of the boxes on the Year 1 corridor.

Year 2 have a range of quality texts inside the red cupboard usually outside 2G and also inside the tall cupboard next to 2C.

KS2

Years 3-6 have their sets of guided reading books stored within their classrooms.

Nfer papers to be given to year groups before each assessment cycle. Master copies held by Michelle Barlow.

Please list any useful resources below.

- Lots of useful resources on the T drive in the English folder
- First Newspapers delivered every week to be distributed by Reading Lead to classes across school and online version emailed out by Ann Zaidi each week.
- Literacy Shed Plus – each assistant head lead has a log in for their phase
- Epic Reading – free reading including, novels, comics, playto me, audiobooks etc.
- Bug Club – includes comprehension assessments
- Oxford Reading Owl – book banded books
- Cracking Comprehensions on T drive
- Pobble 365 – can be used for inference.
- Read Theory – Free Online Comprehension website that can be accessed at home,
- Recommendation Reads in each library
- Hooked on Books CPD – currently on Youtube.

Where, in the school can physical resources be found?

We have 3 libraries (EYFS, KS1, KS2) which provide a range of high quality reading materials for all ages. KS2 library has an electronic checking out system.

How often should the subject be taught?

*30 minutes every day – reading lesson

*A separate comprehension lesson will be taught during the daily English lesson on the alternative week to The Royal Write.

*10 minutes – Class story/novel – MUST TAKE PLACE EVERYDAY and BE ON TIMETABLES.

Where, on the T-drive or website can online resources be found?

All resources can be found on the T drive in individual year group guided reading folders and general resources can be found in the Reading Folder on the English section of the website in the Curriculum folder.

Kings Road Virtual library can be found on the website under 'Teaching and Learning.'

Is there anything else that should be included?

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Timetable Challenge!

1 hour

Daily English Lesson

Focus: Writing

(S and L, Drama, Grammar, Shared Write, Independent Write etc)

Daily Reading Teaching
Guided Reading using
SPHERIC

30
mins

20
mins

Daily Phonics Teaching
(EYFS and KS1)

2 x Spelling Session

- Teach
- Review - dictation

2 x
20 mins

10
mins

Daily Reading
Class Reader

1 x Handwriting
(Except Year 1 - 10 mins a day)

15
mins