



Reading at Hartshorne CE Primary School

Reading Expectations

English Books

- Model text stuck in books (KS2) and evidence of children exploring the text, e.g. breakdowns highlighted or VIPs
- Evidence of (8) reading strategies being taught and used by the children
- Evidence of Sounds Write seek the sound texts used in KS1
- Comprehension questions linked to model text when appropriate

Reading environment and displays

- Reading strategies (8) displayed and referred to during lessons
- Inviting reading area with access to age-appropriate texts
- Children encouraged to have own reading books on desk to enjoy when they have the opportunity in KS2
- Whole class Pie Corbett recommended read is read daily
- EYFS is language and book rich

Homework

- Children are encouraged to read at home at least 3x a week or more
- Reading rewards within each class
- Reading records signed by parent/carer
- Reading books are matched to children's knowledge and decodable books are matched to children in reception, KS1 and those in KS2 who require

Assessment

- Ongoing formative assessments during whole class modelled, shared or guided reading sessions
- Reading 1 to 1 with individual pupils
- Termly PIRA assessments to validate teacher assessment and to identify gaps
- Diagnostic assessments through Sounds Write programme and inference intervention programme where applicable
- Salford reading assessments for children not yet accessing PIRA assessments
- Comprehension questions linked to weekly text in KS2

Reading Lesson Structure

Modelled, shared and guided reading (small group when applicable)

Modelled = I do, you watch

Shared = I do, you do

Guided = you do, I help

Reading inference strategies

I think, I wonder, I predict, ask questions, background knowledge, breakdown and repair, visualisation, think like a detective, VIP and GIST