

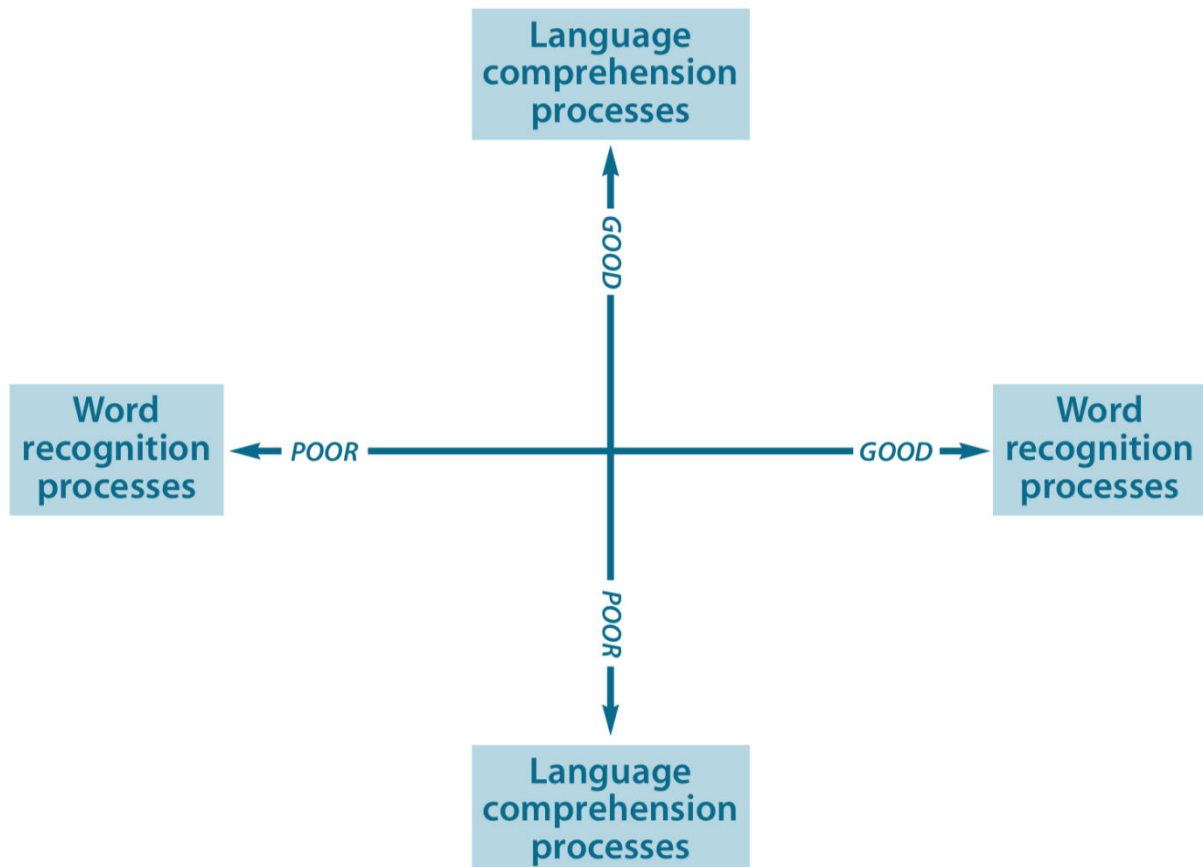


**Developed alongside:**  
**'The reading framework: Teaching the foundations of literacy'**

**Our reading vision: Every child is a confident, fluent reader.**

Being a Junior School, we expect that the majority of our children will enter Year 3 with a secure phonetical (decoding) ability and be able to read and comprehend age-appropriate texts. Added to this, we hope that children have a growing love for reading upon which we will build to ensure that every child is a confident, fluent reader.

To be a confident and fluent reader children need both good language comprehension and good word reading (decoding) abilities.



These protocols explain how we undertake the teaching of reading at Greenleys Junior School.

## **Planning Lessons**

### **English units**

- The [GJS Reading Curriculum Progression Map](#) details what should be taught and when.
- Teachers use VIPERS as an approach to support their planning of the 6 reading domains (Vocabulary, Inference, Predictions, Explanation, Retrieval, Summarise).
- Teachers plan some reading sessions within the English slots on their timetables. There is no expectation for all of the skills for the term are taught through the English lesson as the majority of the reading skills are taught and practised during the Guided reading session.
- Reading planning is annotated onto each year group timetable.
- Planning stimulus for reading lessons can come from a range of resources.

### **Guided Reading**

- We have four 30-minute sessions per week. Taught at the beginning of the afternoon, after register.
- The sessions are planned around one high quality text extract per week, taken from Jane Considine Education Reading Comprehension Plans.
- The planning is linked to the GJS Reading Curriculum Progression Map wherever possible.
- During the week, a variety of Fluency reading strategies will be used to read and re-read the text. Fluency reading is a feature of every guided reading session.
- During the first guided reading lesson of each week, there is a heavy focus on contextual clarification and understanding tier 2 and 3 vocabulary.

## **Implementation of Lessons**

### **English Lessons**

- Reading lessons are taught in mixed ability classes.
- Texts in English may be linked to our projects where appropriate, but this is not essential.
- Teachers teach and model a reading skill within a lesson, children undertake a range of tasks to embed the skills taught. Evidence of this is to be put in their English books as part of the sequence of learning for the English unit. Within the lesson all children focus on and access the same age-appropriate text. Where children may find accessing the text more challenging work is scaffolded to support.

### **Guided Reading Lessons**

- Reading lessons are taught in mixed ability classes.
- Texts do not need to link to projects.

- Teachers teach and model a reading comprehension skill within a lesson, children undertake a range of tasks to embed the skills taught. Evidence of this can be found within their Reading Comprehension books.
- Within the lesson all children focus and access the same age-appropriate text. Where children may find accessing the text more challenging work is scaffolded to support.

### **Provision for Children with SEND in Reading**

At our school, we recognise that pupils with Special Educational Needs and Disabilities (SEND) are not necessarily low attainers. Many are able to access the full reading curriculum when provided with appropriate scaffolding, adaptations and high-quality, inclusive teaching. Teachers use their knowledge of individual pupils' needs to define and demonstrate ambition for all learners and ensure the curriculum is accessible, meaningful and challenging.

**Ordinarily Available Provision in Reading** includes a range of high-quality teaching approaches that are adapted and differentiated to support all learners, including those with SEND. These include:

- Revisiting prior learning and key subject knowledge to strengthen retrieval and embed understanding in long-term memory.
- Ongoing use of assessment for learning (AfL) strategies and timely feedback in line with the school's marking and feedback policy.
- Targeted reading interventions such as *Read Write Inc (RWI)* and *Fresh Start* for pupils who are working below age-related expectations, particularly in phonological awareness and reading fluency.

### **Adaptations and Support Strategies:**

- Pre-teaching of key vocabulary and texts to improve access and confidence.
- Revisiting and reinforcing key learning to deepen understanding.
- Use of visuals and dual coding to support vocabulary acquisition and concept comprehension.
- Adapted tasks with supporting materials, such as sentence stems or graphic organisers, to aid access.
- Varied questioning techniques to promote engagement and assess understanding e.g. using scaffolded or targeted questions, offering sentence starters, providing visual prompts and allowing additional processing time to support pupils in formulating their responses
- Anticipation of potential misconceptions and planned strategies to address them.
- Use of interactive whiteboard resources to provide multi-sensory, engaging learning experiences.
- Daily RWI and Fresh Start sessions (Monday to Thursday, 30 minutes) for pupils requiring structured phonics support.

### **Scaffolding and Differentiation in Lessons:**

Wherever possible, all pupils engage with the same high-quality texts and core subject

knowledge. Scaffolding is used to support access and success without resorting to multiple worksheets or overly simplified content. This may include:

- Use of coloured overlays or enlarged texts to remove access barriers.
- Strategic adult support within lessons.
- Modified tasks tailored to individual needs while maintaining ambition.
- Inclusive vocabulary instruction that ensures all pupils engage with and use subject-specific language.

Teachers plan responsively, using adaptations and scaffolding to ensure reading lessons are inclusive, aspirational and supportive of every learner's progress and potential.

### **VIPERS**

- VIPERS is the approach we use to support the teaching of reading.
- The [GJS Reading Curriculum Progression Map](#) is used to show what must be taught each term.
- The [GJS Reading Curriculum Progression Map](#) is carefully sequenced to ensure lessons build on prior knowledge and previous learning.
- Reading is planned for and taught within English lessons and Guided reading lessons.

### **Phonics**

#### **RWI / Fresh Start**

- Read Write Inc. is the UK's leading synthetic phonics programme and is used by Greenleys First School (our predominant feeder school). For older pupils (Year 5/6) the programme is called Fresh Start. It is expected that the majority of pupils will not require synthetic phonics teaching from Year 3 onwards.
- The class teacher retains oversight for these children and completes the summative assessments supported by the RWI and Fresh Start facilitators.
- On entry pupils are assessed to see if they require RWI / Fresh Start teaching.
- If pupils require synthetic phonics teaching, they are placed in RWI / Fresh Start ability groups.
- Early reading is planned and delivered using RWI / Fresh Start programmes.
- RWI / Fresh Start is sequenced on the [GJS Phonics Curriculum Progression Map](#) which details what is taught and when.
- RWI / Fresh Start is taught as an intervention from Monday to Thursday, for a duration of 30 minutes (8.55am – 9.25am) each day.
- Phonics group leaders follow the GJS teaching timetable for their group. This is provided by the reading team.
- Group leaders ensure that any resources required for the session are obtained and prepared in advance of the session.
- A speed sound chart and red / green words are clearly displayed and referred to during the taught session.



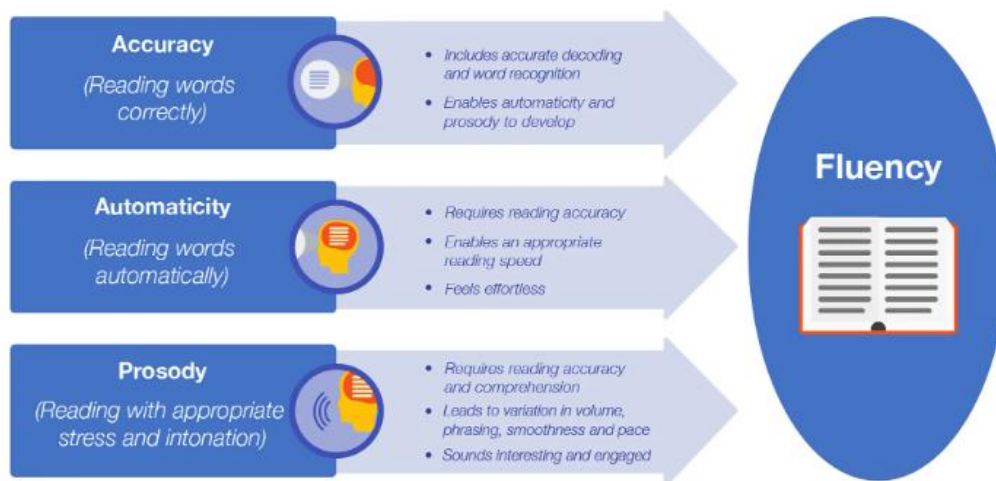
- Group leaders assess the children in their group every six weeks using online assessments 1, 2 or 3 as advised.
- Children are allocated RWI books based on the sound/s they are learning (at the beginning of the week) which then progresses to sounds that they have learnt (middle of the week onwards).
- Certificates are awarded to the children once they have completed the programme.
- Web links for focus sounds are shared for each group on the weekly newsletter sent home to parents.

## **Reading fluency**

### **What is fluency?**

‘Fluency is reading with and for meaning, and any instruction that focuses primarily on speed with minimal regard for meaning is wrong,’ (Rasinski, T. - 2012).

Reading fluency can be defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).



These three key elements of fluency are important skills in isolation, but they also work as interdependent building blocks. If one building block isn't secure, then reading fluency is difficult to achieve. For example, a pupil might struggle with automaticity if they are not decoding accurately. Similarly, effective prosody is reliant upon pupils being able to read words automatically, with ease and appropriate pace, if a text is to be brought alive with expression.

### **Why is fluency important?**

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.

Most pupils will benefit from an emphasis on the explicit teaching of fluency as part of a multi-faceted approach to teaching reading. However, it is important to start with identifying pupils' capabilities and accurately diagnosing areas where they may need further instruction. For instance, some pupils may benefit from additional support beyond whole-class teaching.

A fluency scale rubric, like the one adapted from Zutell and Rasinski (1991), is a useful tool to support with this:

	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with <i>good expression and enthusiasm throughout the text</i> . Varies expression and volume to match his or her interpretation of the passage.	Generally reads with <i>good phrasing</i> , mostly in clause and sentence units, with adequate attention to expression.	<i>Generally reads smoothly</i> with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at <i>conversational pace</i> ; appropriate rate throughout reading.
3	Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a <i>mixture of run-ons</i> , mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	<i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.	Reads with an <i>uneven mixture of fast and slow pace</i> .
2	<i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences <i>several 'rough spots'</i> in text where extended pauses or hesitations are more frequent and disruptive.	Reads <i>moderately slowly</i> .
1	<i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language.	Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .	Makes frequent <i>extended pauses, hesitations, false starts, sound outs, repetitions</i> , and/or multiple attempts.	Reads <i>slowly and laboriously</i> .

One evidence-informed approach is guided oral reading instruction. This involves an adult modelling the fluent reading of a text first and then pupils reading the same text aloud with appropriate feedback. It is an opportunity to make the implicit explicit by expertly modelling fluency through appropriate use of pace, expression, punctuation and phrasing – all important features of effective prosody. Another approach to consider is repeated reading. This involves pupils re-reading a short text a set number of times or until they reach a suitable level of fluency. It is a great way to develop accuracy and automaticity when encountering complex tier 2 and 3 vocabulary in a subject with complex language like science. At GJS, this happens as part of the RWI sessions and in the whole class Guided Reading sessions.

Children are given opportunity during English lessons to practise and perform fluency strategies, such as repeated reading, paired reading, text marking for phrasing, and peer feedback. This also supports pupils' understanding of texts at the same time.

Ultimately, the goal of teaching reading is to enable children to have a deep understanding of written texts so they have the to read for pleasure or to further their learning. To do this, pupils need to build both word reading and language comprehension skills. However, developing reading fluency can provide a crucial bridge between the two, continually supporting pupils' progression from learning to read to reading to learn. At GJS, children are given access to more complex vocabulary (studied and explained) as part of reading lessons, supported by the VIPERS approach.

\*Research taken from EEF documentation (Sarah Green)

### **Accelerated Reader / myON**

- Accelerated Reader is a cloud-based interface that helps teachers manage and monitor children's independent reading practice.
- Log in screen: <https://ukhosted141.renlearn.co.uk/6701799>
- The programme supports teachers to ensure children are reading books at an appropriate level of challenge for their determined reading age (Zone of Proximal Development).
- Should children continue to choose books at the easier end of their ZPD range, staff will encourage children to pick more challenging texts.
- myON is a personalised digital library that gives students access to more than 7,000 enhanced digital books.
- Log in screen: [www.myon.co.uk](http://www.myon.co.uk)
- A Star Test baseline takes place in September to ascertain the current ZPD (Zone of Proximal Development) for each child.
- Children are given a reading range and can choose books from within this range from both the in-school library and myON.
- Accelerated Reader is explicitly timetabled to ensure that children have dedicated time to read for pleasure (Thursday 8.55am-9:25am).
- During AR sessions children complete a range of activities including: reading physical books, taking quizzes for books completed, changing books and reading on myON.
- Teachers use these sessions to hear children read. This is logged on Teams: GJS Teachers / Reading / Files / GJS Reading Log.
- Physical books are changed once a quiz has been completed. Children who finish a book in the meantime can use myON to access books.
- Quizzes are completed in school on a Thursday during the AR session.
- Staff must use the AR programme to monitor the reading habits of the children in their class regularly. Staff use reports to do this (Home / AR / Reports / Reading Practice).

### **Recording Reading**

- The expectation is for children to read at home a **minimum of three times** a week. It will be clear what children are reading from the quizzes completed and their myON account.



- Reading Logs – staff listen to children read throughout the week and log this on Teams: GJS Teachers / Reading / Files / GJS Reading Log.
- Book points are awarded within the AR programme when a child has completed a quiz and has achieved at least 60% accuracy (the book must be within their ZPD range). These are collated by the Head of School and form part of the weekly Celebration Assembly.
- Once a child has achieved 5+ Book Points they earn a certificate (bronze certificate 5, silver certificate 10, gold certificate 20, platinum 40, emerald 60, ruby 80 and diamond 100). Once a pupil achieves diamond level, they will be awarded a book voucher or a book of their choice.
- House Points can also be awarded for reading efforts inside and outside of school (e.g. excellent reading in class, visiting their local library, book reviews, artwork relating to a book etc.). These are set up as a reward on Class Charts.
- Children who are on RWI and Fresh Start are awarded certificates by the Phonics Leader once they have completed the programme.

### **Library books**

- All library books are linked to the AR programme and are labelled with a ZPD inside the front cover. This ensures children choose the correct book for their reading range. These books are taken home as their home reading book.
- There are many non-fiction books in the school. These are generally read for pleasure and are not monitored on the AR programme.
- Each child has either a physical reading book or a myON book (electronic reading) and a non-fiction book. These can be taken home.
- On completion of a reading book, a quiz is taken.

### **Formal Assessments**

- There are 5 Star Reading tests taken each year. These are used to provide an up-to-date reading age and a personalised ZPD range. Dates for the test are as follows:
  - Autumn baseline – September
  - Autumn test – Start of T2
  - Spring test – Start of T3
  - Summer Test- Start of T5
  - End of Year – Start of T6
- Children will complete Test Base Reading assessments three times a year, at the end of each term. Results will be analysed using Test Base's online analysis tool, MeRIT. Results will be used to inform future planning and support.
- Some children in Year 6 may complete an NGRT reading assessment in March to support an application for additional time in the KS2 SATs.
- Sonar is used to make a summative assessment attainment judgement 3 times a year for all children.
- Ongoing comprehension assessments are completed at appropriate and regular intervals across the term.



## **Displays**

- All classrooms must have a reading display linked to VIPERS.
- Teachers may wish to promote good, quality work relating to reading (WAGOLL).
- All classrooms must have a complex speed sound chart on display where children who may need this resource can see it.

## **Additional Reading Expectations**

- All library areas must be kept neat, tidy and in ZPD colour range order so children can easily locate books.
- Non-fiction books must be displayed neatly, and children encouraged to supplement their 'reading book' with a range of non-fiction texts.
- ZPD colour range posters must be displayed clearly.
- Teachers must immerse children in their class reader (reading for pleasure) for 5 minutes daily. This is not currently a timetabled session but should take place in a spare 5 minutes during the day.
- ERIC (Reading for Pleasure) must occur once a week on the class PE day
- Books the children have access to:
  - Class read – reading for pleasure
  - Reading book – targeted through AR (either physical or myON). RWI/Fresh Start children have a targeted book from the programme linked to the sounds they have been taught or are learning
  - Non-fiction books – accessed through the year group libraries
  - English unit related book – For use in English lessons, including VIPERS reading sessions
  - Books linked to the Guided reading session text