



The Federation of Spixworth Schools

Reading Policy

Agreed by Individual Governor: Summer 2024

To be reviewed: Summer 2026

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in reading.

At The Federation of Spixworth Schools we will inspire every child through words. Through engagement in language rich classrooms we will open worlds of opportunity. High quality texts will develop enthusiastic writers where experimentation with words is supported alongside development of skills in the technicalities of writing. Our children will communicate in all its forms with a pleasure and passion that will open doors, across subjects, to the possibility of realising endless dreams and lifelong learning.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: reading programmes of study: key stages 1 and 2

This policy operates in conjunction with the following school policies:

Curriculum
Curriculum Risk Assessment
Phonics and Early Reading
Spoken Language
Writing, including handwriting and spelling
Marking, Feedback and Assessment

Aims

The aims of The Federation of Spixworth Schools reading curriculum are to:

- Have a coherently planned and sequenced reading curriculum that is designed and developed from the National Curriculum.
- Provide a rich and stimulating reading environment both within the class and around the whole school.
- Provide inclusivity for all pupils.
- Equip pupils with an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Enable pupils to read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Promote higher order reading skills, enabling the use of inference and deduction.

- Establish reading research and study skills and strategies so that the children can find appropriate texts from the library as well as online texts.
- Encourage care and ownership of books.
- Nurture children to develop the intrinsic motivation to want to read for pleasure and to nurture a critical appreciation and preference of different text types, genres, authors, poets and illustrators.
- Allow children to understand, imagine, empathise and respond to the emotions and feelings that words can arouse.
- Provide children with suitable technical vocabulary to articulate their responses to text.
- Maintain partnerships with parents as an important part of the Reading Program.

Implementation

EYFS Educational Programme

Taken from the Statutory Framework for the Early Years Foundation Stage January 2024. Teaching and learning in reading is planned in line with the Communication and Language and Literacy areas. This policy should be read in conjunction with the Phonics and Early Reading policy.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS Early Learning Goals **Language and Communication**

Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key Stage One

During year 1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt in Reception. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words.

At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

By the beginning of year 2, we aim for pupils to be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words taught in Year 1 [for example, once, there, also, or of], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically as they learn to read common exception words taught in Year 2. In addition, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers continue to focus on establishing pupils' accurate and speedy word reading skills. They aim to make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Lower Key Stage Two (Years 3 and 4)

By the beginning of year 3, pupils should be able to read books written at an age-appropriate level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly

secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Upper Key Stage Two (Years 5 and 6)

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers and their comprehension. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

Curriculum delivery

Delivery of the knowledge and skills required for reading begins from the Early Years Foundation Stage and Year 1 through the Little Wandle Phonics approach. Here children are taught phoneme and grapheme recognition and the ability to blend sounds to form words.

They begin to develop basic fluency and comprehension skills through answering questions and discussing texts. As children complete the phonics programme in Year 2, Accelerated Reader (AR) and the Book Talk approach are used to continue teaching and learning in reading throughout Key Stage 2. Our curriculum ensures that all children have plenty of opportunities to read for different purposes. We encourage reading through all curriculum

areas and use quality reading texts. Children further build on their early skills to become confident and accomplished readers.

Teaching and learning approaches

Reading within Little Wandle (LW)

Following the Little Wandle approach, EYFS and KS1 children (working up to phase 5 phonics) will have a fully decodable reading book with a focus on phonic decoding to build fluency. Please see the Phonics and Early Reading policy.

Children are encouraged and supported to read widely and for pleasure, alongside their formal phonic reading development.

The Accelerated Reader Programme (AR)

From completion of the phonics programme, the pupils take part in the Accelerated Reader Programme that requires structured independent reading at least twice a week. AR supports individualised reading practice to create strong readers. Based on each pupil's independent reading level, AR helps teachers set personalised goals for each pupil, and guide pupils to books that provide sufficient challenge. AR helps teachers monitor pupils' vocabulary growth, literacy skills development, and other reading skills.

AR supports reading success through:

- Determining reading levels
- Setting practice goals
- Personalising and guiding independent reading practice
- Accessing quizzes and online support
- Receiving instant feedback
- Increasing parental support with web-based, school-to-home communications
- Developing lifelong readers and learners.

Guided Reading

All children have daily guided reading sessions in their class for 30 minutes a day. In these sessions, children engage in different activities which are linked to reading skills. Across the week, children will work in a small group (or 1:1 as needed) to provide quality first wave teaching of skills linked to each of the reading strands. In the Foundation stage this starts with 1:1 reading leading to group sessions utilising books linked to the Little Wandle phonics programme. This approach continues until children have gained the fluency to read all graphemes taught, typically until the end of year 1. In year 2 and beyond, children will use these sessions to access age related texts which they will read alongside their AR reading text which is chosen based on their Zone of Proximal Development (ZPD.)

Running alongside these sessions as part of the AR reading system, children will be tested termly using STAR tests to assess their ZPD. The resulting book will be their individual reader, and focuses on comprehension with children taking a quiz when they have

completed each book (AR quiz). When children obtain a score of 80% or above for three quizzes, they will move up a ZPD point (0.1).

Reading for Pleasure

Pupils are encouraged to take home a reading for pleasure book self selected each week based on their own interests. Class timetables allow children opportunities to visit the library to change their books (both accelerated reader and reading for pleasure) at least once a week. This daily verbal based session is to promote pleasure principle reading by showcasing a range of texts chosen by the teacher as the class reader to challenge the pupil's thinking at a standard that would usually be just beyond that of the majority of the class at an independent level. The text may or may not be linked to a current class topic of theme. The session embraces the art of modelling the internal articulation of a reader and demonstrates how a reader thinks with the teacher verbalising the author's intentions and thoughts to the children during the process of 'reading for meaning.' The teacher leads a discussion based on a small chunk of the text to unpick the meaning focused on the positive and negative intent.

Class Reading

This session is a whole class reading practice session using the principles of clear, out-loud thinking from the teacher, showcasing thinking and high utility, versatile words to ensure the most precise words are used. The teacher models answers to reading comprehension questions using clues and evidence from the text, exploring lines of enquiry like a detective. This session aims to train the children to think deeply about texts and models how to draft analytical write ups.

Reading Reward Systems

Reward systems are often used to motivate pupils and reward reading progress. These may include the following yet this list is not exhaustive.

- *Reading Challenges* – In EYFS and KS1 a challenge is set each term. Children read three times per week to progress along the challenge. If the target goal is reached, a certificate is presented in assembly.
- *100% Quiz Scores* – In KS2, teachers are able to track book quiz scores and reward children who maintain an average of over 85%.
- *Millionaire Club* - The Renaissance Place website tracks the individual pupil word count data of all quizzes passed (over 85%). A certificate is awarded for 1 million words read.

A Reading Rich Curriculum

At The Federation of Spixworth Schools, we provide all our pupils with a reading rich curriculum whereby a range of reading opportunities are provided for all pupils. The Federation Reading Spine summarises texts covered in each class or year group. English is cross-curricular in nature. Reading is an integral part of all other areas of the curriculum. Specific skills are transferred from English teaching to other areas allowing the children to practise their skills in a variety of contexts. Reading beyond the curriculum is encouraged and supported for example through national events, library challenges and enrichment opportunities.

Home/school reading

All pupils have a reading book from school to read at home. Up until Phonics Phase 5, these books are fully decodable (as detailed in the Phonics policy). Reading prompts are included in reading record books to help families hear their child read more actively. From the completion of the phonics programme, the books that the children take home are based on their current Accelerated book level (numbered on the front cover as ZPD - e.g. 4.2.) Families are actively encouraged to support reading at home and to record their child's home reading in a reading record book. Recording in books is rewarded through Reading challenges in Key Stage 1. In Key Stage 2, children may take ownership of this by recording in their own books.

Planning expectations

Teachers will:

- Plan and deliver the requirements of the KS1 and KS2 reading programmes of study using the planning templates provided to ensure coverage.
- Demonstrate a high level of knowledge and enthusiasm for the teaching of reading.
- Know children as individuals and set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Tailor lesson delivery according to pupils' respective abilities.
- Encourage pupils to apply their knowledge, skills and understanding of reading across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Plan curriculum activities according to the suggested reading provision.
- Plan for children who are on the Little Wandle programme to have adult led teaching 3x a week - decoding, prosody and comprehension.

Equipment and resources

Collins Big Cat decodable readers are used as part of The Little Wandle reading provision. These are organised in packs of 6 (according to the phase and set) for group reading and stored in the infant school library. Children will read a Little Wandle Book for the week and it will be sent home on Friday. The book number (labelled in the book) should be recorded in the child's reading record and a central record to ensure books are returned.

Lost or damaged books will incur a charge payable by parents. Template for letter can be found in the appendix.

Accelerated Reader books are categorised according to 'Zone of Proximal Development' (ZPD) levels in both the infant and junior school library.

The infant and junior school libraries are stocked with a range of fiction and non-fiction books to promote reading for pleasure which all children have access to during lessons. They are labelled with reading for pleasure stickers. We value reading for pleasure highly and continually develop our 'Reading for Pleasure' pedagogy through our reading environments and our school ethos.

Every classroom has a book area that encourages a love for reading. We choose these books carefully to allow children to experience a wide range of books, including books that reflect the children at our schools and our local community as well as books that open windows into other subjects, worlds and cultures. Books that promote diversity and inclusivity including bilingual, large print and books with content that challenges traditional thinking are available.

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links

We recognise the importance of disciplinary literacy. Children are taught the general competencies of reading to allow them to make connections and apply their knowledge across subjects more specifically to a particular discipline e.g. reading critically like a historian, reading for details like a mathematician or seeking cause and effect like a scientist.

Inclusion and equality of opportunity

We are an inclusive school and adhere to the notion underpinned in the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13). We set high expectations for all, regardless of age, race, gender or ability. Same day interventions allow children to keep up and feel valued as part of the class, not segregated from it.



Where identified pupils are considered to require targeted support, in addition to their existing Literacy Provision, a variety of school interventions are provided under the guidance of the Special Education Needs Coordinator.

Where appropriate, further specialist support is sought. Progress of pupils receiving intervention is reviewed regularly. Pupils identified as more able will access suitably challenging teaching to deepen their skills.



Staff ensure children experience texts from many backgrounds and that reflect cultural diversity. Children will not be steered to books of a particular gender bias. On screen texts are accessible to all pupils. Extra support is sought for pupils to whom English is an additional language.

Impact

Assessment and reporting

Teachers in all year groups use daily formative assessments to ensure their teaching is closely matched to the needs of children in their class.

Individual monitoring and tracking of progress through reading levels (at phonic levels or using AR) ensures children are appropriately challenged to enable rapid progress.

Families are kept informed regarding pupil progress through parent/teacher meetings which take place four times per year. These meetings will focus on the child's targets for the next 6-8 weeks. The child, parent and teacher will suggest what is going well and what could be improved. These three improvements will be the basis for the targets set and will be reviewed at the next meeting. These discussions then form part of the annual report of a pupil's progress which is issued at the end of the academic year.

- EYFS: At the end of Reception, children are assessed against the Early Learning Goal for Reading.
- In Year 1 (and Year 2 where necessary): Children are assessed through the Phonic Screening check (see Phonics policy).
- KS1 and 2: Children are assessed against the National Curriculum content reading domains.

In Years 3-5 children will be assessed termly using point in time assessment tests provided by Hodder Education which closely resemble SATs tests. This will provide information regarding their strengths and next steps as well as support teachers assessment of their attainment each term.

In Year 6 children will use older SATs papers for the same result, although these tests are measured against expectations for the end of Year 6.

SATs

SATs (Standard Assessment Tests) measure children's educational achievement in years 2 and 6.

In Year 2 a non-statutory reading test plus an optional test in English grammar, punctuation and spelling are undertaken. The tests are informal, so untimed and they take place in a normal classroom situation. The outcome of these tests informs the teacher's judgements. In years 3-5 children are assessed termly using the Rising Stars NTS reading tests for their year group.

In Year 6 formal tests in grammar, punctuation, spelling and reading are undertaken.

Staff training

All staff have access to training. This may include but is not limited to:

- Little Wandle Letters and Sounds Training

- Accelerated Reader training materials
- Materials shared digitally through Google Drive

Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the school community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the school's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-school contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the school community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

Areas which will be monitored and evaluated:

- Reading ethos and environment
- The effectiveness of teaching and Learning
- Standards of work and progress
- The reading environment
- The attitudes, behaviour and attainment of the children
- The reading curriculum, assessment and record keeping.

The range of approaches in monitoring and evaluating may include:

- Moderation exercises/internal standardisation – a comparison of children's work across classes and year groups
- Standardised tests
- Statutory assessment results
- Book looks
- Questionnaires/surveys/ audits
- Learning walks
- Whole-school self-evaluation
- Review meetings with staff and pupils
- The inspection process.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge

- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the school, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the school and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught, ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring teaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.

- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs.

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review

- This policy is reviewed every two years by the SLT and the governor responsible for Curriculum.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

Appendix A

Letter to parents to report lost or damaged books (Little Wandle)

Dear Parent,

Your child has recently been given a book to support their reading. When collecting in books, the teacher has noticed that your child has not returned the text.

Unfortunately, this means that this book is now missing from a set of books and will need to be replaced or it will impact on the allocation of books for the next group. If you still have the book at home, please return it to your child's class teacher.

Alternatively, we would appreciate a donation to replace the book. The details of the book title and the total cost of replacing the book is below. Please contact the school office for details on how to make your donation.

We hope that you understand the need to replace books as we try to give every child the best quality resources to support their learning.

Child's Name:

Child's Class:

Book title:

Cost to replace the book:

Kind regards,

The Federation of Spixworth Schools

Appendix B

Letter to parents to report lost or damaged books (Accelerated Reader or library book)

Dear Parent,

Your child has recently been given a book to support their reading. When collecting in books, the teacher has noticed that your child has not returned the text.

Unfortunately, this means that this book is now missing from a set of books and will need to be replaced or it will impact on the allocation of books for the next group. If you still have the book at home, please return it to your child's class teacher.

Alternatively, we would appreciate a donation to replace the book. The details of the book title and the total cost of replacing the book is below. Please contact the school office for details on how to make your donation.

We hope that you understand the need to replace books as we try to give every child the best quality resources to support their learning.

Child's Name:

Child's Class:

Book title:

Cost to replace the book:

Kind regards,

The Federation of Spixworth Schools

Appendix C

Guided reading sample timetable.

	Group 1 - least able	Group 2	Group 3	Group 4	Group 5- most able
Monday	<p>Independent pre-read vocabulary activity</p> <p>You can use this slot for the children to become more familiar and fluent with reading the text. This can also be used to give vocabulary tasks to support comprehension of new vocabulary.</p>	<p>Independent Read/AR quiz</p> <p>AR quiz opportunities only need to be offered once a week. Children who are zooming through texts quicker should be directed to books with a higher word count. They should be reading the text 3 times before taking a quiz. You may consider having one support staff member to supervise the AR quizzes as with this timetable you would never have more than 25 pupils in the classroom at once.</p>	<p>Independent spellings/ grammar task</p> <p>This should be overlearning of previous concepts. Tasks which can be completed independently. Ideally with an open ended task element.</p>	<p>Independent follow up activity</p> <p>This is an opportunity for children to practise new skills and apply these skills independently.</p>	<p>Adult led guided reading (comprehension)</p> <p>This is the session which is planned for on the planning document.</p>
Tuesday	Adult led guided reading (comprehension)	Independent pre-read vocabulary activity	Independent read/AR quiz	Independent spellings/ grammar task	Independent follow up activity
Wednesday	Independent follow up activity	Adult led guided reading (comprehension)	Independent pre-read vocabulary activity	Independent read/AR quiz	Independent spellings/ grammar task
Thursday	Independent spellings/ grammar task	Independent follow up activity	Adult led guided reading (comprehension)	Independent pre-read vocabulary activity	Independent read/AR quiz
Friday	Independent read/AR quiz	Independent spellings/ grammar task	Independent follow up activity	Adult led guided reading (comprehension)	Independent pre-read vocabulary activity (for following week)