



📖 Whole Class Reading Organisation

Reading sessions are timetabled to occur simultaneously across the school wherever possible. This enables effective monitoring and allows phonics interventions to run concurrently. Every session is led by the class teacher to ensure systematic teaching of reading skills and accurate assessment against year group expectations and individual targets.

Whole Class Reading Session Structure

Each session follows a consistent format, with objectives drawn from the National Curriculum reading domains. These objectives are tightly focused on age-related expectations in reading and comprehension. Progress is assessed after each session against the chosen objective.

Weekly Session Format:

- **Day 1 – Fluency Focus** Teachers model fluent reading using prosody. Pupils then practise reading the same text using strategies such as paired reading, reciprocal reading, and choral reading.
- **Day 2 – Vocabulary Development** Pupils explore new vocabulary in context through a range of activities designed to deepen understanding and broaden language use.
- **Day 3 – Comprehension Skills** Pupils answer targeted questions based on retrieval, inference, and explanation, aligned with NC reading domains.
- **Day 4 – Summarising** Pupils learn to identify key ideas, filter out irrelevant information, and integrate central concepts meaningfully. This improves retention and understanding of the text.
- **Day 5 – Book Talk** Pupils engage in structured discussions about the text, sharing personal responses, opinions, and connections. This session promotes reading for pleasure, develops oral language skills, and encourages critical thinking. Teachers guide pupils to articulate preferences, compare texts, and reflect on themes, characters, and author choices.

Selecting the Text

Texts are chosen at instructional level (92–95% accuracy), ensuring sufficient challenge without compromising comprehension. This equates to approximately one unfamiliar word per ten. Texts should expose pupils to a wide range of genres and formats, including:

- Fiction and non-fiction
- Poetry
- Newspaper articles
- Leaflets

Texts do not need to match the current literacy genre being taught.



Assessment of Reading

- **Formative Assessment** Conducted weekly after each session, using teacher observations, pupil responses, and comprehension outcomes.
- **Summative Assessment** Administered termly via NFER reading tests and 2 Eskimo data. Results are benchmarked against national standards and analysed to identify pupils who are off track or underperforming. Targeted support is then implemented.

Creating a Reading Environment

Each classroom features a dedicated reading area with:

- Age-appropriate, high-interest, and mixed-genre books
- Comfortable seating
- Access to books linked to current topics or pupil requests

Teachers actively curate selections to maintain engagement and relevance.

The School Library

Longshaw's library is stocked with up-to-date fiction and non-fiction. Each class has a weekly timetabled session focused on:

- Library skills and book handling (including the Dewey System)
- Comprehension development
- Book sharing and reading for pleasure

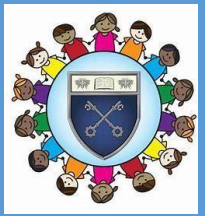
Additional Library Activities:

- Book review competitions with prizes
- Author and book displays
- Suggestion box for pupil input
- FBA Book Awards

Intervention Strategies

Regular assessments ensure timely identification of pupils needing support. Interventions include:

- **Little Wandle Rapid Catch-Up** Small-group sessions for pupils significantly behind in reading. Focuses on closing gaps in reading and spelling. Progress is reviewed every six weeks.
- **Additional Daily Reading** Pupils not reading regularly at home receive extra reading time with a teaching assistant.



- **Fischer Family Trust (FFT)** Based on Reading Recovery principles, this one-to-one intervention supports pupils unable to access group-based reading support.

