

## READING AT AMOTHERBY

CLASS	READING EXPECTATION	SCHEME/METHOD	INTERVENTION
Reception	End of Phase 3	Little Wandle	Little Wandle Catch-Up sessions
Year 1	End of Phase 5		
Year 2	<b>Lime</b>	Little Wandle continuation for those who require it.	Little Wandle Catch-Up sessions to continue as required and based on assessment.
		Move to Turquoise (Phase 6) guided reading and individual reading books (Word Sparks and Bug Club Phonics)	
Year 3	<b>Grey</b>	Whole Class Guided Reading to take place	
		Children not yet fluent but have completed Little Wandle, guided reading groups using Word Sparks banded books appropriate for level	
		Little Wandle continuation for those who require it	
Year 4	<b>Dark Blue</b>	Whole Class Guided Reading	
		Children not yet fluent but have completed Little Wandle, guided reading groups using Word Sparks banded books appropriate for level	
		Little Wandle continuation for those who require it	
Year 5	<b>Dark Red/ Independent</b>	Whole Class Guided Reading	
		Children not yet fluent but have completed Little Wandle, guided reading groups using Word Sparks banded books appropriate for level	
Year 6	<b>Independent</b>	Whole Class Guided Reading	
		Children not yet fluent but have completed Little Wandle, guided reading groups using Word Sparks banded books appropriate for level	

## WHOLE CLASS GUIDED READING AT AMOTHERBY

At Amotherby, we teach whole class guided reading across Key Stage 2. This gives all children access to high-quality texts and the opportunity to develop their comprehension skills regardless of fluency. Children who are not yet reading fluently, will be heard either 1:1 or in small groups using a text at the correct phonics level.

Our Whole Class Guided Reading sessions follow the format promoted by Ashley Booth so that there is a good mix of fiction, non-fiction and poetry. We also use VIPERS, a strategy devised by Literacy Shed, to structure questions and to ensure coverage of the curriculum.

<b>Modelling</b>	<b>Class reader every day for 10-15 minutes</b> <b>Opportunities for shared reading and reading skills across the curriculum</b>
<b>Other opportunities for reading</b>	<b>Wednesday assembly – shared reading across classes</b> <b>Reading available at lunchtime through club or outdoor resources</b>

DAY	TEXT	GUIDANCE	LINKS
<b>MONDAY</b>	Class text	<p><b>Explanation session:</b></p> <ul style="list-style-type: none"> <li>• This should be a recap of the class text that has been read across the course of the week – recap events, discuss character developments, think about how events have unfolded.</li> <li>• Session should have well-constructed and planned questions – use VIPERS to support with this – an example could be ‘ write everything you can remember about setting/character/book’.</li> <li>• Look at authorial intent</li> <li>• Session should culminate in a PSHCE style question which encourages opinions and discussion around those opinions e.g. Year 6 may be studying holes and they could have ‘If you take a bad boy and make him dig a hole every day in the hot sub, it will turn him into a good boy. To what extent do you agree with this statement?’</li> </ul>	
<b>TUESDAY</b>	Class text or linked text	<p><b>Linked texts:</b></p> <ul style="list-style-type: none"> <li>• Could be three sessions on the same linked text or different linked texts</li> <li>• Could be made up of fiction, non-fiction texts, songs, poetry, film clips, leaflets etc.</li> <li>• Structure of sessions can be a normal session using shared, individual, partnered talk and then solo work (see link in links column)</li> <li>• Structure could use a range of strategies to analyse text (link to strategies document in links column)</li> </ul>	<a href="#">Link 1</a> <a href="#">Link 2</a>  <a href="#">Reading Strategy Document</a>
<b>WEDNESDAY</b>	Linked text		
<b>THURSDAY</b>	Linked text		

<b>FRIDAY</b>	Class text	<b>Summary and Prediction:</b> <ul style="list-style-type: none"><li>• Recap text due to reading it across the week.</li><li>• Move to summary and prediction skills using what they know of the text. However, consider alternatives to 'what do you think will happen next? Etc' with questions such as 'what might happen to Auggie?'</li><li>• Can also begin to discuss what we expected to happen and/or what characters expected to happen</li></ul>	
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