



Bevendean Primary School and Nursery

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Headteacher: Mr. M Dally

Deputy Headteacher: Miss. S Miller

A place for everyone to succeed and thrive

How Reading is taught at Bevendean

The teaching of reading is broken down into sections: Guided reading, 1:1 reading, home-school reading.

Each year group also has 2 (this may vary depending on year group) texts per half term that are used as a stimulus for writing. See attached document.

Guided Reading Lesson Structure

Each KS2 year group has a book per half term/term (depending on year group) and will read a chapter a week.

In KS1 children read a book of their level and this changes every week/2 weeks (depending on year group).

Guided reading is taught every day (for 30 mins) in mixed ability groups (KS2) and ability groups (KS1) with the following structure:

Day 1: Vocabulary pursuit. Finding definitions of potentially unrecognised words.

Day 2: Pre-reading the chapter which is that week's focus.

Day 3: Reading the chapter with a teacher.

Day 4: Answering comprehension questions using VIPERS based on the chapter.

Day 5: Completing an independent activity based on the chapter. This should be fun and engaging.

These tasks should be planned at least one week in advance. No flip is required.

Whilst children are reading it is essential that teachers are:

- Completing a guided reading assessment form based on the National Curriculum. Bespoke children should be assessed from their year group pro-forma.
- Ticking and dating the curriculum statement and completing the 'date' box so it is easily cross referenced for coverage and ensure purposeful assessment. This does not need to be written in full when assessing.

The yellow reading journals that all other tasks are completed in should be dated and coded by children and then ticked by an adult.

Assessment Sheets

Assessment sheets should be easily accessible in a folder. The folder should be well organised with a section for each Guided Reading group. It is essential that all parts of the curriculum are covered throughout the year. The expectation is that you have a 'Reading Folder' which has the blue 'Daily Reader' sheets at the front, followed by the section of assessment sheets for Guided Reading. This should start with your year group and then have the bespoke sheets afterwards. Stored behind the sheets should be at least one week worth of work separated into plastic wallets.



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1:1 Reading EYFS – Year 6

All children across the school are read with at least once a week by an adult. Children who are working at working below their year group curriculum (e.g. Year 5 child reading at Year 2 level) are made 'Daily readers'. These children read every day with an adult. Children working within their year group curriculum but below age related expectations are made 'Regular Readers'. These children will read with at least 3 times a week with an adult.

Once a child has been read with, this will be marked off of the weekly intervention sheet under the relevant day. You will find these on each teacher's notice board, clearly dated and their Reading Record should be written in by the adult that read with them.

'Regular Readers' should also be ticked off on the intervention sheet on the relevant date and their Reading Records filled in.

'Daily Readers' should have their names ticked off on the intervention sheet, have their Reading Records filled in and they will also have a blue form, which must be stored in the teachers reading folder, where further assessment can be made on the child's reading to ensure progress.

Home School Reading

All children have a Reading Record that is expected to come into school every day. The expectation is that children are reading to an adult (or to themselves depending on year group) 3 times a week. We ask that adults (or children depending on year group) fill these in to evidence they have read. This should be checked by the class teacher weekly.

Every day that a child brings their Reading Record to school, it should be ticked on the weekly intervention sheet under the relevant day. Teachers can give rewards for bringing these in at their own discretion.

In Year 1, once a child has read with their teacher, they are prompted to change their book. This should be their book for the week and should not be changed beforehand.

In Year 2, children change their book on a Monday. They are able to take 3 banded books home and 1 free read. 'Daily Readers' change their book most days with a TA.

In KS2, most children change their books independently when they are finished. Some 'Daily Readers' are on banded books and change theirs as directed by the adult that reads with them.