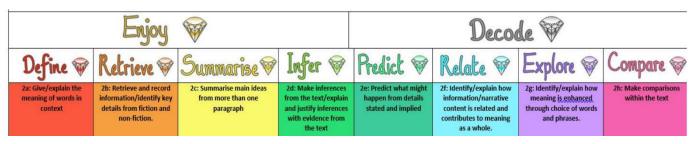


- Children are working on objectives in line with the National Curriculum.
- Long-Term Plans (Reading Road Maps) are being followed.
- Units are based on high-quality picture books, novels, or poems.
- All children read the same text, as a whole class and are supported and challenged appropriately.
- Every lesson begins with the teacher sharing new vocabulary, alongside their definitions and supporting images.
- Every lesson, children complete comprehension questions based on one or more of the Reading Gems that require a written response.



- Teachers model how to refer to the text to find evidence to answers to the questions.
- Children's written responses are discussed and self-assessed using purple pens.

Skeleton outline of a Reading Lesson

Teacher defines key vocabulary, using images to support if appropriate.

Whole class share a section of the text using a combination of teacher modelling, individual reading, paired reading, and echo reading.

Teacher models answering comprehension questions by highlighting parts of the question and retrieving key information from the text.

Children produce a written response to the comprehension questions, including find & copy, draw lines to match, put these events in order, explain, summarise, predict what will happen, true / false.

Written responses shared, self-assessed, peer reviewed, and celebrated.