



Daily Reading

Successful – Confident – Responsible

ACER ACADEMY MISSION STATEMENT

To be inclusive

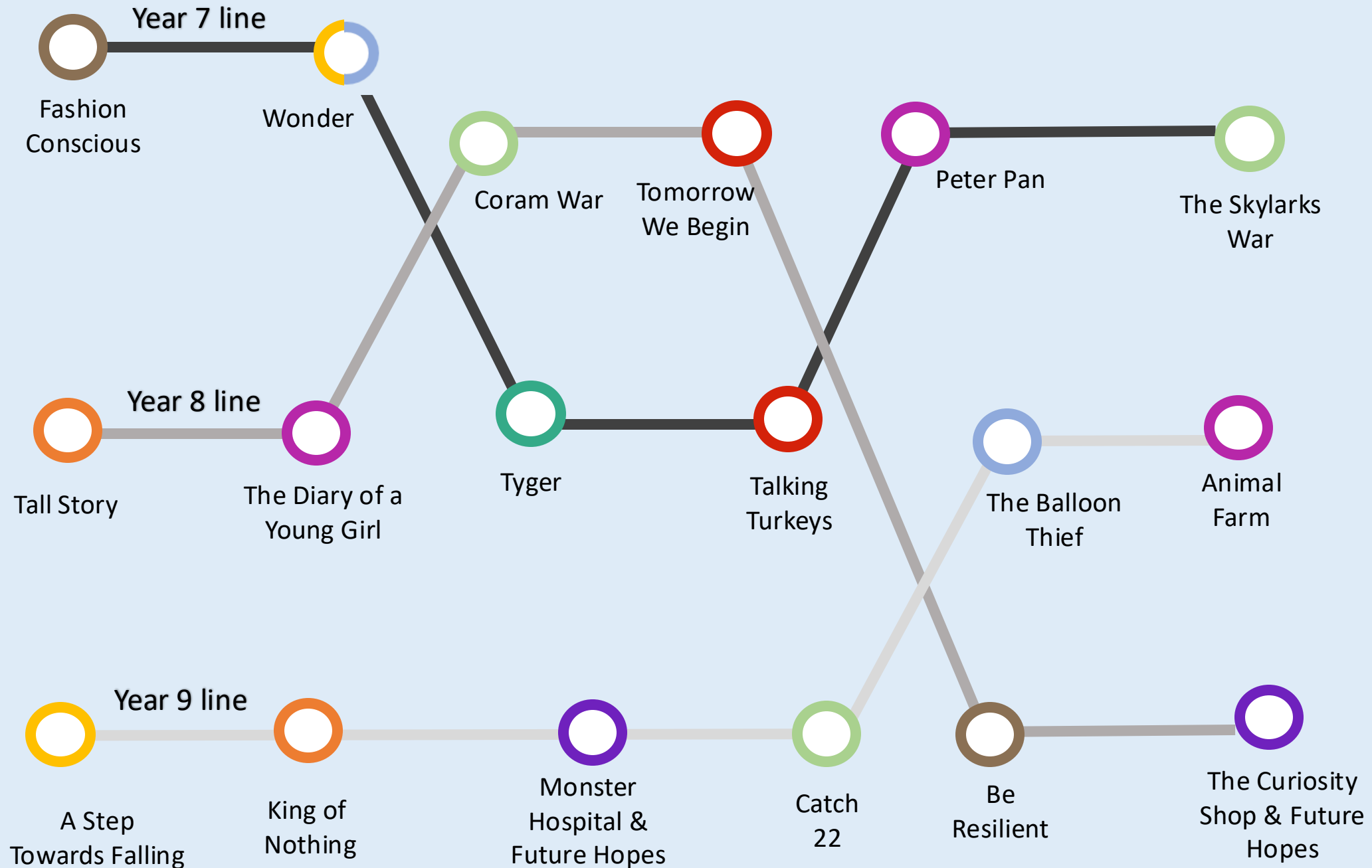
To provide nurturing/caring environments.

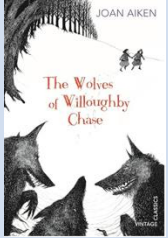
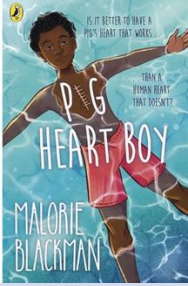





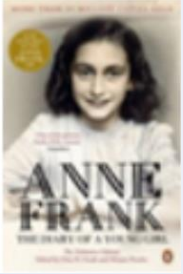
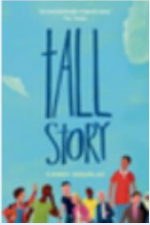





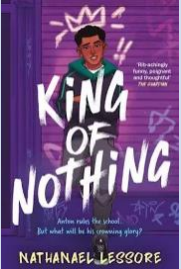




For children to feel safe.

To work with integrity and a strong moral compass.

To have the highest expectations and standards.

Policy developed by:	
Policy to be reviewed:	
Summary of changes	New policy



Year 7	<p>The Wolves of Willoughby Chase – Joan Aiken</p> 		<p>Wonder – R.J Oalacio</p> 	<p>The Skylarks War – Hilary McKay</p> 	<p>Tyger – SF Said</p> 		<p>Talking Turkeys</p> 	<p>Fashion conscious – Sarah Klymkiw</p> 	<p>Short Stories for Year 9</p> 
Year 8	<p>The Diary of a young grils (Anne Frank)</p> 	<p>Tall Story – Candy Gourlay</p> 		<p>Coram Boy – Jamila Gavin</p> 			<p>Tomorrow we begin - Matt Goodfellow</p> 	<p>Be resilient</p> 	<p>Short Stories for Year 8</p> 
Year 9	<p>Animal Farm</p> 	<p>King of nothing – Nathaneal Lessore</p> 	<p>A Step towards falling - Carrie McGovern</p> 	<p>Catch 22 – Joseph Heller</p> 		<p>The Balloon thief</p> 			<p>Future Hopes - Lauren James</p> 

Rationale

The Reading Road Map provides every student in Years 7–9 with daily opportunities to engage with a diverse range of texts. The programme is designed to:

- Develop comprehension and vocabulary through shared reading.
- Expose students to a broad range of genres, including classics, poetry, non-fiction, fantasy, historical fiction, comedy, short stories, and texts with SEND protagonists.
- Provide consistent opportunities for oracy, discussion, and critical thinking
- Build cultural capital by encountering texts beyond the English curriculum.

Approach

- Reading Road Map sessions take place daily for 30 minutes.
- This is curriculum time and is distinct from independent 'reading for pleasure'.
- Discussion, questioning, and vocabulary exploration are central to the sessions.
- No written recording is required – evidence is in the quality of dialogue and engagement.

Outcomes

Improved Comprehension Skills

- Understanding main ideas and details.
- Making inferences and predictions.
- Recognising how writers use language to create effect.

Expanded Vocabulary Knowledge

- Encountering and learning ambitious, subject-rich, and cultural vocabulary.
- Hearing correct pronunciation in context.
- Using new words orally in discussion.

Improved Fluency

- Developing accuracy, pace, intonation, and expression.
- Building stamina for longer texts.
- Becoming confident, audible readers.

Broadened Content and World Experience

- Encountering diverse voices, cultures, and historical contexts.
- Understanding perspectives different from their own.
- Building cultural capital to support curriculum learning.

Enhanced Oracy and Listening

- Speaking clearly and confidently about texts.
- Listening attentively to others and responding thoughtfully.
- Using academic talk stems to articulate ideas.

Reading for Enjoyment and Engagement

- Developing positive associations with reading.
- Experiencing the pleasure of stories, poems, and ideas read aloud.
- Building motivation to read more widely in their own time.

Reading Strategies



Reading strategies to implement

Modelled Reading

Description

The teacher reads the text aloud to the class, deliberately demonstrating pace, intonation, tone, and expression. Teachers show how punctuation shapes reading (pauses, emphasis) and how meaning is carried through voice.

How to do it

- Pre-read the section to identify where expression or emphasis will support comprehension.
- Read clearly and confidently so all students can follow.
- Pause briefly to allow pupils to absorb complex phrases or to emphasise a key moment.
- Avoid over-explaining during the read – the focus is on hearing fluent reading.

Benefits

- Provides a model of fluent, expressive reading that students can imitate.
- Exposes students to accurate pronunciation of challenging words.
- Builds comprehension as tone and rhythm support meaning.
- Particularly supportive for less confident or developing readers.



Reading strategies to implement

Choral Reading

Description

The whole class reads a section of text aloud together, led by the teacher. The teacher sets the pace and expression, and students mirror this as a group.

How to do it

Choose shorter, manageable sections (e.g. a stanza of poetry, a descriptive paragraph).
Teacher reads the section first to model fluency, then the class repeats in unison.
Maintain a steady pace and volume so all voices stay together.
Use sparingly – powerful for poetry, speeches, and highly descriptive passages.

Benefits

Builds reading fluency and confidence, especially for hesitant readers.
Creates a sense of community and shared performance.
Helps students hear and practise rhythm, phrasing, and emphasis.
Supports weaker readers by blending their voices with the group.



Reading strategies to implement

Echo Reading

Description

The teacher reads a line or short passage with expression; students immediately repeat it.

How to do it

Read one or two sentences aloud, modelling emphasis.
Students repeat in unison, copying the teacher's style.
Repeat for several short sections.

Benefits

Builds accuracy and expression.
Provides instant practice after hearing fluent reading.
Supports hesitant readers with clear scaffolding.



Reading strategies to implement

Re-reading

Description

Students re-read a passage they have just heard modelled by the teacher.

How to do it

Read aloud to the class first.

Direct students to read the same section again, either in pairs, small groups, or chorally.

Focus on fluency and expression, not speed.

Benefits

Reinforces comprehension and fluency.

Strengthens memory of key passages.

Gives students the chance to practise accuracy after hearing a model.



Reading strategies to implement

Partner Reading

Description

Students work in pairs, taking turns to read sections aloud.

How to do it

Assign short, equal sections for each partner.

One reads while the other listens, then swap.

Rotate pairs occasionally to keep engagement high.

Benefits

Ensures all students practise oral reading.

Builds peer support and accountability.

Encourages listening as well as speaking.



Reading strategies to implement

Independent Reading

Description

Students read a section silently on their own, before returning to teacher-led reading.

How to do it

Set a clear, short section for silent reading.

Allow time for quiet, uninterrupted focus.

Transition back into modelled or group reading.

Benefits

Builds stamina and independence.

Encourages students to apply strategies on their own.

Prepares students to contribute to group discussion.



Reading strategies to implement

Performance Reading

Description

Students practise a short passage to perform aloud to the class.

How to do it

Select a section (poem, speech, dramatic description).
Give time for rehearsal, modelling expression and pace.
Students perform aloud individually or in pairs.

Benefits

Encourages expressive, confident reading.
Provides purpose and audience for fluency practice.
Builds enjoyment and pride in oral reading.



Developing Comprehension & Text Interrogation



Categories of Questions

We recognise that reading comprehension develops over time through exposure to a wide range of texts, rich language experiences, and opportunities to understand different contexts. Students need regular access to texts at an appropriate level, opportunities to listen to expert reading, and time to engage deeply with what they read. To support this, we encourage students to interrogate texts through purposeful questioning, helping them move beyond surface understanding and into critical engagement.

To scaffold this development, we have provided staff with a comprehension progression grid that offers sentence stems across key strands—such as retrieval, inference, vocabulary, and authorial intent—mapped from Year 4 to Year 9. This resource is designed to stretch all learners by supporting teachers in crafting questions that deepen thinking without placing a ceiling on student potential. The grid enables staff to differentiate effectively, promote high-quality classroom dialogue, and nurture independence in reading comprehension, ensuring that all students are challenged and supported as they grow into confident, analytical readers.

Comprehension Style Questions

Retrieval	Foundation (Y4–5)	What happened when...?
Retrieval	Foundation (Y4–5)	Who is...?
Retrieval	Foundation (Y4–5)	Where did...?
Retrieval	Developing (Y6–7)	Summarise the key events in this section.
Retrieval	Developing (Y6–7)	List three facts that support...
Retrieval	Developing (Y6–7)	What evidence shows...?
Retrieval	Confident (Y7–8)	What are the most important details?
Retrieval	Confident (Y7–8)	Which part of the text supports your answer?
Retrieval	Confident (Y7–8)	What does the text say about...?
Retrieval	Analytical (Y8–9)	How does the author present key information?
Retrieval	Analytical (Y8–9)	What evidence is used to support the main idea?
Retrieval	Analytical (Y8–9)	How is the information structured?
Retrieval	Mastery (End of Y9)	How does the retrieval of facts support the argument?
Retrieval	Mastery (End of Y9)	What patterns can be identified in the information presented?
Retrieval	Mastery (End of Y9)	How does the author use factual detail to persuade?
Vocabulary	Foundation (Y4–5)	What does the word ___ mean?
Vocabulary	Foundation (Y4–5)	Find a word that means the same as...
Vocabulary	Developing (Y6–7)	Why has the author used the word ___ here?
Vocabulary	Developing (Y6–7)	What effect does this phrase have?
Vocabulary	Confident (Y7–8)	How does the author's choice of the word ___ affect the tone?
Vocabulary	Confident (Y7–8)	What is the effect of using ___ instead of ___?
Vocabulary	Analytical (Y8–9)	How does vocabulary choice reflect the character's emotions?
Vocabulary	Analytical (Y8–9)	What is the impact of figurative language in this passage?
Vocabulary	Mastery (End of Y9)	How does the author manipulate vocabulary to influence the reader?
Vocabulary	Mastery (End of Y9)	What deeper meanings are conveyed through word choice?
Inference	Foundation (Y4–5)	Why do you think the character felt...?
Inference	Foundation (Y4–5)	What clues tell you that...?
Inference	Developing (Y6–7)	What can you infer about the character's motives?
Inference	Developing (Y6–7)	How do their actions reflect their feelings?
Inference	Confident (Y7–8)	Based on the text, what can you infer about...?
Inference	Confident (Y7–8)	How does the character's behaviour suggest...?
Inference	Analytical (Y8–9)	What underlying message is implied here?
Inference	Analytical (Y8–9)	How does the author hint at deeper themes?
Inference	Mastery (End of Y9)	What assumptions can be made based on the character's actions?
Inference	Mastery (End of Y9)	How does inference deepen our understanding of the text?

Comprehension Style Questions

Prediction	Foundation (Y4–5)	What do you think will happen next?
Prediction	Foundation (Y4–5)	Why do you think that?
Prediction	Developing (Y6–7)	Based on the structure so far, what might the resolution be?
Prediction	Developing (Y6–7)	How might the author develop this theme further?
Prediction	Confident (Y7–8)	What clues suggest what might happen next?
Prediction	Confident (Y7–8)	How does the author build anticipation?
Prediction	Analytical (Y8–9)	How does foreshadowing affect your predictions?
Prediction	Analytical (Y8–9)	What predictions can be made based on character development?
Prediction	Mastery (End of Y9)	How do predictions reflect thematic progression?
Prediction	Mastery (End of Y9)	What might the implications be for future events in the narrative?
Summarising	Foundation (Y4–5)	Can you retell the story in your own words?
Summarising	Foundation (Y4–5)	What happened at the beginning/middle/end?
Summarising	Developing (Y6–7)	Summarise the key themes of the text.
Summarising	Developing (Y6–7)	What are the most important ideas in this chapter?
Summarising	Confident (Y7–8)	Summarise the main argument or theme.
Summarising	Confident (Y7–8)	Which details are most important to understanding the plot?
Summarising	Analytical (Y8–9)	How does summarising help clarify the author's message?
Summarising	Analytical (Y8–9)	What are the recurring ideas in the text?
Summarising	Mastery (End of Y9)	How does summarising support critical analysis?
Summarising	Mastery (End of Y9)	What overarching themes emerge from the summary?
Authorial Intent	Foundation (Y4–5)	Why did the author use the word ____?
Authorial Intent	Foundation (Y4–5)	What effect does this phrase have?
Authorial Intent	Developing (Y6–7)	What message is the author trying to convey?
Authorial Intent	Developing (Y6–7)	How does the author use language to influence the reader?
Authorial Intent	Confident (Y7–8)	How does the author use metaphor/simile to convey emotion?
Authorial Intent	Confident (Y7–8)	What is the impact of the sentence structure here?
Authorial Intent	Analytical (Y8–9)	How does the author manipulate tone or mood?
Authorial Intent	Analytical (Y8–9)	What techniques are used to shape the reader's response?
Authorial Intent	Mastery (End of Y9)	How does the author's intent align with the text's themes?
Authorial Intent	Mastery (End of Y9)	What is the significance of the author's stylistic choices?

Comprehension Style Questions

Structure	Foundation (Y4–5)	What happens first/next/last?
Structure	Foundation (Y4–5)	How is the text organised?
Structure	Developing (Y6–7)	Why do you think the author started the story this way?
Structure	Developing (Y6–7)	How does the order of events affect the reader?
Structure	Confident (Y7–8)	How does the structure reflect the theme?
Structure	Confident (Y7–8)	Why has the author chosen to begin/end the text this way?
Structure	Analytical (Y8–9)	How does the structure build tension or suspense?
Structure	Analytical (Y8–9)	What structural techniques are used to guide the reader?
Structure	Mastery (End of Y9)	How does structure contribute to the overall impact of the text?
Structure	Mastery (End of Y9)	What patterns in structure support the narrative arc?
Evaluation	Foundation (Y4–5)	Did you like the story? Why?
Evaluation	Foundation (Y4–5)	Which character did you prefer?
Evaluation	Developing (Y6–7)	Was the character's decision justified?
Evaluation	Developing (Y6–7)	Do you think the ending was effective? Why?
Evaluation	Confident (Y7–8)	Evaluate the effectiveness of the author's choices.
Evaluation	Confident (Y7–8)	How does the character's development affect your opinion?
Evaluation	Analytical (Y8–9)	How effective is the author's use of narrative voice?
Evaluation	Analytical (Y8–9)	What would improve the text's impact on the reader?
Evaluation	Mastery (End of Y9)	How does this text challenge societal norms?
Evaluation	Mastery (End of Y9)	What critical perspective can be applied to this text?

Teacher Mind Modelling (“Thinking Aloud”)

Description

Teacher Mind Modelling is when the teacher verbalises their own thought process while reading. This makes visible the strategies that skilled readers use automatically, so students can copy and internalise them.

How to do it

Choose a moment in the text where understanding is not obvious.

Pause your reading and speak your thoughts as if you are working it out live.

Keep the explanation short and clear, then return to the flow of the text.

Examples

Prediction: “The writer describes the storm clouds gathering... I think something dramatic is about to happen.”

Inference: “She slams the door without saying anything – that makes me think she’s angry, even though the text doesn’t say it.”

Vocabulary: “This word ‘solemn’ – it sounds like ‘serious’. Let me reread the sentence with that meaning in mind.”

Structure: “This is the second time we’ve seen this image. I’m noticing a pattern – the writer wants us to link these scenes together.”

Benefits

Makes invisible comprehension skills explicit.

Teaches students how to predict, infer, connect, and clarify while reading.

Models resilience when the text is challenging.

Encourages students to try the same strategies in their own reading.

SEND & Inclusion



Teacher Mind Modelling (“Thinking Aloud”)

Principles

Everyone hears and discusses the same high-quality, age-appropriate text through teacher read-aloud.

No student is asked to read independently or out loud from a text that is above their phonics or phonetical level.

Students who need it receive teacher or TA support to access more complex texts.

Students also receive repeated exposure to texts at their correct phonics level to build secure decoding and fluency.

Targeted support during the shared text

Seat strategically so the teacher or TA can provide immediate whisper support.

Use duet reading, echoing single phrases that match the pupil’s phonics level, or choral lines chosen for accessible words.

Provide alternative access such as audio, enlarged print, increased line spacing, coloured overlays, or summary prompts.

Assign low-stakes participation roles that do not require decoding beyond level, such as identifying a repeated word, signalling punctuation, or locating a character’s name.

Non-negotiables

Do not cold-call a pupil to read from the shared text if it is above their phonics level.

Do not use round-robin reading that forces struggling readers to decode beyond level.

Do not replace age-appropriate exposure with only simplified content; pupils still access the shared text through adult read-aloud and oral work.

High Quality Oracy



High Quality Oracy

Cold Calling

Teacher selects students to respond rather than relying only on volunteers.

Benefit: Ensures all pupils are accountable and involved.

No Opt Out

If a student struggles to answer, the teacher scaffolds with prompts or support, then returns to them to complete the response.

Benefit: Builds resilience and shows that everyone is expected to think.

Say It Again, Better

After a pupil response, the teacher asks them to rephrase or expand using higher-quality vocabulary or fuller sentences.

Benefit: Improves clarity and academic language use.

Talk Stems

Provide sentence starters such as *I agree with this because...*, *This reminds me of...*, *The writer wants us to think....*

Benefit: Scaffolds talk, especially for less confident speakers.

Teacher Mind Modelling (“Thinking Aloud”)

Think–Pair–Share

Students think about a question, discuss briefly with a partner, then share with the class.

Benefit: Gives rehearsal time, leading to more thoughtful whole-class contributions.

Build and Challenge

Encourage students to respond to each other with *I want to build on what X said...* or *I’d like to challenge that because....*

Assessment



Assessment Principles

Purpose

Feedback in Reading Road Map sessions is formative and oral. There are no written notes from pupils, so teachers record session activities and observations daily. This ensures:

An accurate log of what has been covered.

Evidence of strategies and texts used.

Notes on student participation, fluency, and comprehension.

Information to inform future planning and support.

Approach

Each teacher completes a short daily feedback chart.

Entries are brief, factual, and focus on engagement, comprehension, vocabulary, and fluency.

Assessment notes should highlight strengths, misconceptions, and next steps.

The chart provides an ongoing record to monitor progress across the term.

Date	Text/Section Covered	Reading Strategies Used	Vocabulary Focus	Comprehension Notes	Pupil Engagement / Assessment
10/09/25	<i>Wonder</i> , Ch. 1–2	Modelled reading, echo reading	“Ordinary”, “extraordinary”	Pupils could recall Auggie’s description; some struggled to infer why he feels different	Most engaged; X, Y supported with echo; Z pupil hesitant to contribute.
11/09/25	<i>Wonder</i> , Ch. 3–4	Choral reading, paired reading	“Precept”, “principle”	Strong retrieval; pupils beginning to infer Mr. Browne’s role	X, Y confident to read chorally; vocabulary needed reinforcement. Z difficulty in inferring.