



Reading on a Page

Alfreton Park

Reading Non-Negotiables

Working Wall/Reading Corner	DEAR Time
<ul style="list-style-type: none"> Reading corner titled 'Our Reading Corner'. Book study front cover displayed on working wall as well as designed and displayed on classroom window. Books linked to book study to be forward facing, accessible and displayed neatly. 	<ul style="list-style-type: none"> Each class participate in Drop Everything and Read time during the school day whereby all students and staff stop what they are doing to enjoy story time. This could be enjoying a whole class story, sensory story, audio stories to drive and encourage a love for reading for pleasure and connection.
Book/Earwig Expectations	Assessment
<ul style="list-style-type: none"> All Formal pupils have a yellow English book and a dark green Independent Writing book. All books must be labelled using the labels given to classes at the start of the year. Front cover for each book study to include key vocabulary and writing outcomes. Each piece of work must include a date and LO which is underlined. English lessons to be earwigged 3 times a half term for Semi-Formal and 2 times for Informal. 	<ul style="list-style-type: none"> Each pupil should be read with at least once a week and this is recorded in reading diaries. Older pupils and more formal learners are to be encouraged to fill in their own records. Every teacher reads with their pupils at least twice in a half term to monitor their progress. 1:1 reading uploaded to Earwig on a weekly basis. Pre-reader checklists used for Roots readers.



Developed by the Centre for Literacy in Primary Education (CLPE), *The Power of Reading* is a comprehensive programme that places high-quality children's literature at the heart of English teaching. It uses carefully chosen texts alongside engaging teaching sequences to improve reading comprehension, deepen vocabulary, and enhance writing outcomes. Each unit focuses on a quality book and combines a range of creative and meaningful activities—including drama, art, discussion, and writing in different forms—to help children connect with and understand the text deeply.



Roots	Pupils' reading experiences are structured through our Roots, Branches & Leaves pathway model, which provides a developmental framework for reading progression across the school. This approach ensures that all learners, regardless of ability or need, engage with texts that are carefully matched to their cognitive, emotional, and academic development.
Branches	
Leaves	
Reading for Connection	We recognise the importance of reading for pleasure, not only as a route to improved literacy but as a powerful way for pupils to express themselves, build empathy, and make sense of the world around them. Through engaging texts, accessible resources, and a nurturing environment, we aim to foster a deep love of stories, language, and discovery.

- Quality First Teaching
- Symbols/Makaton/keywords
- Working wall/reading corner
- My Turn Your Turn
- Multi-sensory approach
- PoR Teaching Techniques
- Positive Praise
- Consistent Routines
- Multi-sensory opportunities.

Cognition and Learning	Communication and Interaction
SEMH	Physical and Sensory