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| **Early Years** |
| **Year Group** | **Reading Provision** | **SEN** | **PP and Dis-Advantaged** | **Outcomes** |
| EYFS | * Twinkl phonics
* Daily Twinkl phonics for teacher to model reading & develop reading for pleasure
* Individual Reading – all children listened to weekly
* Reading support groups with LSA
* Phonics intervention groups with LSA
* Rhino Readers Phonics reading scheme which link to phonics phases
* Reading Corner (including old Rigby Scheme books that can be read by the children independently, non fiction books and magazines)
* Phonics displays and word walls
* Environmental print in classrooms – labels, role play
* Small world story telling resources
* Story maps, story stones, puppets
 | * Daily phonics support
* Phonics interventions twice a week
* 1:1 read twice a week with LSA
 | * 1:1 read twice a week with LSA
* LSA phonics / reading intervention twice a week
* Extra teacher support in class
 | * A shared love of reading
* Higher outcomes for pupils
* % of pupils at EXP and EXC in reading meets Nat % or higher
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| **Key Stage 1** |
| **Year Group** | **Reading Provision** | **SEN** | **PP and Dis-Advantaged** | **Outcomes** |
| Year 1 | * Twinkl Phonics
* Rhino readers links to phonics level
* Daily Whole Class Reading & Guided Reading taught on a weekly rotation
* 3 individual reads a week with LSA for LA/PP children
* Daily Story time for teacher to model reading & develop reading for pleasure
* Daily phonics intervention groups taught separately to whole class
* Reading Interventions
* Reading tasks around VIPERS skills and Phonics knowledge
 | * IEP targets linked to reading
* 1:1 individual reads
* LSA led phonics intervention groups
* Precision teaching – reading of HFW, CEW and phonemes
 | * 1:1 individual reads 3 times a week
* LSA led phonics intervention groups
* Extra adult support in class
 | * A shared love of reading
* Phonics screening pass rate meets Nat % or higher
* % of pupils at EXS and GDS in reading meets Nat % or higher
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| Year 2 | * Twinkl level 6 Phonics (taught daily)
* Daily Whole Class Reading & Guided Reading taught on a bi-weekly rotation
* GDS termly novel study linked to topic
* Daily individual reads with LSA for LA children
* LSA led comprehension groups to target EXS and GDS readers – fluency, inference & answering SATs style Qs
* Weekly right to read volunteer
* Daily Storytime for teacher to model reading & develop reading for pleasure
* Daily phonics intervention groups taught separately to whole class for those retaking phonics screening in Y2
* Precision teaching - reading of HFW, CEW and phonemes
* Weekly reading homework
 | * IEP targets linked to reading
* Daily separate phonics
* 1:1 individual daily reads
* Dandelion reader books linked to specific phonemes
* Weekly right to read volunteer read
 | * 1:1 individual daily reads
* LSA led comprehension groups
* Extra teacher support in class
* Weekly right to read volunteer read
* Precision teaching - reading of HFW, CEW and phonemes
 | * A shared love of reading
* Higher outcomes for pupils
* % of pupils at EXS and GDS in reading meets Nat % or higher
* Raised outcomes for PP and dis-advantaged pupils
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| **Lower Key Stage 2** |
| **Year Group** | **Reading Provision** | **SEN** | **PP and Dis-Advantaged** | **Outcomes** |
| Year 3 | * Daily Whole Class Reading & Guided Reading taught on rotation
* Daily individual reads with LSA for LA children
* Weekly right to read volunteer
* Daily Storytime for teacher to model reading & develop reading for pleasure
* Frequent phonics intervention groups taught separately for those who didn’t pass phonics screening in Y2
* GDS termly novel study linked to topic
* Precision teaching - reading of HFW, CEW and phonemes
* Weekly reading comprehension booster groups to target EXS and GDS – word reading, inference and retrieval
* Lexile/book banded individual reading book selected from library
* Lexile/book banding testing every term or more frequently using PM Benchmarking kits
* Weekly reading homework
 | * IEP targets linked to reading if needed
* Daily separate phonics
* 1:1 individual daily reads
* Dandelion reader books linked to specific phonemes
* Weekly right to read volunteer read
 | * 1:1 individual daily reads
* LSA led comprehension groups
* Extra teacher support in class
* Weekly right to read volunteer read
* Precision teaching - reading of HFW, CEW and phonemes
 | * A shared love of reading
* Higher outcomes for pupils
* % of pupils at EXS and GDS in reading meets Nat % or higher
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| Year 4 | * Daily Whole Class Reading & Guided Reading taught on rotation
* Daily individual reads with LSA for LA children
* Weekly right to read volunteer
* Daily Storytime for teacher to model reading & develop reading for pleasure
* Precision teaching - reading of HFW and CEW
* Bi-weekly teacher led reading groups to push targeted chn for EXS and challenge GDS
* GDS termly novel study linked to topic
* Lexiled individual reading book selected from library
* Lexile testing every term or more frequently using PM Benchmarking kits
* Weekly reading homework
 | * IEP targets linked to reading
* Dandelion reader/Project X books linked to specific reading bands
* Weekly right to read volunteer read
 | * Weekly LSA led comprehension groups
* Extra teacher support in class
* Precision teaching - reading of HFW and CEW
 | * A shared love of reading
* Higher outcomes for pupils
* % of pupils at EXS and GDS in reading meets Nat % or higher
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| **Upper Key Stage 2** |
| **Year Group** | **Reading Provision** | **SEN** | **PP and Dis-Advantaged** | **Outcomes** |
| Year 5 | * Daily Whole Class Reading & Guided Reading taught on rotation
* Daily individual reads with LSA for LA children
* Weekly right to read volunteer
* Daily Storytime for teacher to model reading & develop reading for pleasure
* Precision teaching - reading of HFW and CEW
* Weekly teacher led reading comprehension booster groups to target EXS and GDS
* Weekly teacher led reading groups to push targeted chn for EXS and challenge GDS with a focus on reading speed and inference
* Sample text questions used in guided reads to target chn for EXS
* GDS termly novel study linked to topic
* Lexiled individual reading book selected from library
* Lexile testing every term or more frequently using PM Benchmarking kits
* Weekly reading homework
 | * IEP targets linked to reading
* Dandelion reader/Project X books linked to specific reading bands
* Weekly right to read volunteer read
 | * Weekly LSA led comprehension groups
* Extra teacher support in class
* Precision teaching - reading of HFW and CEW
 | * A shared love of reading
* Higher outcomes for pupils
* % of pupils at EXS and GD in reading meets Nat % or higher
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| Year 6 | * Daily Whole Class Reading & Guided Reading taught on rotation
* Daily individual reads with LSA for LA children
* Weekly right to read volunteer
* Daily Storytime for teacher to model reading & develop reading for pleasure
* Precision teaching - reading of HFW and CEW
* Weekly teacher led reading comprehension booster groups to target EXS and GDS
* Weekly teacher led reading groups to push targeted chn for EXS and challenge GDS with a focus on reading speed and inference
* Sample text questions used in guided reads to target chn for EXS and challenge GDS
* GDS termly novel study linked to topic
* Lexiled individual reading book selected from library
* Lexile testing every term or more frequently using PM Benchmarking kits
* Weekly reading homework
 | * IEP targets linked to reading
* Dandelion reader/Project X books linked to specific reading bands
* Weekly right to read volunteer read
 | * Weekly LSA led comprehension groups
* Extra teacher support in class
* Precision teaching - reading of HFW and CEW
 | * A shared love of reading
* Higher outcomes for pupils
* % of pupils at EXS and GDS in reading meets Nat % or higher
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