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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 |
| **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 |
| 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 |
| 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 |
| **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 |
| 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 |