

<u>Reading Curriculum</u>	<u>EYFS</u>	<u>KS1</u>	<u>Y3</u> <u>(KS1 to KS2 Transition)</u>	<u>KS2</u>
<p><u>Individual Reading</u></p> <p><u>(Now group reading in EYFS and KS1 – linked to Little Wandle)</u></p>	<p>All pupils- three times per week linked to Little Wandle Phonics Programme</p> <ul style="list-style-type: none"> <li>Reading books linked to phonic assessments undertaken each 6 weeks</li> <li>Children to take home               <ol style="list-style-type: none"> <li>Phonics book</li> <li>Reading for Pleasure book to be read <b>by</b> parents and shared with your child</li> </ol> </li> </ul> <p>Reading books should be determined by thorough assessments and only in <b>exceptional</b> circumstances should children only be taking home banded books</p> <p><b>AIM-</b> Rec – <b>all</b> children who reach the Expected Standard should be reading at Phase 4 by end of year (Moderation may deem some children reading at Phase 3 could meet the Expected Standard)</p>	<p>All pupils- three times per week linked to Little Wandle Phonics Programme</p> <ul style="list-style-type: none"> <li>Reading books linked to phonic assessments undertaken each 6 weeks</li> <li>From Y2, reading benchmarking as appropriate (Phase 5+)</li> <li>Children to take home               <ol style="list-style-type: none"> <li>Phonics books</li> <li>Phonic book/banded book (this is very dependent on Book Band assessments)</li> <li>Reading for Pleasure books to be read <b>by</b> parents and shared with your child</li> </ol> </li> </ul> <p><b>AIM-</b> Y1 – <b>all</b> children who pass phonics screening check MUST be reading at least AR phonics texts by end of year ARE+ children need to reading at turquoise or above Y2- <b>all</b> children who meet ARE should be reading at white band by end of year</p>	<p>Individual reading will be needed for all children still needing phonics or those reading banded band.</p> <ul style="list-style-type: none"> <li>Reading books linked to phonic assessments undertaken each 6 weeks</li> <li>Reading benchmarking for children on banded books</li> <li>Children to take home               <ol style="list-style-type: none"> <li>Phonics books</li> <li>Phonic book/banded book (this is very dependent on Book Band assessments)</li> <li>Reading for Pleasure books to be read <b>by</b> parents and shared with your child</li> </ol> </li> </ul>	<p>Individual reading will be needed for all children still needing phonics or those reading book banded in all year groups.</p> <p>These children may be SEN/PP and this will be in liaison with MG and SG.</p>
<p><u>Home School Reading Liaison</u></p>	<p><u>New Reader - Phonics and early reading books</u></p>	<p><u>New Reader - Phonics and early reading books</u></p>	<p><u>Y3 – Developing reading books</u></p>	<p><u>Y4 – Developing reading books</u> <u>Y5 – Confident Reader books</u> <u>Y6 – Journals (to support transition to KS3)</u></p>
<ul style="list-style-type: none"> <li>These liaison books need to be written in when individual or guided reading is undertaken.</li> <li>Next steps to be included or ways to help and support</li> <li>In KS2, children to record in their own reading contact books</li> </ul>				

<u>Reading Curriculum</u>	<u>EYFS</u>	<u>KS1 – Y1 (Y2 Autumn term)</u>	<u>Y3/Y4 (Y2 from Spring term)</u>	<u>Y5/Y6</u>
<p><u>Group Reading (KS1)</u></p> <p><u>Supported Reading (KS2)</u></p>	<p><u>Weekly</u></p> <ul style="list-style-type: none"> <li>In place from Autumn term (October) after first half term phonics assessments</li> </ul>	<p><u>Weekly In Y1/Y2</u></p> <ul style="list-style-type: none"> <li>Small group once three times per week in autumn term – all adult supported</li> <li>Use KS1 reading fluency project to support delivery of guided reading</li> </ul> <p><u>Session 1</u> Reading to <b>decode</b> phonics text or <b>read</b> banded book text using range of reading strategies.</p> <p><u>Session 2</u> <b>Repeat read</b> and echo reading ‘Use of storytelling voice’ to support reading <b>fluency</b> and comprehension of text.</p> <p><u>Session 3</u> <b>Repeat read</b> with focus on <b>comprehension</b> both modelled and independent using text to find answer</p> <p><u>AIM</u></p> <ul style="list-style-type: none"> <li>All children will have modelled reading fluency, modelled use of prosody and ‘story telling’ voice and modelled comprehension linked to KS1 key question stems.</li> </ul>	<p><u>Supported Reading</u></p> <p><u>Daily reading focussed on the following:</u></p> <p><u>Monday</u> Whole class shared reading</p> <p><u>Tuesday</u> Book club (prediction, improving understanding, explaining meaning of words and summarising amin ideas)</p> <p><u>Wednesday</u> Modelled oral comprehension (Week 1 -retrieve, infer and vocab Week 2 – retrieve, predict and author’s choice)</p> <p><u>Thursday</u> Written comprehension</p> <p><u>Friday</u> Review (based o Thursday’s marking)</p> <ul style="list-style-type: none"> <li>30 minute sessions</li> <li>Recorded in children’s reading journals</li> <li>Specific teaching of the <b>SKILLS</b> of reading</li> </ul>	<p><u>Supported Reading</u></p> <p><u>Daily reading focussed on the following:</u></p> <p><u>Monday</u> Whole class shared reading</p> <p><u>Tuesday</u> Book club (prediction, improving understanding, explaining meaning of words and summarising amin ideas)</p> <p><u>Wednesday</u> Modelled oral comprehension (predict, retrieve, infer, vocab and author’s choice)</p> <p><u>Thursday</u> Written comprehension</p> <p><u>Friday</u> Review (based o Thursday’s marking)</p> <ul style="list-style-type: none"> <li>30 minute sessions</li> <li>Recorded in children’s reading journals</li> <li>Specific teaching of the <b>SKILLS</b> of reading</li> </ul>

<u>Reading Curriculum</u>	<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
<p><u>Whole Class Reading</u></p>	<p><u>Daily</u> – twice per day</p> <ul style="list-style-type: none"> <li>Teachers to ensure books are taken from the Pie Corbett Reading Spine or Books for Topics recommended reads as these are matched to ARE expectations for the year group.</li> <li>These books will be above children’s reading levels and will enable the teaching of early reading behaviours and reading skills</li> </ul> <p>Individual texts may focus on:</p> <ul style="list-style-type: none"> <li>Books for pure enjoyment</li> <li>Linked to English themes</li> <li>Linked to topic</li> </ul>	<p><u>Daily</u></p> <ul style="list-style-type: none"> <li>Teachers to ensure books are taken from the Pie Corbett Reading Spine or Books for Topics recommended reads as these are matched to ARE expectations for the year group.</li> <li>These books will be above children’s reading levels and will enable the teaching of fluency, reading skills and comprehension skills.</li> </ul> <p>Individual texts may focus on:</p> <ul style="list-style-type: none"> <li>Books for pure enjoyment</li> <li>Linked to English themes</li> <li>Linked to topic</li> </ul>	<p><u>Daily</u></p> <ul style="list-style-type: none"> <li>The books are to be ones that teachers enjoy and therefore can impart a passion for reading.</li> <li>Teachers to ensure books are taken from the Books for Topics recommended reads as these are matched to ARE expectations for the year group.</li> </ul>
<p><u>Library</u></p>	<ul style="list-style-type: none"> <li>All children to have library slot each week</li> <li>EYFS and Y1 – children to have story read and linked to reading for pleasure</li> <li>Y2 and KS2 -children to use library to develop enquiry skills across the curriculum</li> </ul>		