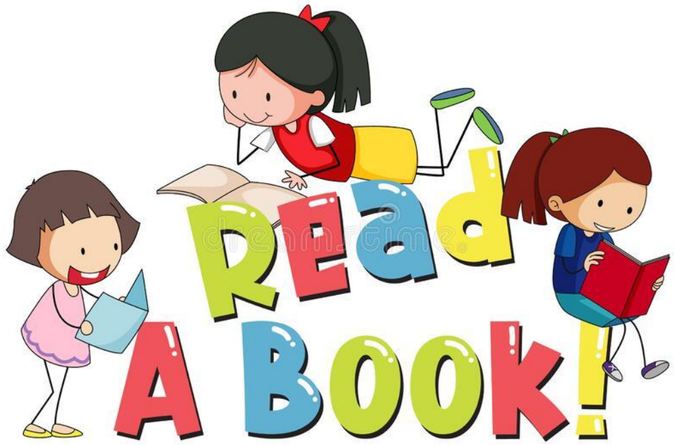
Reading at Forest and Sandridge



Forest & Sandridge C.E. Primary School Est 1874



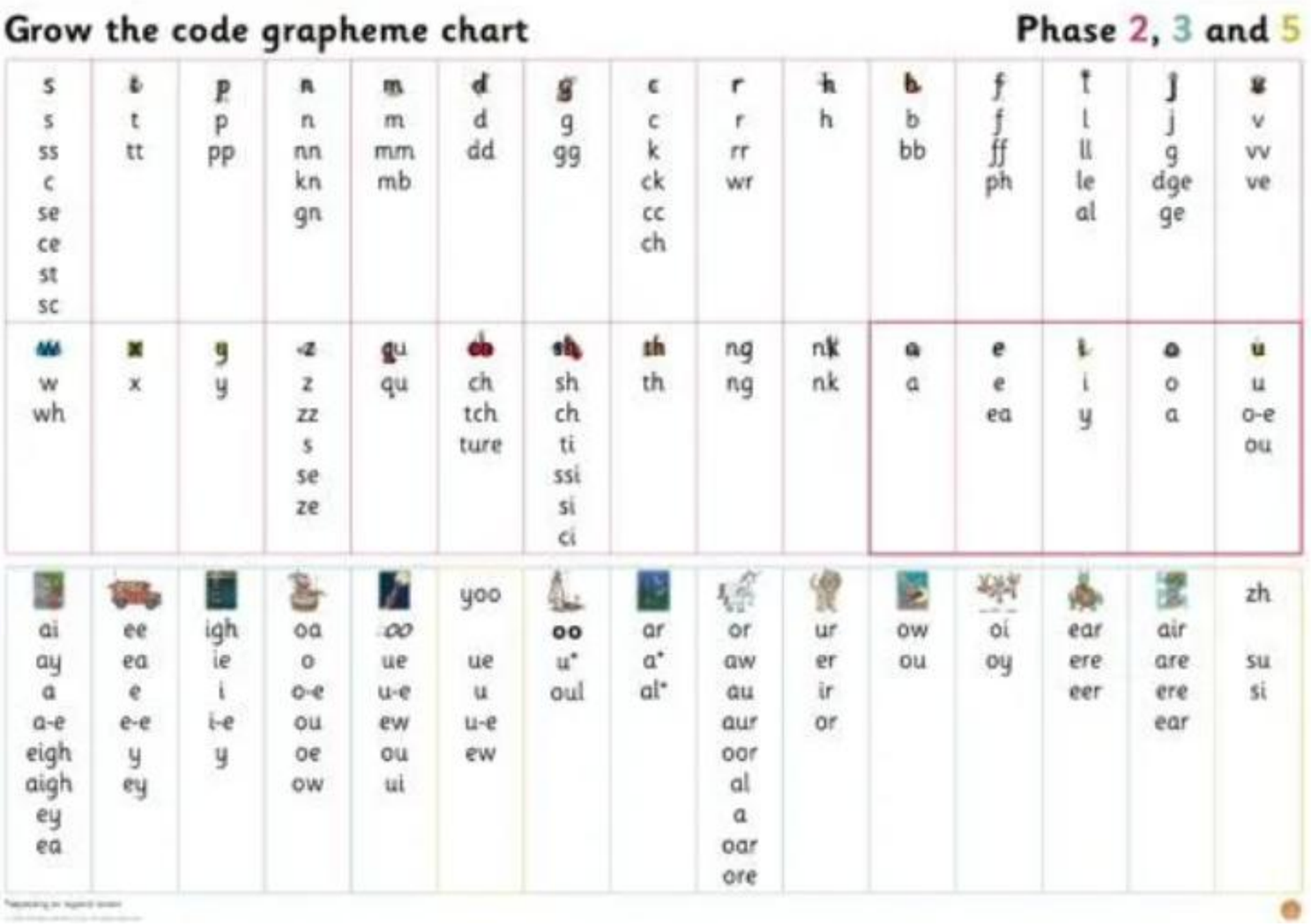
Early Reading at Forest and Sandridge

Little Wandle LETTERS AND SOUNDS ★★★ REVISED TM

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

Early Reading at Forest and Sandridge



Grow the code grapheme chart — **Phase 2, 3 and 5**

s s ss c se ce st sc	t t tt	p p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c k ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j g dge ge	v v vv ve
w w wh	x x	y y	z z zz s se ze	qu qu	ch ch tch ture	sh sh ch ti ssi si ci	th th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

Daily Phonic Sessions- Reception

Weekly grid Reception Phase 2 Autumn 2 week 3

Lesson focus	Revisit and review	Teach and practise							Practise and apply		Reading practice sessions with wordless/decodable books three times a week
	GPCs	**Pronunciation phrase**	**Initial/end sounds: What's in the box?**	**New GPC and mnemonic**	**Formation phrase/ Catchphrase for digraphs**	**Oral blending**	**Teacher-led blending words Independent reading**	**Tricky words**	**Read the sentence**	**Spelling**	
z **z**ebra zz bu**zz**	ll ss ff j a e i o u v w x y	Show me your teeth and buzz the **z** sound **zzzzz**	zebra zip zoo buzz (a bee) fizz (fizzy water)	z zebra 	Across the top of the zebra's head, zig-zag down its neck and along.	z-i-p z-a-p b-u-zz	**Teacher-led blending:** **Review:** vet win mix **New:** zip zap buzz **Independent:** can kick	**New:** go **Review:** and has his her	I can kick and yell.	can	
qu **qu**een	ll ss ff j v w a e i o u z zz x y	Pucker your mouth, then open it as you say **qu qu qu**	queen quack (duck) quick (action)	qu queen 	**For q:** Round the queen's face, down her robe and a flick at the end. **Catchphrase:** qu Quick, it's the queen!	qu-i-ck qu-a-ck qu-i-t	**Teacher-led blending:** **Review:** fix zip buzz **New:** quick quack quit **Independent:** hop back	**New:** no **Review:** and has his her go	Hop in the back.	back	
Words with 's' at the end (plurals and verb)	ll ss ff j v w a e i o u x z zz qu y				**No more formation phrases**	c-a-t-s n-a-p-s h-i-t-s	**Teacher-led blending:** **Review:** yet buzz zap **New:** cats naps hits **Independent:** run tell	**New:** to **Review:** and has his her go no	Run and tell mum.	run	
ch **ch**erries	ll ss ff j v w x a e i o u z zz qu y	Pucker your lips and show your teeth; use your tongue as you say **ch ch ch**	**No more initial sound games**	ch cherries 	**Catchphrase:** ch Chew the cherries, children.	ch-i-p ch-o-p r-i-ch	**Teacher-led blending:** **Review:** quick fizz wet **New:** chip chop rich **Independent:** jam leg	**New:** into **Review:** and has his her go no to	Run in the sun.	had	
Review	ll ss ff j v w x a e i o u z zz qu ch	**Graphemes to display:** z zz qu ch	**Match initial/end sound of object to grapheme:** zip queen fizz (fizzy water) chick			**Blend from the box** qu-a-ck b-u-zz z-i-g-z-a-g ch-o-p	**Teacher-led blending:** chip quack buzz fizz mix yes zip **Independent:** sun off **Play Change it:** run bun but bit hit him hug mug rug run (use cards, not words)	**Review:** and has his her go no to into	The dog is wet.	sun	

Daily Phonic Sessions- Year 1

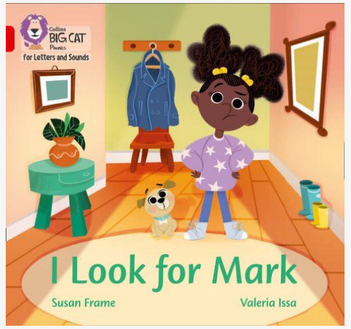
Weekly grid Year 1 Phase 5 Autumn 2 week 3

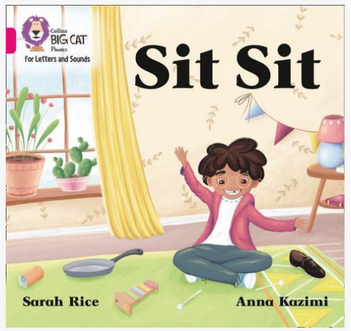
Lesson focus	Revisit and review			Teach and practise					Practise and apply		Reading practice sessions with decodable reading books three times a week
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	New tricky word	Read/write the sentence	Spelling	
/ai/ a-e **sh**a**k**e	**ay ai a** o oo or th	crayon train chasing lamp think cartoon	Mr Mrs Ms ask*	/ai/ a-e	m-ai-d s-n-ai-k g-ai-m	made same game snake amaze take	**amaze** If something surprises you, it amazes you.	**could**	It is fun to play the game snakes and ladders.	take same + could	
/igh/ i-e **t**i**m**e	**igh ie i** ay a a-e	fright child tie powder milk steep	Mr Mrs Ms ask* could	/igh/ i-e	t-igh-m l-igh-k p-r-igh-z	time [like] ripe inside prize slide	**ripe** When fruit is ready to eat, it is ripe. **prize** Something you can win in a game or a race.	**would**	I would like a ride in a hot-air balloon.	time like + would	
/oa/ o-e **h**o**m**e	**oa o** ay a a-e ie i i-e	float open post painting found belt	Mr Mrs Ms ask* could would	/oa/ o-e	h-oa-m w-oa-k s-t-oa-n	home woke ex/plode note stone those	**explode** When something bursts or shatters – a firework can explode, too. **note** A short letter or list, the way we write music, or money, such as a five-pound note	**should**	The note was hidden under the stone.	home woke + should	
/oo/ /yoo/ u-e **r**u**d**e **c**u**t**e	oo **u ue** ay a a-e ie i i-e o o-e	broom true stupid balloon lamp throat	Mr Mrs Ms ask* could would should	/oo/ /yoo/ u-e	c-yoo-t r-oo-d t-yoo-b	cute cube tube rude use rule	**cute** Really sweet and nice to look at. **cube** A shape like a box or unit cube. **tube** A long, hollow cylinder.	**our**	I made a cube using a tube and a ruler.	rude cute + our	
Review	ay a a-e ie i i-e o o-e u-e u ue	**Sort the words by grapheme:** made take chasing basic amaze acorn	Mr Mrs Ms ask* could would should our	n/a	n/a	**Match the words to the pictures:** snake slide stone tube game cube	**Quick review:** time like prize home woke rude explode use those	n/a	**Write:** I enjoy chasing balloons.	made slide	

Reading Groups- Reception, Year 1 and 2

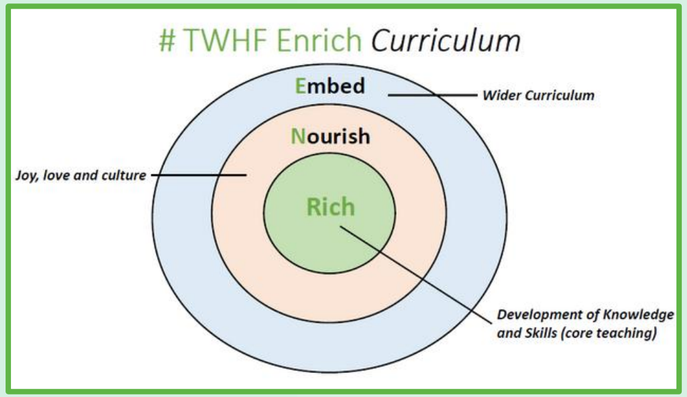
Reading practice sessions are: timetabled three times a week taught by a trained teacher/teaching assistant taught in small groups.

Books are matched to children's level through assessments.









TWHF Enrich *Reading*

Embed

Reading across other curriculum areas; use of text extracts; reading for purpose; transference of reading skills; making links.

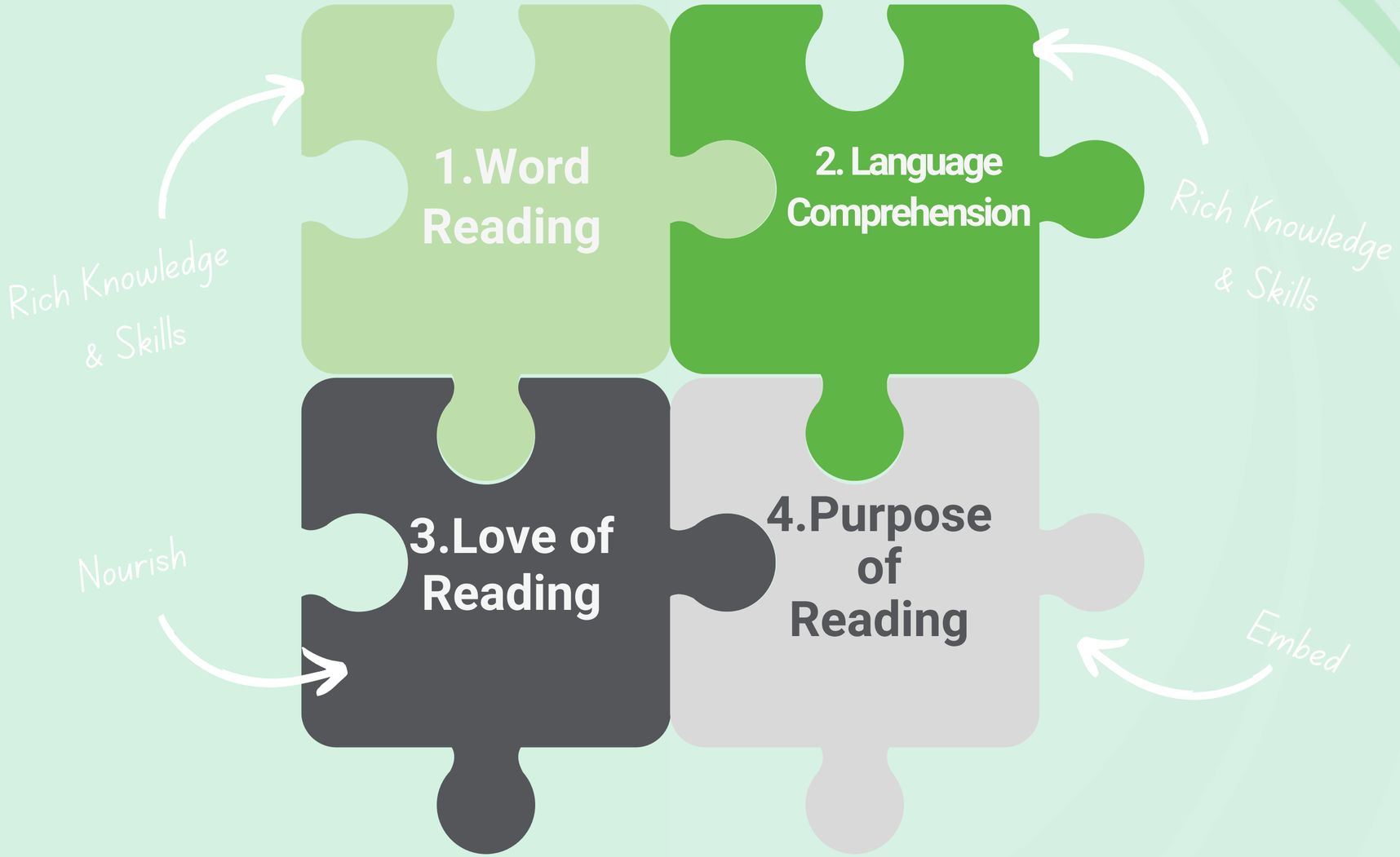
Nourish

Culture across the school; developing a love of reading; parental involvement; special events and visits; learning environments.

Rich

Developing knowledge and application of: print knowledge; word reading; phonics; fluency; language comprehensions; inference; vocabulary; Grammar & syntax; comprehension monitoring; text structure

TWHF ENRich Reading Curriculum



	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	RT Step 1	RT Step 5	RT Step 7	RT Step 7	RT Step 8
5 mins	RT Step 2	RT Step 6	RT Step 7	RT Step 8	RT Step 9
5 mins	RT Step 2	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring
5 mins	RT Step 3	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring
5 mins	RT Step 4	Comp: understanding	Comp: exploring	Comp: exploring	Comp: exploring
5 mins	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring	Comp: exploring

As children complete the little Wandle phonics scheme daily whole class lessons will be delivered.

Centered around fiction and non-fiction extracts and texts, children will be taught fluency and comprehension skills which will enable them to first understand and then explore the text they are reading.

TWHF ENRIch Reading Curriculum

R
I
C
H

01

Word Reading

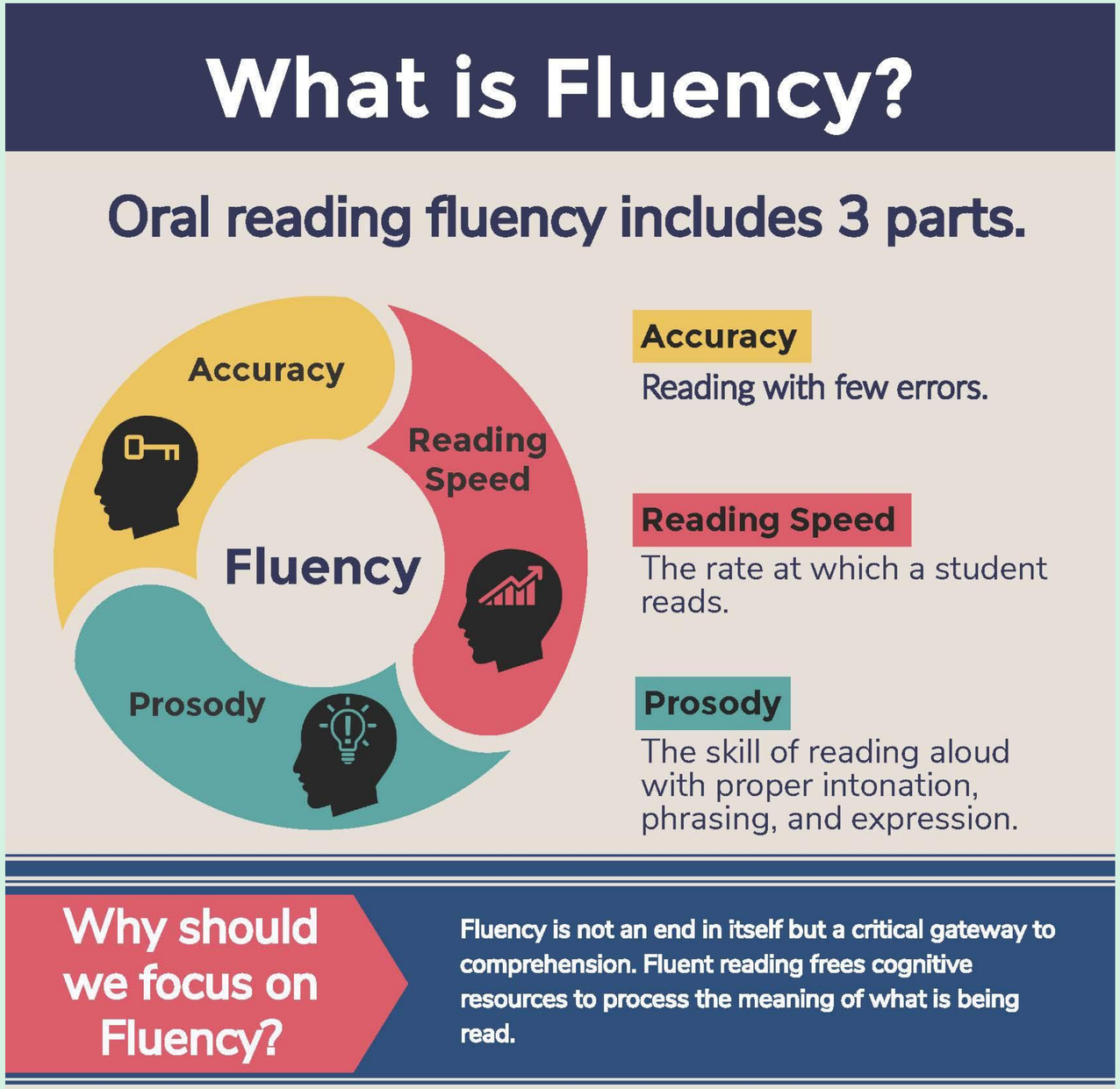
- Phonological awareness (SSP)
- Print Knowledge
- Decoding & Full Word Recognition
- Fluency (Accuracy; Automaticity & Prosody)

	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	RT Step 1	RT Step 5	RT Step 7	RT Step 7	RT Step 8
5 mins	RT Step 2	RT Step 6	RT Step 7	RT Step 8	RT Step 9
5 mins	RT Step 2	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring
5 mins	RT Step 3	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring
5 mins	RT Step 4	Comp: understanding	Comp: exploring	Comp: exploring	Comp: exploring
5 mins	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring	Comp: exploring

What is fluency and why is it important?

- Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.

- if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.



A GUIDE to READERS THEATRE (RT)		
Step 1: Adult as model The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	**Step 2: Echo reading** Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.	**Step 3: Text allocation** Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, **or** 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading In their groups children read their section aloud. Echoing the initial reading by the adult.	**Step 5: Close reading** In their pairs/triads children make a close reading of their section of text and think about meaning, audience and purpose. This requires children to look closely at the writer's use of language and consider characterisation etc.	**Step 6: Text marking** Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	**Step 8: Perform** Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	**Step 9: Reflect** Children evaluate their own and/or others' performances and give feedback. They may use the fluency rubric or the prompts as success criteria to support articulation of evaluations.

Fluency: Step 1 (adult as model)

The Iron Man came to the top of the cliff.

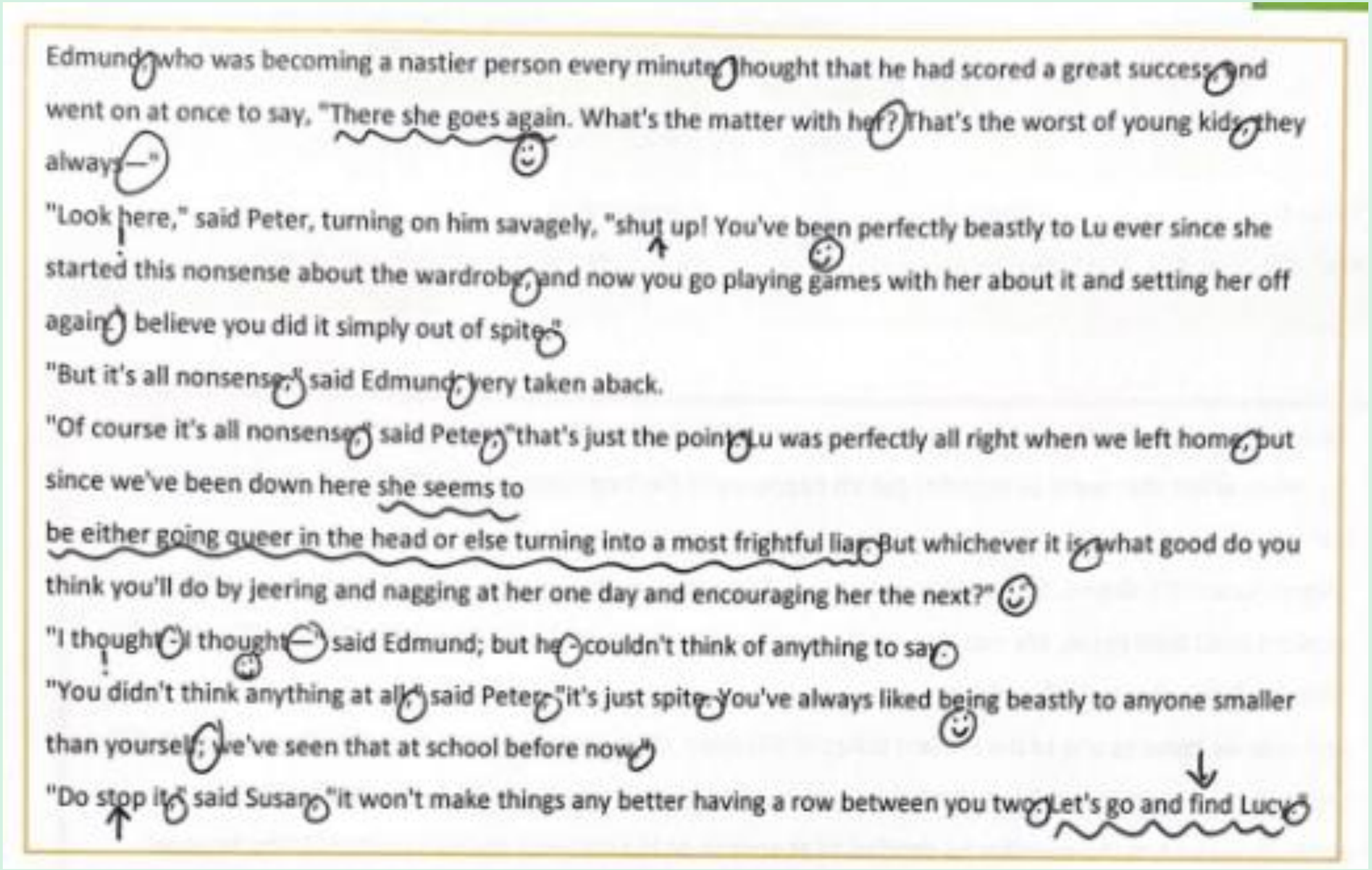
How far had he walked? Nobody knows.

Where did he come from? Nobody knows.

How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

Fluency: Step 6 (text marking)



Edmund, who was becoming a nastier person every minute, thought that he had scored a great success and went on at once to say, "There she goes again. What's the matter with her? That's the worst of young kids, they always—"

"Look here," said Peter, turning on him savagely, "shut up! You've been perfectly beastly to Lu ever since she started this nonsense about the wardrobe, and now you go playing games with her about it and setting her off again. I believe you did it simply out of spite."

"But it's all nonsense," said Edmund, very taken aback.

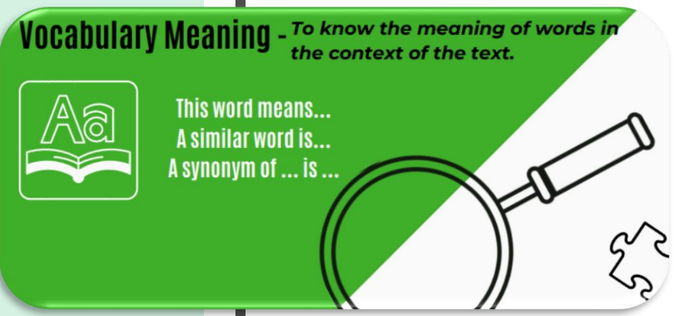
"Of course it's all nonsense," said Peter, "that's just the point. Lu was perfectly all right when we left home, but since we've been down here she seems to be either going queer in the head or else turning into a most frightful liar. But whichever it is, what good do you think you'll do by jeering and nagging at her one day and encouraging her the next?"

"I thought—I thought—" said Edmund; but he couldn't think of anything to say.

"You didn't think anything at all," said Peter, "it's just spite. You've always liked being beastly to anyone smaller than yourself; we've seen that at school before now."

"Do stop it," said Susan, "it won't make things any better having a row between you two. Let's go and find Lucy."

Vocal



Write a definition of the word

Give an example of the word used correctly in a sentence

Word

proud

Write some synonyms (words that have a similar meaning)

Write some antonyms (words that have the opposite meaning)

TWHF ENRIch Reading Curriculum

THE WHITE HORSE FEDERATION

02

R I C H

Language Comprehension

- Grammar & Syntax Awareness
- Vocabulary Development
- Comprehension Strategies (A.S.P.I.R.E)
- Text Structure Understanding
- Comprehension Monitoring

As students move away from the SSP programme (in Year 2 and KS2), daily whole class lessons will be delivered. Centered around high-quality extracts and texts, children will be explicitly taught language comprehension skills and

	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	RT Step 1	RT Step 5	RT Step 7	RT Step 7	RT Step 8
5 mins	RT Step 2	RT Step 6	RT Step 7	RT Step 8	RT Step 9
5 mins	RT Step 2	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring
5 mins	RT Step 3	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring
5 mins	RT Step 4	Comp: understanding	Comp: exploring	Comp: exploring	Comp: exploring
5 mins	Comp: understanding	Comp: understanding	Comp: exploring	Comp: exploring	Comp: exploring

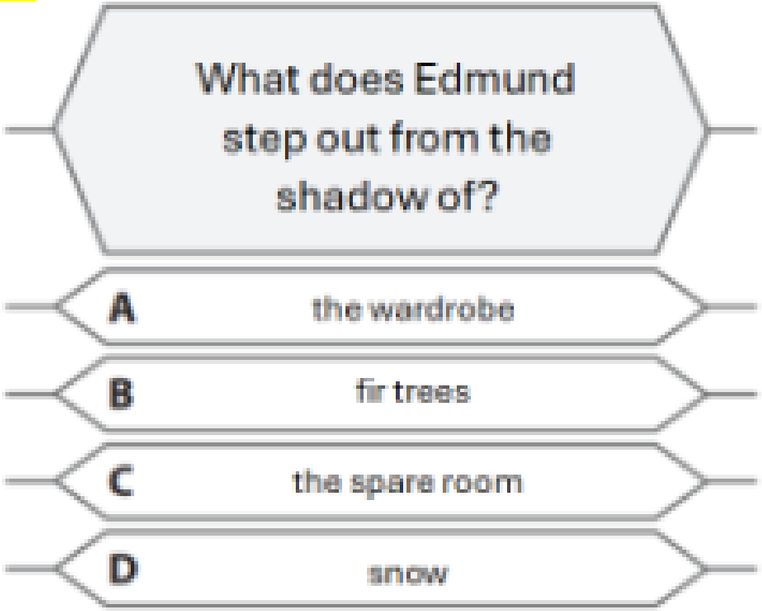
Date:

Retrieval: Who Wants to be a Millionaire?

Learning objective: Retrieve information using skimming skills and **scanning skills** to locate information efficiently.

What does Edmund step out from the shadow of? A the wardrobe B fir trees C the spare room D snow	What does he see straight ahead of him? A a robin B a squirrel C tree trunks D the sun
Why does Edmund think Lucy doesn't answer his calls? A because she's angry B because she's lost C because she can't hear him D because she'd gone home	How are the reindeer described? A large, with white hair B large, with scarlet hair C small, with white hair D small, with scarlet hair
Who is driving the sledge? A a polar bear B a reindeer C a lady wearing a crown D a fat dwarf	How does the Lady want to be addressed? A my lady B your majesty C Queen of Narnia D the lady

We do



Inference: is an interpretation that goes beyond the literal information given and relies on the evidence within the text as well as background knowledge.

The police find a threatening letter addressed to the victim.

- We could infer that someone didn’t like that person.

The bike lay on the floor next to her as she held her leg and cried.

- We could infer that the girl fell off her bike.

My stomach rumbled as the smell of dinner wafted from the kitchen.

- We could infer that this person is hungry.

Retrieve

- Retrieval of information is often the starting point for discussing a text. This means picking the exact (spelling and punctuation too) information out of the text that they have just read. E.g.
- What was the character's name?
- What did they eat for dinner?
- What colour was the car?
- What time did…

Summary -

- Summarise main ideas from more than one paragraph
  - What is the main point of the first paragraph?
  - What heading would be appropriate for this paragraph?

TWHF ENRIch Reading Curriculum

THE WHITE HORSE FEDERATION

03

NOURISH

A Love of Reading

- Protected daily “teacher reading” time
- TWHF Nourish Reading Cannon
- Guidance on effective reading corners
- Collaborative vault of reading ideas and resources to engage reluctant readers





Why is reading for pleasure important?

There are many in a child's free time. When children and young people benefits to nurturing a love of reading enjoy reading, they read more often, opening up benefits for their:

- reading skills,
- aptitude for learning,
- wellbeing and empathy,
- all of which set them up for success in school and life.

Reading enjoyment rose in 2026 after four years of decline

- More than 1 in 3 (36.1%) children and young people said they enjoyed reading in their free time, up from 32.7% in 2025.
    - This is the first increase in reading enjoyment since 2021.
- Enjoyment increased for both boys and girls and across all age groups, with the largest rises in those aged 14 to 16 and 16 to 18.
- Among children aged 5 to 8, enjoyment remained high overall, but fell slightly from 62.6% in 2025 to 61.6% in 2026, driven by a decrease in boys' enjoyment levels.
- Socio-economic inequalities widened, with enjoyment rising more among those not receiving free school meals (FSMs) than among those who did.

How can we support children and young people to grow a love of reading?

The findings from our 2026 report suggest a need to align reading with children and young people's personal interests in order to encourage a love of reading in their free time. Our previous research has also offered insights into key motivators which encourage a child or young person to read, including the following:

- Books tied to films or TV series.
- Books with visually appealing covers.
- The freedom to choose what they could read.
- Hearing recommendations from friends, family or teachers.
- Encouraging reading through a variety of formats.
- Consider using digital formats.


Malala Yousafzai
DWAYNE JOHNSON
Nelson Mandela
Stephen Hawking
Kit for Kids

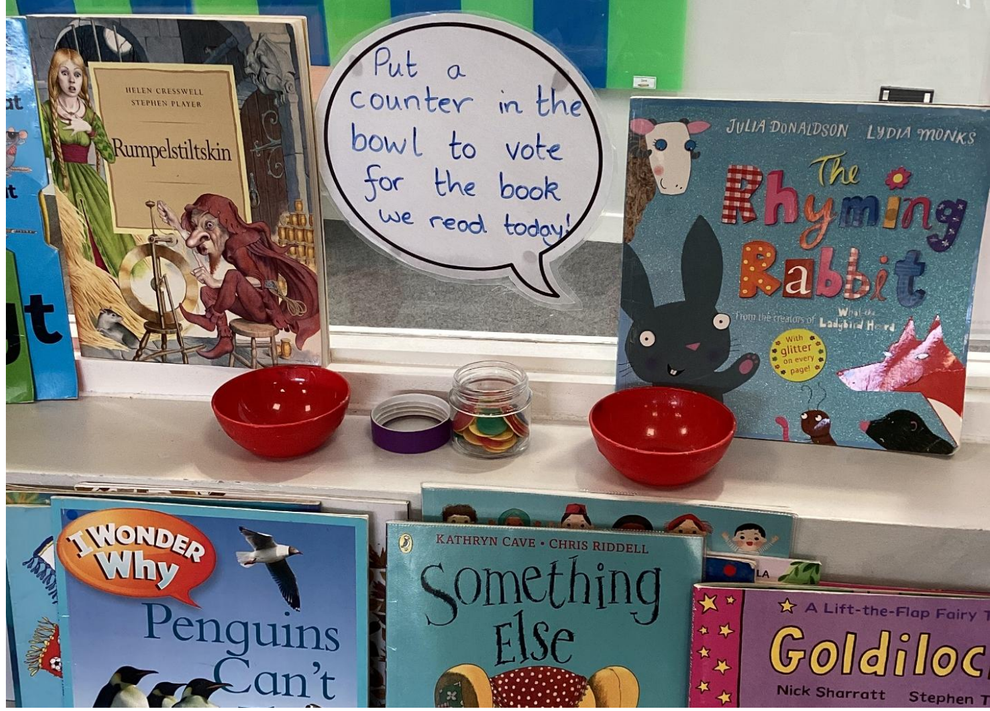

Eyes Kiss in the Corners
Grandad's Camper
The Journey Home
The Great Big Book of Families
All Born Free
LETTERS FROM THE LIGHTHOUSE
michael morpurgo
David Armitage
SO MANY books SO LITTLE time
ATTACK OF THE WOOLLY JUMPER
Dare to be YOU
HERE WE ARE
WHERE THE WILD THINGS ARE
ALL WE NEED


HOW TO make a BETTER WORLD
WHAT A WASTE
Robots
Sky the Unwanted Kitten
THE ODD FISH
Fiction


Put a counter in the cup to vote for today's story!
BUT MARTIN!
FAMILY
BILLY'S BUCKET


I choose
Purpose
Interest
Comprehend
Know
THE FAMOUS FIVE
Jill Tomlinson
The Owl who was Afraid of the Dark
ANTHONY HOROWITZ
THE DIAMOND BROTHERS
Enid Blyton
THE FAMOUS FIVE
BEETLE BOY
NOEL FITZPATRICK
VETMAN
BIONIC ANIMAL CLAN
Barney
recommends...
captain
pants
DE BRUYNE
KANE
Solar System
BIRTHDAY BOY
Roald Dahl


Non-fiction
title
contents
fiction
setting
events
character
Can you think of another similar story?
author
illustrator
Coming to England
THE SECRET SKY GARDEN
Ted Hughes the Iron Man
VOLCANO
Stone Age, Bone Age!
Queen Elizabeth
Kiss it Better
Reading Challenge


Rumpelstiltskin
Put a counter in the bowl to vote for the book we read today!
JULIA DONALDSON LYDIA MONKS
The Rhyming Rabbit
I WONDER Why
Penguins Can't
KATHRYN CAVE • CHRIS RIDDELL
Something Else


If you like adventure books, try these.
Just like me
#BOOKMATCH
BIRTHDAY BOY
DAVID BADDIEL

E
M
B
E
D

TWHF ENRIch Reading Curriculum

THE WHITE HORSE FEDERATION

04

Purpose of Reading

- A list of high-quality book and text extracts that link to each curriculum subject.
- More detailed topic/units with extended reading opportunity resources
- Access to high-quality Non-fiction reading materials

