



Phonics and Early Reading

Wave 1 – Core offer for all children – Sounds Write

- direct teaching in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- providing repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective
- keep-up support

Adult led reading practice sessions three times a week focus on three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation
- comprehension – understanding the text.

Year 2 – The Connecting Year

Catch up phonics for children who did not pass the PSC.

Children move to adult led group reading sessions three times a week which identify reading skills by using the acronym, VIPERS.

Reading comprehension completed at the beginning of the writing cycle based on the class text.

Written comprehension in group reading sessions.

Begin Accelerated Reader (see info in KS2).

KS2

Wave 1 – Core offer for all children

Adult led group reading sessions twice a week which identify reading skills by using the acronym, VIPERS. Children read the text prior to the adult comprehension session.

Reading comprehension completed at the beginning of the writing cycle based on the class text.

Written comprehension in group reading session.



Reading Strategy

Accelerated Reading

In Year 2 children move to Accelerated Reader 2/3 times a week. This online platform engages children, motivates reading practice, and improves reading progress. A child reads a book, takes an online quiz, and gets immediate feedback. Accelerated Reader gives teachers the information they need to monitor children’s reading practice and make informed decisions to guide their future learning.

Star Reading online test is taken at intervals across the year, it gives us access to an accurate set of data including;

- Reading age (in years and months)
- Zone of Proximal Development

Additional Support Strategy

Wave 2 - EY & KS1

Phonics and early reading – keep up phonic sessions, 1:1 Reading with an adult, NELI, BLAST

| | | | |
|---------------------|---|---|---|
| Word Reading | Poor word reading Good comprehension | + | Good word reading Good comprehension |
| | | | |
| | - | | + |
| | Poor Word Reading Poor Comprehension | - | Good Word Reading Poor Comprehension |
| | | | |
| | Language Comprehension | | |

In KS2 support is decided using the above reading quadrant analysis table.

Wave 2 - KS2

Word Reading Support – Sounds-write, 1:1 Reading x3 a week, phonic decodable reading books

Language Comprehension Support – New Reading and Thinking Intervention

Wave 3 - KS2

Toe By Toe



Reading Strategy



Assessment

- Phonics – ongoing formative and half termly check to track
- Early Reading – ongoing formative
- Group Reading – ongoing formative and termly summative NFER or SATS
- Accelerated Reader/Star Reader - reading age and zone of proximal development

Love of Reading

- EYFS and KS1 children vote which story they want to hear at 3pm
- EYFS and KS1 a sharing book is sent home in addition to a decodable book.
- From Year 2 Accelerated Reader has over 200,000 book choices, which children access three times a week and from home.
- Daily story time at 3pm.
- Which teacher reads the best story? Each Thursday.
- Dedicated reading areas in each class with a selection of quality texts.
- Visits to Norton Library
- Author visits
- Reading Nook
- World Book Day celebrations
- Reading Rocks
- Sharing tree
- What should I read next? Recommendation books
- Reading Clubs
- Book huts on the playground
- Starbooks, stay and read
- Morning story choice
- Reading Rangers
- Pupil Librarians
- Reading reward – golden nuggets