

| <b>Class/<br/>year<br/>group</b> | <b>Shared reading</b>  | <b>Group reading</b>   | <b>Independent reading<br/>See document Books Across the<br/>School</b>  | <b>Phonics<br/>and SPaG</b>   | <b>Those at risk of falling behind<br/>(lowest 20%)</b>  |
|----------------------------------|--|--|--|-------------------------------|--|
| Nursery                          | Books are shared throughout the session and are carefully selected based on current learning   | Children choose books from a carefully chosen range. The book area is regularly updated. Book of the Week linked to the current theme.   |  | Phase 1                       | Little Wandle placement test   |
| Reception                        | Multi-layered texts are chosen to support the planned learning. 'Book of the Week' read daily with changing focus.   | Group reading is introduced with a focus on phonically decodable books. Autumn Club and Drawing Club linked to the text.                 | Reading books go home for the children to practise their growing phonic knowledge. This includes phonics book and library book from school.  | Phase 2<br>Phase 3<br>Phase 4 | Little Wandle placement test<br>Additional phonics<br>Phonics phase assessments<br>Daily reading to an adult 1:1   |
| Year 1                           | Multi-layered texts are chosen to support the planned learning. Texts are used to support foundation subjects.   | Group reading with a focus on phonics continues and develops to include reading for comprehension and reading for information.           | Reading books go home for the children to practise their growing phonic knowledge from the current phase of teaching. Classroom book is chosen with parents weekly – non-fiction and fiction.  | Phase 4<br>Phase 5            | Little Wandle placement test<br>Additional phonics<br>Daily reading to an adult 1:1<br>Diagnostic reading tests for reading accuracy and comprehension (Salford)   |
| Year 2                           | Multi-layered texts are chosen to support the planned learning, introducing longer novels to support sustained listening (Just Read in spring/summer term). Pathways to Write – core text and linked text. | Group reading to include reading for comprehension and for information. There will be less of a focus on phonics as the year progresses. | Reading books go home for the children to practise their phonic knowledge and their application of high frequency words. These books must be checked by staff so that they can be read independently. Topic table with books to widen children's experience. | Phase 5<br>Phase 6            | Little Wandle placement test<br>Diagnostic reading tests for reading accuracy and comprehension (Salford)<br>Phonically decodable books leading to additional reading - intervention                                       |
| Year 3                           | Books are chosen to support the planned learning including longer novels to support sustained listening (Just Read in spring/summer term)  | Group reading to include reading for comprehension and for information.  | Independent reading from class library – records checked weekly.   | Year 3<br>Spelling Shed       | Diagnostic testing for Phonic Books leading to additional reading – intervention – 'Catch up' readers<br>Just Read as a whole class intervention<br>Diagnostic reading tests for reading accuracy and comprehension (YARC) |
| Year 4                           | Class novel<br>Whole class reading lessons from a range of texts<br>Just Read as a whole class intervention  | Group reading to accelerate learning and expose children to challenging texts.   | Independent reading from class library – records checked weekly<br>Reading Plus  | Year 4<br>Spelling shed       | Diagnostic testing for Phonic Books (where necessary)<br>Reading Plus<br>Diagnostic reading tests for reading accuracy and comprehension (YARC)  |

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| Year 5 | Class novel<br>Whole class reading lessons from a range of texts. This includes debates and deeper comprehension. | Differentiated tasks from whole class text including writing and discussion. | Independent reading from class library – records checked weekly<br>Reading Plus | Year 5<br>Spelling shed | Additional Group reading to accelerate lower attaining readers<br>Just Read as a whole class intervention<br>Diagnostic reading tests for reading accuracy and comprehension (YARC)<br>Reading Plus where necessary |
| Year 6 | Class novel<br>Whole class reading lessons from a range of texts which are driven by the curriculum.              | Differentiated tasks from whole class text                                   | Independent reading from class library – records checked weekly                 | Year 6<br>Spelling shed | Reading Plus if necessary   |