



Wath Victoria Primary School – Every Child’s Reading Entitlement

Increasingly complex text choices

Y5/Y6 1:1 reading intervention with an adult as appropriate. Additional individual reads for children not able to read at home with an adult	Phonics intervention as appropriate	Developing fluency through modelling and teaching of strategies	Explicit teaching of vocabulary through the “Bedrock Computer Programme” and discrete class lessons linked to novel study/ theme	Whole class reciprocal reading Skills taught through: Novel study Texts linked to theme	Modelling and explicit teaching of comprehension skills using DERIC characters Cracking Comprehensions PIRA Testing	<u>Home reading</u> Reading for pleasure
Y3/Y4: <i>Children reading below age-related:</i> Guided reading group work using reciprocal reading strategies. 1:1 reading with an adult Additional individual reads for children not able to read at home with an adult	Phonics intervention as appropriate	Developing fluency through modelling and teaching of strategies	Explicit teaching of vocabulary through the “Bedrock Computer Programme” and discrete class lessons linked to novel study/ theme	Whole class reciprocal reading. Skills taught through: Novel study Texts linked to theme	Modelling and explicit teaching of comprehension skills using DERIC characters Cracking Comprehensions PIRA Testing	<u>Home reading</u> Reading for pleasure
Y2: Guided reading group work using reciprocal reading. 1:1 reading with an adult. Additional individual reads for children not able to read at home with an adult	Phonics intervention as appropriate	Developing fluency through modelling and teaching of strategies	Explicit teaching of vocabulary through steps to ensure deeper understanding	Whole class reciprocal reading. Balance towards more whole class reading once most children are reading at Y2 age-related levels Skills taught through: Novel study Texts linked to theme	Modelling and explicit teaching of comprehension skills using DERIC characters Cracking Comprehensions PIRA Testing	<u>Home reading</u> Reading Challenge
Y1: Systematic phonics teaching and learning Regular assessments and children grouped according to needs Phonics interventions	Developing fluency through modelling and teaching of strategies	Explicit teaching of vocabulary through steps to ensure deeper understanding	Guided reading group work using reciprocal reading 1:1 reading with an adult Reading intervention as appropriate Additional individual reads for children not able to read at home with an adult	Modelling and explicit teaching of comprehension skills using DERIC characters Cracking Comprehensions	Whole class reciprocal reading: story-time/ theme	<u>Home reading</u> Reading Challenge
EYFS: Language development Letters and Sounds Phase 1 Systematic phonics teaching and learning Regular assessments and children grouped according to needs Phonics interventions	Developing fluency through modelling and teaching of strategies	Explicit teaching of vocabulary through steps to ensure deeper understanding	Whole class reciprocal reading – story time Modelling and explicit teaching of comprehension skills	Small group guided talk or guided reading with an adult 1-1 reading with a skilled adult Reading intervention as appropriate Additional individual reads for children not able to read at home with an adult	<u>Home reading</u> Reading challenge	
Whole School: Reading for Pleasure Each phase has a “Reading Spine” of at least 10 books which are read to children and then are available for children to read themselves All children will be read to by an adult on a daily basis All children to have opportunities to choose their own books and to read for pleasure Reading environment to foster a love of reading See separate “Reading for Pleasure” entitlement statement						