



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. Key academic verbs to be taught discretely.	Whole class reading skills taught through: Novel study Texts linked to theme/science	Modelling and explicit teaching of comprehension skills using ERIC characters Cracking Comprehensions PIRA Testing	Home reading 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. Key academic verbs to be taught discretely.	Whole class reading skills taught through: Novel study Texts linked to theme/science	Modelling and explicit teaching of comprehension skills using DERIC characters Cracking Comprehensions PIRA Testing	Home reading Reading for pleasure
Y2: 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 using Little Wandle scheme.	Developing fluency through modelling and teaching of strategies	Explicit teaching of vocabulary through steps to ensure deeper understanding. Key academic verbs to be taught discretely.	Whole class reading skills taught through: Novel study Texts linked to theme/science Balance towards more whole class reading once most children are reading at Y2 age-related levels	Modelling and explicit teaching of comprehension skills using DERIC characters Cracking Comprehensions PIRA Testing	Home reading Online “Little Wandle “e books” linked to taught phonics. Purple, gold, white, lexiled books when secure with Phase 5 decoding
Y1: Systematic phonics teaching and learning following Little Wandle progression 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. Key academic verbs to be taught discretely.	Guided reading group work using reciprocal reading skills. Individual reading with a skilled adult. Books linked directly to taught phonics. Reading intervention as appropriate 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 Phonics Screening checks	Whole class reciprocal reading; story-time/theme	Home reading Online “Little Wandle “e books” linked to taught phonics.
EYFS: Language development Letters and Sounds Phase 1 in pre school F1/F2: Systematic phonics teaching and learning Phase 2/3/4 using Little Wandle scheme. 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. Key concept word to be taught discretely.	Whole class reading skills taught through texts linked to taught phonics. Modelling and explicit teaching of comprehension skills through story-time/ non-fiction reading.	Small group guided talk or guided reading with an adult. Individual reading with a skilled adult. Books linked directly to taught phonics. Reading intervention as appropriate Additional individual reads for children not able to read at home with an adult	Home reading Online “Little Wandle “e books” linked to taught phonics.	
Whole School: Motivating reading 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 EYFS children have a “Book at Bedtime” to share with an adult at home						