

		Autumn	Spring		Summer	
Nursery	Class novel or stories	Story theme for the half term and high quality texts linked to that theme	Story theme for the half term and high quality texts linked to that theme		Story theme for the half term and high quality texts linked to that theme	
	Whole Class Reading	<p>Phase 1 phonics skills using Essential Letters and Sounds guidance to support</p> <p>Laying foundations for blending</p> <p>Children are taught to read signs and symbols around the space</p> <p>Through the year, children are taught to read their own name.</p>	<p>Phase 1 phonics skills using Essential Letters and Sounds guidance to support</p> <p>Laying foundations for blending</p> <p>Children are taught to read signs and symbols around the space</p> <p>Through the year, children are taught to read their own name</p>		<p>Phase 1 phonics skills using Essential Letters and Sounds guidance to support</p> <p>Laying foundations for blending</p> <p>Children are taught to read signs and symbols around the space</p> <p>Some children who are ready may be introduced to phase 2 sounds</p> <p>Through the year, children are taught to read their own name</p>	
Reception	Reading Books	<p>Share stories with children in reading area</p> <p>All children are given a reading book to take home. Children who can blend take books with taught graphemes</p>	<p>Most will use a mixture of Phase 2 and Phase 3 books in this term</p> <p>Focussed blending support for some during phonics</p>	<p>Most will use a mixture of Phase 2 and Phase 3 books in this term</p> <p>Focussed reading support for some during phonics</p>	<p>Most will use a mixture of Phase 3 and Phase 4 books in this term</p> <p>Focussed reading support for some during phonics</p>	<p>Most will use a mixture of Phase 3 and Phase 4 books in this term</p> <p>Focussed reading support for some during phonics</p>

		<p>Most children will use wordless books then move onto Phase 2 books in this term</p> <p>Children read in small groups 3x weekly with a class teacher/additional adult Some children do additional 1:1 reading where needed</p> <p>Blending new GPCs in Phonics.</p>	<p>lessons and planned interventions</p> <p>Children read in small groups 3x weekly with a class teacher/additional adult. Some chn do additional 1:1 reading where needed.</p>	<p>lessons and planned interventions</p> <p>Children read in small groups 3x weekly with a class teacher/additional adult. Some chn do additional 1:1 reading where needed.</p>	<p>lessons and planned interventions</p> <p>Children read in small groups 3x weekly with a class teacher/additional adult. Some chn do additional 1:1 reading where needed.</p>	<p>lessons and planned interventions</p> <p>Children read in small groups 3x weekly with a class teacher/additional adult. Some chn do additional 1:1 reading where needed.</p>
	Phonics	<p>Phonics assessment at the end of each half term informs book that chn will use in class in the following half term and when they will begin reading a worded book. There will be a delay between the grapheme learned and the book including that grapheme to ensure more secure learning. Aim is to have chn reading at 90% fluency.</p> <p>Chn to have 3x intense reading sessions per week following the process of decoding, fluency / prosody and comprehension.</p>				
	Class novel or stories	<p>High quality texts linked to current learning used daily. Verbal questioning about the stories (Acting, predicting, imagining)</p>	<p>High quality texts linked to current learning used daily. Verbal questioning about the stories (Acting, predicting, imagining)</p>	<p>High quality texts linked to current learning used daily. Verbal questioning about the stories (Acting, predicting, imagining)</p>		
	Whole Class Reading	<p>Within curriculum planning 1+ model text per half term</p>	<p>Within curriculum planning 1+ model texts learned per half term</p>	<p>Within curriculum planning 1 model texts learned per half term term</p>		

		<p>Opportunities for reading in planned enhancements</p> <p>Reading opportunities indoors and outdoors</p> <p>Books rotated every week</p> <p>Key vocabulary focus in weekly planning</p>	<p>Opportunities for reading in planned enhancements</p> <p>Reading opportunities indoors and outdoors</p> <p>Books rotated every week</p> <p>Key vocabulary focus in weekly planning</p>	<p>Opportunities for reading in planned enhancements</p> <p>Reading opportunities indoors and outdoors</p> <p>Books rotated every week</p> <p>Key vocabulary focus in weekly planning</p>
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		Autumn	Spring	Summer
Year 1	1:1 Readers	PPG/SEND/bottom 20%/vulnerable children read daily		
	Class novel or stories	<p>Daily picture books as stories for whole class Simple Verbal questions (Linked to some VIPERS skills)</p> <p>Adult led planning Weekly theme – curriculum linked Planning – name 1 or 2 specific books (min) including question focus or reasons for choice of questions</p>	<p>Daily picture books as stories for whole class Simple Verbal questions (Linked to some VIPERS skills)</p> <p>Adult led planning Weekly theme – curriculum linked Planning – name 1 or 2 specific books (min) including question focus or reasons for choice of questions</p>	<p>Daily stories but books that last more than 1 or 2 days. Verbal questions Whole class questions answered together on board by Summer 2</p>
	Phonics	<p>Phonics assessment at the end of each half term informs book that chn will use in class in the following half term and when they will begin reading a worded book. There will be a delay between the grapheme learned and the book including that grapheme to ensure more secure learning. Aim is to have chn reading at 90% fluency.</p> <p>Chn to have 3x intense reading sessions per week following the process of decoding, fluency / prosody and comprehension.</p>		

	WCR	<p>Opportunities to include reading within adult led teaching and enhanced provision.</p> <p>Opportunities for reading through continuous and enhanced provision with curriculum links</p> <p>Most chn will be reading Phase 4 books in this term</p>	<p>Opportunities to include reading within adult led teaching and enhanced provision.</p> <p>Opportunities for reading through continuous and enhanced provision with curriculum links</p> <p>Most chn will be reading Phase 4 / Phase 5 books in this term</p>	<p>Within T4W planning (assuming no more continuous provision)</p> <p>Using 1 linked text across 2 days that is linked to curriculum (may still be in groups, may only be a few children who are ready)</p> <p>Most chn will be reading Phase 5 books in this term</p> <p><i>*Aspirational aim*</i></p>
Year 2	1:1 Readers	PPG/SEND/bottom 20%/vulnerable chn read daily Lexia 40 mins per week. Oxford Owl Reading Scheme		
	Class novel or stories	<p>1 or 2 class novels per half term</p> <p>Read daily</p> <p>Verbal VIPERS questioning</p> <p>Reading plan needed with planned questions/skills to enable tracking/monitoring</p>	<p>1 or 2 class novels per half term</p> <p>Read daily</p> <p>2 lessons with focussed questions (written answers) – 1 VIPERS skill per week</p> <p>Reading plan (Identify skills)</p> <p>Progression of independence in written answers</p> <p>Whole class modelled towards independent writing</p>	<p>1 class novel per half term</p> <p>Read daily</p> <p>2 lessons with focussed questions</p> <p>Introduce 'Quick Quiz' (3 Qs only!)</p> <p>Written answers more consistently and independently</p> <p>Still VIPERS focussed but introduce Year 3 style of questioning</p> <p>SATS PREPARATION (Questions to reflect the SATS style and chn to read more texts independently)</p>

	Phonics	<p>3 x weekly read. This is a transition year as children move into more fluent reading. Some confident children will be able to do the fluency read independently. As children move away from ELS, they begin to focus on VIPERS questioning and comprehension of other, longer texts.</p> <p>Most children will start the year on phase 5 ELS books, they will then be benchmarked and put onto the Oxford Owl reading scheme</p>		
	Whole Class Reading	<p>Within Hamilton Trust planning or curriculum linked VIPERS skills and style of questions All verbal or highlighting text/whiteboards</p> <p>Bottom 20%</p> <ul style="list-style-type: none"> - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading <p>By end of Autumn 1 have some recording in books</p>	<p>Within HT planning or curriculum linked VIPERS skills Increase in independent answers if children are ready</p> <p>Bottom 20%</p> <ul style="list-style-type: none"> - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading 	<p>Within HT planning or curriculum linked VIPERS skills Increase in independent answers if children are ready</p> <p>Bottom 20%</p> <ul style="list-style-type: none"> - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading <p>SATS PREPARATION (Questions to reflect the SATS style and chn to read more texts independently)</p>

		Autumn		Spring		Summer	
Year 3/4	1:1 Readers	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme Book	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme Book	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme Book	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme Book	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme Book	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme Book
	Class novel or stories	1 class novel per half term - 2 sessions per week with focussed VIPERS questions Read daily		1 class novel per half term - 2 sessions per week with focussed VIPERS questions Read daily		1 class novel per half term - 2 lessons per week with focussed VIPERS questions Read daily	
	WCR	Within Hamilton Trust Planning or texts curriculum linked VIPERS skills as focus In reading exercise book Bottom 20% (if needed) - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading		Within Hamilton Trust Planning or texts curriculum linked VIPERS skills as focus In reading exercise book Bottom 20% (if needed) - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading		Within Hamilton Trust Planning or texts curriculum linked VIPERS skills as focus In reading exercise book Bottom 20% (if needed) - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading	

Year 5/6	1:1 Readers	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme	PPG/bottom 20%/SEND readers heard by an adult every day Lexia 50-60 minutes per week Oxford Owl Scheme
	Class novel or stories	1 class novel per half term 2 sessions per week with focussed VIPERS questions Read daily		1 class novel per half term 2 sessions per week with focussed VIPERS questions Read daily SATS PREPARATION (Questions to reflect the SATS style)		1 class novel per half term 2 sessions per week with focussed VIPERS questions Read daily SATS PREPARATION (Questions to reflect the SATS style)	
	WCR	Within Hamilton Trust Planning or texts curriculum linked VIPERS skills as focus In reading exercise book Bottom 20% (if needed) <ul style="list-style-type: none"> - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading 		Within Hamilton Trust Planning or texts curriculum linked VIPERS skills as focus In reading exercise book Bottom 20% (if needed) <ul style="list-style-type: none"> - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading SATS PREPARATION (Questions to reflect the SATS style)		Within Hamilton Trust Planning or texts curriculum linked VIPERS skills as focus In reading exercise book Bottom 20% (if needed) <ul style="list-style-type: none"> - Reduce amount of text - Pre highlighted key words - Work as a group with adult - Multiple choice Qs/ticks/joining - Phonics/reading SATS PREPARATION (Questions to reflect the SATS style)	

