

Year Group	Reading for Pleasure	RWI	Reading Books	Talk for Reading	Intervention
Nursery	Children experience a range of stories, nursery rhymes, poems and songs for enjoyment. From the start of term, children take home a book to share and enjoy. These are changed on Mondays and Fridays.	As a precursor to RWI, nursery children take part in phonological and phonetical awareness games and activities during RWI time. RWI Nursery is introduced in Summer 2.			Phonological Awareness checks are carried out by the EYFS lead. Where concerns are noted, referrals are made to our Crofty S & L Lead. Children identified with S & L needs receive intervention support.
Year R	Children to continue to experience a range of stories, nursery rhymes, poems and songs for enjoyment. Children have story time in the school library. From the start of term, children take home a book to share and enjoy. These are changed twice a week.	RWI programme commences. Children are grouped according to ability. From autumn 2, children are mixed with Y1 or Y2 children according to their stage of learning. Continuous assessments are made by the group leads, and half termly formal assessments and conducted by the phonics lead.	Once children are able to blend sounds, they start to take home RWI books / ditty books. These are changed twice weekly.		All children are screened for phonological awareness by our Crofty S & L Lead. Children identified with S & L needs receive intervention support. ‘Keep Up’ RWI intervention each afternoon.
Year 1	Children are taken to the library each week where they are encouraged to take home a book of their choice for enjoyment.	The RWI programme continues. Children are grouped according to attainment. Children may be mixed with others from YR, Y1 and Y2 depending according to attainment. Daily informal assessments by the group lead and half termly formal assessments by phonics lead are made.	Each week, children take home RWI ‘book bag’ books appropriate to their current phonics focus. They also have Owl e-books assigned		

		All Y1 children complete the Y1 Phonics Screening Check.	to read at home plus an additional RWI book each week.		
		Children who pass the PSC, continue with RWI Phonics.			Children who do not pass the Y1 PSC, continue with RWI Phonics with additional input.
		Children who complete RWI Phonics, move onto RWI Comprehension.	Children who complete RWI Phonics move onto AR reading books.		
Year 2	Children are taken to the library each week where they are encouraged to take home a book of their choice to develop a love of reading.	RWI Phonics programme continues in mixed groups as before until completed. Children who did not pass Y1 PSC, complete the Y2 Phonics Screening Check.			Children who do not pass Y2 PSC, continue RWI with additional input.
		Children who complete RWI Phonics move onto RWI Comprehension.	Children who have completed RWI Phonics move onto AR reading books.	Once children have completed RWI Comprehension, they take part in taught reading sessions, building towards the KS2 'Talk for Reading'.	
Year 3	All children have opportunities to be in the library each week where they can change their AR books and also choose a 'Reading for Pleasure' book.	Children who have yet to complete RWI phonics continue on the programme, under the guidance of the Phonics Lead, alongside the SEND lead.	In KS2, the majority of children read an AR reading book. Children complete Star Reader quizzes each half-term, alongside their regular book quizzes. Teachers monitor quiz scores and Star Reader scores. Children progress through the bands as appropriate.	Children are taught reading through our 'Talk for Reading' sessions. Reading sessions incorporate opportunities for children to use their exploratory and presentational speaking skills through paired, group or class discussion to develop their comprehension. The acquisition of vocabulary through explicit teaching and practice is another key	Half-termly Star Reader quizzes are also used to identify those children working below ARE. This data feeds into a cycle of intervention where they have several 1:1 reading times each week. The adult uses reading strategies such as modelled, echo and repeated reading, along with text discussion.
Year 4		Children who have yet to complete RWI phonics continue on the programme, under the guidance of the SEND lead with support from the Phonics lead.			
Year 5					
Year 6					

				element of our reading sessions. There are regular opportunities for extended periods of modelled reading by an adult alongside some paired or independent. Reading fluency is taught and practised, while close reading to analyse a text and author choice is also a focus within reading sessions. As reading fluency develops, whole class teaching will reduce the number of sessions spent reading for fluency and increase the number of sessions of close reading. Modelled reading during extended reading sessions continues throughout KS2.	SEND children read with an adult several times each week. PP children also read with an adult each week.
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