

## Acorn Class

- Regular story reading/telling (alternate with a song every other day) children are encouraged to blend sounds (CVC to LA - words with consonant clusters to MA)
- Small group reading (guided reading/comprehension) talking through the story; encouraging prediction, feelings, social story elements
- Reading games on the Interactive whiteboard differentiated (small groups/one to one)
- Daily phonics sessions that cover both reading and writing
- One to one reading with an adult, twice weekly (LA reading three times a week)
- Children choose their own books, read with staff, take home read with adults. Reading records are completed.
- During one to one reading children practise reading their key words (flash cards); will continue going home until evidenced that the children can read them by sight.
- Children are encouraged to bring in books from home; to discuss why they have chosen them.
- Oral story telling
- Audio books that children can choose to listen to
- All adults are aware of children's specific needs with regard to reading.

## Willow Class - Year 1 & 2

### KS1 Reading:

- Reading is taught through systematic synthetic phonics (Letters and Sounds).
- A variety of reading schemes are used in school, including: Oxford Reading Tree, Ginn, Reading 360, Oxford Literacy Webb, Snapdragon and Rigby.
- All adults are aware of children's specific needs with regard to reading.
- Regular story telling at end of the day
- All children are in guided reading groups. Guided reading is delivered by LSAs and class teacher who closely liaise to ensure areas of focus.
- One to one reading with all children twice weekly and with LA daily
- Inviting, comfortable reading corner
- Children choose their own books within banded level (Book Bands for Guided Reading) and they change them regularly. When they have finished - informed by comments in Record from home, or through conversation with teacher/LSA, they select next book.

- During daily Guided reading sessions children undertake independent, differentiated reading activities.
- Regular high frequency word games
- Daily differentiated phonics sessions that cover both reading and writing
- Talk for writing used; actions for key words including maths vocabulary
- BIG Write used to embed skills and genres learned.

### **Oak Class - Year 3 & 4**

- Following on from 'Talk for Writing' focus in Willow, in Oak we teach through use of quality texts eg journey to Jo'burg/ Iron man.
- All children are in guided reading groups. Guided reading is delivered by LSAs and class teacher who closely liaise to ensure areas of focus.
- One to one reading with LA children once a week or more
- Buddy reading (within class)
- Established reading corner with regularly changing author focus
- Children choose own books within banded level (Book Bands for Guided Reading) and they change them regularly. When they have finished book - informed by comments in Reading record from home, or through conversation with teacher/LSA, they select next book.
- Teaching of grammar taught through daily literacy lessons
- Differentiated groups for writing
- BIG Write used to embed skills and genres learned
- Interventions: Toe by toe, Precision Monitoring.

### **Silver Birch - Years 5 & 6**

- All children are in guided reading groups; five groups heard once weekly by class teacher; one to one reading for LA, delivered by LSA
- LSAs also deliver one to one reading comprehension interventions as appropriate
- Established reading corner with regularly changing author focus
- Children choose their own books in consultation with class teacher/LSAs, to ensure that children are challenged and motivated.
- More Able children are challenged through reading articles in broadsheets and technical magazines.
- Teaching of grammar taught through daily literacy lessons in addition to regular grammar assessments
- Differentiated groups for writing
- BIG Write used to embed skills and genres learned
- Interventions: Toe by toe, Precision Monitoring.