


## What does reading look like at Lightmoor Village Primary School?

<p>EYFS</p> 	<ul style="list-style-type: none"> <li>• Phonics taught daily from 2<sup>nd</sup> week in September.</li> <li>• Opportunities to learn Set 1 sounds and begin blending.</li> <li>• Key vocabulary taught through focused texts.</li> <li>• Reading opportunities throughout continuous provision. Regular access to phonics resources/cards to encourage children to learn with their peers.</li> <li>• Magic minutes! – every spare minute used for learning. E.g. lining up, whilst washing hands, end of the day.</li> <li>• QR codes sent home (links to Ruth Miskin website) for parents to support reading at home.</li> <li>• Green sound books sent home with initial sounds – space to read and write.</li> <li>• School library book sent home weekly for children to enjoy with family.</li> <li>• Blending book then coloured RWI group book sent home when necessary.</li> <li>• 1:1 phonics tutoring interventions daily for those who need extra support.</li> <li>• Parent reading workshops ran by reading lead.</li> <li>• High quality texts taught through English curriculum.</li> <li>• Small guided reading groups where appropriate.</li> <li>• Opportunities provided for outdoor reading experiences throughout the year. Chance to enjoy stories outside but also words available to read in outdoor areas.</li> <li>• End of the day story time – class text changed weekly/every other week and revisited throughout the year. Wide variation of texts covered making links to age appropriate PSHE topics, inclusivity and diversity.</li> </ul>
<p>Year 1</p>	<ul style="list-style-type: none"> <li>• Phonics taught daily from 1<sup>st</sup> week in September.</li> <li>• Children assessed on their phonics ability each half term and placed into groups based on this.</li> <li>• Book bag book matches phonics group.</li> <li>• Key vocabulary taught through focused texts across the curriculum. Vocabulary taught in engaging ways such as choral response, MTYT, adding visuals and actions.</li> <li>• High quality texts taught through English curriculum.</li> <li>• Small guided reading groups where appropriate.</li> <li>• Reading opportunities throughout continuous provision and across the curriculum.</li> <li>• Magic minutes! – every spare minute used for learning. E.g. lining up, whilst washing hands, end of the day.</li> <li>• QR codes sent home (links to Ruth Miskin website) for parents to support reading at home.</li> <li>• Small blue sound books sent home with appropriate sounds for each child – space to read and write.</li> <li>• School library book sent home weekly for children to enjoy with family.</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional phonics sessions taught throughout the day to plug gaps, use of Virtual Schools on Ruth Miskin website used where needed.</li> <li>• 1:1 phonics tutoring interventions daily for those who need extra support.</li> <li>• Phonics Screening workshop for parents ran by reading lead once a year.</li> <li>• Opportunities provided for outdoor reading experiences throughout the year.</li> <li>• End of the day story time. Focusing on 'Ready Steady Write' text but also others appropriate for Year 1. Revisited throughout the year. Wide variation of texts covered making links to age appropriate PSHE topics, inclusivity and diversity.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Daily whole class reading lessons led by class teacher, using the Literacy Shed reading resources. This is taught through the pedagogical structure of Pre-Read, Time to Read, and Post-Read. A chance to read appropriately challenging texts, various genres and be exposed to exciting new vocabulary.</li> <li>• High quality texts taught through English curriculum.</li> <li>• Weekly opportunity for guided reading groups to read with class teacher/teaching assistant.</li> <li>• Regular guided group read for less confident readers (with the class teacher as much as possible).</li> <li>• Children who still require phonics support assessed on their phonics ability each half term and placed into groups based on this.</li> <li>• Book bag book matches phonics group or Year 2 book scheme book.</li> <li>• Key vocabulary taught through focused texts across the curriculum. Vocabulary taught in engaging ways such as choral response, MTTYT, adding visuals and actions.</li> <li>• Reading opportunities provided across the curriculum.</li> <li>• Magic minutes! – every spare minute used for learning. E.g. lining up, whilst washing hands, end of the day.</li> <li>• QR codes sent home (links to Ruth Miskin website) for particular children to support reading at home.</li> <li>• Small blue sound books sent home with appropriate sounds for children who require extra support – space to read and write.</li> <li>• School library book sent home weekly for children to enjoy with family.</li> <li>• 1:1 phonics tutoring - interventions daily for those who need extra support or did not pass Phonics Screening Assessment in Year 1.</li> <li>• Phonics Screening workshop for parents ran by SE once a year.</li> <li>• Opportunities provided for outdoor reading experiences throughout the year.</li> <li>• End of the day story time. Focusing on 'Ready Steady Write' text but also others appropriate for Year 2. Revisited throughout the year. Wide variation of texts covered making links to PSHE topics, inclusivity and diversity.</li> </ul>

Year 3 & 4



- Daily whole class reading lessons led by class teacher, using the Literacy Shed reading resources. This is taught through the pedagogical structure of Pre-Read, Time to Read, and Post-Read. A chance to read appropriately challenging texts, various genres and be exposed to exciting new vocabulary.
- High quality texts taught through English curriculum.
- Weekly opportunity for guided reading groups to read with class teacher/teaching assistant.
- Children who still require phonics support assessed on their phonics ability each half term.
- All children to take home a “scheme book” until deemed a “free reader”. These will be changed when the children have finished the book and feel confident answering comprehension questions.
- School library book sent home weekly for children to enjoy independently or with family.
- Key vocabulary taught through focused texts across the curriculum. Vocabulary taught in engaging ways such as choral response, MTTYT, adding visuals and actions.
- Reading opportunities and activities provided across the curriculum.
- Magic minutes! – every spare minute used for learning. E.g. lining up, whilst washing hands, end of the day.
- QR codes sent home (links to Ruth Miskin website) for specific children to support reading at home.
- Small blue sound books sent home with appropriate sounds for children who require extra support – space to read and write.
- 1:1 phonics tutoring - interventions daily for those who need extra support.
- Reading workshops run for parents.
- End of the day story time. Focusing on ‘Ready Steady Write’ text but also others appropriate for Year 3 and 4. Revisited throughout the year. Wide variation of texts covered making links to PSHE topics, inclusivity and diversity.
- Opportunities provided for outdoor reading experiences throughout the year.

Year 5 & 6

- Daily whole class reading lessons led by class teacher, using the Literacy Shed reading resources. This is taught through the pedagogical structure of Pre-Read, Time to Read, and Post-Read. A chance to read appropriately challenging texts, various genres and be exposed to exciting new vocabulary.
- High quality texts taught through English curriculum.
- Weekly opportunity for guided reading groups to read with class teacher/teaching assistant.
- Children who still require phonics support assessed on their phonics ability each half term and supported accordingly through RWI 1:1 Tutoring.
- All children to take home a “scheme book” until deemed as a ‘free reader’. These will be changed when the children have finished the book and feel confident answering comprehension questions.
- School library book sent home weekly for children to enjoy independently or with family.
- Key vocabulary taught through focused texts across the curriculum. Vocabulary taught in engaging ways such as choral response, MTTYT, adding visuals and actions.

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|  | <ul style="list-style-type: none"><li>• Reading opportunities and activities provided across the curriculum.</li><li>• Magic minutes! Every spare minute used for learning. E.g. lining up, whilst washing hands, end of the day.</li><li>• QR codes sent home (links to Ruth Miskin website) for specific children to support reading at home.</li><li>• Small blue sound books sent home with appropriate sounds for children who require extra support – space to read and write.</li><li>• 1:1 phonics tutoring - interventions daily for those who need extra support.</li><li>• Reading workshop run for parents once a year.</li><li>• Opportunities provided for outdoor reading experiences throughout the year.</li><li>• Opportunities to take responsibility for reading areas of the school such as indoor and outdoor libraries, communal areas (by the 'Red Chairs' and outside at lunch time during Opal Play.</li><li>• "Reading Buddy" system (an opportunity to read with younger children).</li><li>• End of the day story time. Focusing on 'Ready Steady Write' text but also others appropriate for Year 5 and 6. Revisited throughout the year. Wide variation of texts covered making links to PSHE topics, inclusivity and diversity.</li><li>• Given time for silent reading, paired reading and whole class reading.</li></ul> |
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