

Reading at St Stephens

Year Group	Description
Nursery	Language rich environment, story time every day, book based themes, encouragement to recognise and play with sounds including rhyme, early stage phonics as appropriate. Phonics to be introduced where appropriate in Summer term.
Reception	Daily Read Write Inc. phonics programme* – includes phoneme and grapheme work and early reading. Daily story time. Books linked to topics and themes for almost all academic work. Shared reading as a class and small group, 1:1 daily to every other day (once reading) with staff and parent helpers. RWI books going home* to read changed once or twice a week (or more often if needed). Weekly library session to foster a love of literature and encourage reading for pleasure. A range of quality texts in the classroom to be read by and to the children. <small>*Once phonics teaching has started – to be decided by Reception team regarding children's readiness.</small>
Year 1	Daily (Mon-Thurs) Read Write Inc. phonics programme – includes phoneme and grapheme work and reading in small groups. Daily story time. Books linked to topics and themes for almost all academic work. Shared reading as a class and small group, 1:1 fortnightly (minimum) with staff and parent helpers – children below ARE read at least weekly whenever possible. RWI books going home to read based on phonics groups and learning (2 a week). Weekly library session to foster a love of literature and encourage reading for pleasure – books borrowed. Half termly book share / recommendation circle time. A range of quality texts in the classroom to be read by and to the children.
Year 2	Shared reading as a class in direct teaching and further small group reading and comprehension work both teacher led and independent. English work based around a quality text and focused on exploration of that text. 1:1 fortnightly (minimum) with staff and parent helpers (children below ARE read at least weekly whenever possible). Reading scheme books going home to read changed once or twice a week – reading scheme levels determined by English Lead at the beginning of the year and reviewed each new term. Focus reading support for children not meeting expected standard through TA intervention individually and in small groups same for any needing phonics support. Extra 1:1 reading practise for children who require more support. Some practise and familiarisation with completion of reading tests in preparation for SATs. Weekly library session to foster a love of literature and encourage reading for pleasure – books borrowed. Phonics focus groups (or 1:1) for children who haven't passed screening or who have passed but require further consolidation. Half termly book share / recommendation circle time. A range of quality texts in the classroom to be read by and to the children.
Year 3	Shared reading as a class in direct teaching and further small group reading and comprehension work both teacher led and independent. English work based around a quality text and focused on exploration of that text. 1:1 reading with staff and parent helpers –read 1:1 within 3 weeks, extra 1:1 reading for children who are below ARE or within ARE but require more support. Reading scheme books going home to read changed once or twice a week. Focus reading support for children not meeting expected standard through TA/teacher led intervention individually and in small groups. At least two comprehension based activities in English lesson within every two week cycle or unit. Half termly written reading assessment. Weekly library session to foster a love of literature and encourage reading for pleasure – books borrowed. Half termly book share / recommendation circle time. A range of quality texts in the classroom to be read by and to the children. Access to library club 4 lunch times a week.
Year 4	Shared reading as a class in direct teaching and further small group reading and comprehension work both teacher led and independent. English work based around a quality text and focused on exploration of that text - increasing focus on implied meanings and authorial intent. Reading scheme books going home to read changed once a week. 1:1 reading with staff and parent helpers – most read 1:1 within 3 weeks, extra 1:1 reading for children who are below ARE or require more support. Children who are free readers given guidance in book choice to encourage variety and ensure appropriate level of difficulty. Two comprehension based activities in English lesson within every two week cycle/unit. Half

	<p>termly written reading assessment. Focus reading support for children not meeting expected standard through TA/teacher led intervention individually and in small groups. Weekly library session to foster a love of literature and encourage reading for pleasure – books borrowed. Rainbow bag of books termly curated by librarian for the classrooms to ensure interesting and varied books for the children to read in school. Half termly book share / recommendation circle time. Access to library club 4 lunch times a week.</p>
Year 5	<p>Shared reading as a class in direct teaching and further small group reading and comprehension work both teacher led and independent. English work based around a quality text and focused on exploration of that text - increasing focus on implied meanings and authorial intent. Two comprehension based activities in English lesson within every two week cycle. Half termly written reading assessment – greater familiarity with style of questions used in SAT tests. 1:1 reading for children below ARE or requiring further support. Children secure within ARE or exceeding them read with within every 4 weeks in 1:1 and / or in focused work in class. Children all have a reading book - either from scheme or free readers (still guidance in book choice to encourage variety and ensure appropriate level of difficulty). Focus reading support for children not meeting expected standard through TA/teacher led intervention individually and in small groups. Weekly library session to foster a love of literature and encourage reading for pleasure – books borrowed. Rainbow Bag of books termly curated by librarian for the classrooms to ensure interesting and varied books for the children to read in school. Half termly book share / recommendation circle time. Access to library club 4 lunch times a week.</p>
Year 6	<p>Shared reading as a class in direct teaching and further small group reading and comprehension work both teacher led and independent. English work based around a quality text and focused on exploration of that text - increasing focus on implied meanings and authorial intent. At least two comprehension based activities in English lesson within every two week cycle. Practise with reading SATs tests to improve exam technique and become confident with the style of questions used. 1:1 reading for children not yet at expected standard weekly or fortnightly (depending on need) with staff and parent helpers. All children heard read within a half term in 1:1 or focused class work. All children have a reading book either from scheme or free choice (still guidance in book choice to encourage variety and ensure appropriate level of difficulty). Focus reading support for children not meeting expected standard through TA/teacher led intervention individually and in small groups. Booster groups to help children prepare for SAT reading test. Weekly library session to foster a love of literature and encourage reading for pleasure – books borrowed. Rainbow Bag of books termly curated by librarian for the classrooms to ensure interesting and varied books for the children to read in school. Half termly book share / recommendation circle time. . Access to library club 4 lunch times a week.</p>