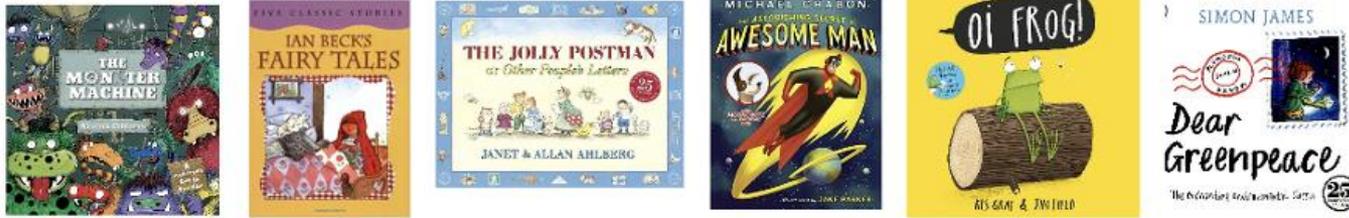
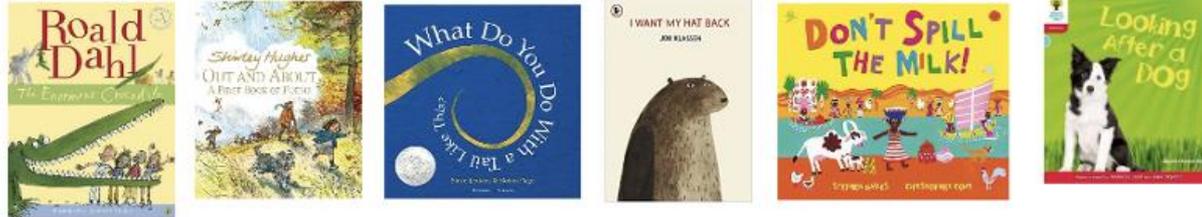
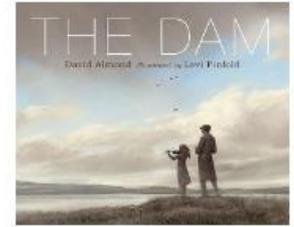
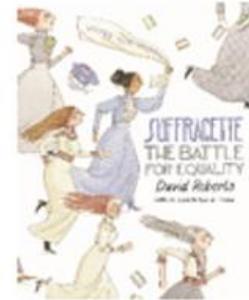
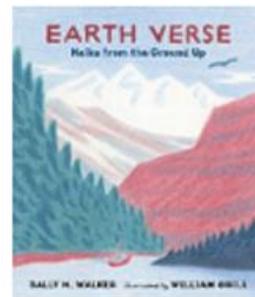
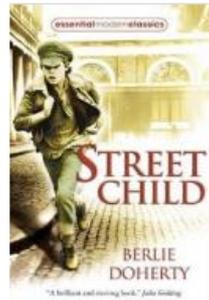
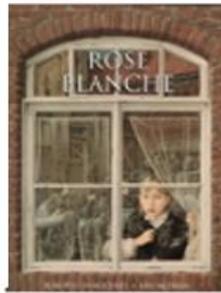
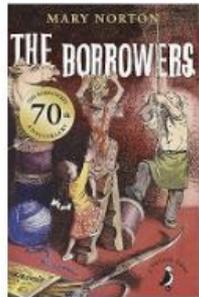
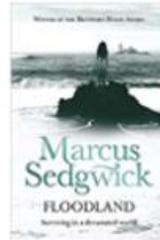
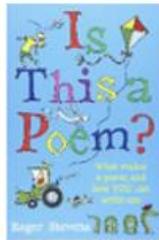
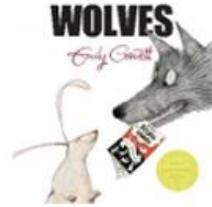
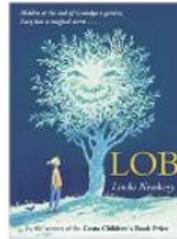
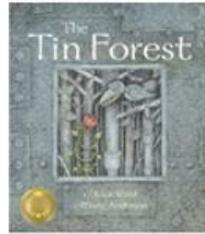
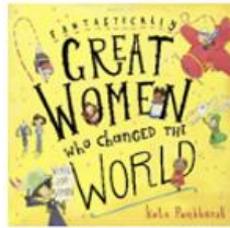
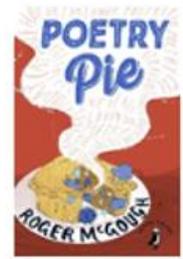
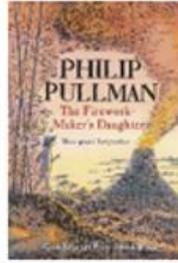
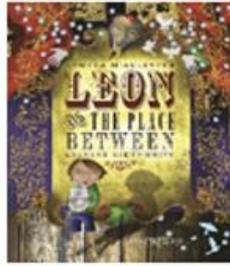


# NC Breadth – Reading

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Listen to traditional tales.</li><li>• Listen to a range of texts.</li><li>• Learn some poems by heart.</li><li>• Become familiar with a wide range of texts of different lengths.</li><li>• Discuss books.</li><li>• Build up a repertoire of poems to recite.</li><li>• Use the class and school libraries.</li><li>• Listen to short novels over time.</li></ul>	<ul style="list-style-type: none"><li>• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li><li>• Listen to and discuss a wide range of texts.</li><li>• Learn poetry by heart.</li><li>• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li><li>• Take part in conversations about books.</li><li>• Learn a wide range of poetry by heart.</li><li>• Use the school and community libraries.</li><li>• Look at classification systems.</li><li>• Look at books with a different alphabet to English.</li><li>• Read and listen to whole books.</li></ul>

# English Curriculum Texts





# Also...

- whole class reading texts
- activity weeks (book links)
- use of texts in other curriculum subjects

# Promoting a love of reading

- class book corners
- high profile of reading through displays/events/reading club/reading spaces – indoors and outdoors
- reading ambassadors
- class novel
- EYFS AND KS1 story assembly
- World Book Day

# Supporting Reading

- 1:1 daily reading for all pupils that require it
- Additional reading intervention
- Phonics Keep-up Daily Intervention

## Home Reading Overview

	Books Used	Frequency of change	Organisation Overview
N	<ul style="list-style-type: none"> <li>• RWI – Book Bag Range (in-line with class based phonics programme)</li> <li>• A range of books for parents to read with children – pictures and text.</li> <li>• If T feels children are ready to read, then she will send an appropriate book home for this.</li> </ul>	<ul style="list-style-type: none"> <li>• Books changed once a week (if children have brought it back before, they will change it before).</li> </ul>	<ul style="list-style-type: none"> <li>• T changes the book.</li> <li>• T puts a question on each book to go home with the children.</li> </ul>
R	<ul style="list-style-type: none"> <li>• RWI – Book Bag Range (in-line with class based phonics programme) +</li> <li>• Book band colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Twice a week at least.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading diaries are checked by TA every week.</li> <li>• TAs change the books.</li> <li>• Each child has a sheet of the books they have read. The TA will tick them off as the child has read them.</li> </ul>
1	<ul style="list-style-type: none"> <li>• RWI – Book Bag Range (in-line with class based phonics programme) +</li> <li>• Book band colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Changed twice a week on Monday and Friday.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading diaries are checked by TA every week.</li> <li>• Parent readers make sure each child is heard reading at least once a week in school.</li> <li>• TA changes all reading books for children.</li> <li>• TA has a record of the books children have read and the reading clubs they are on.</li> </ul>
2	<ul style="list-style-type: none"> <li>• RWI – Book Bag Range (in-line with class based phonics programme) +</li> <li>• Book band colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Children independently change books as of and when they have finished reading each book.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading diaries are checked by TA every week.</li> <li>• Parent readers pick up children not reading at home or children that struggle to read.</li> </ul>

	Books Used	Frequency of change	Organisation Overview
3	<ul style="list-style-type: none"> <li>Book band colours.</li> </ul>	<ul style="list-style-type: none"> <li>Children independently change books as of and when they have finished reading each book.</li> <li>Monitored half termly.</li> </ul>	<ul style="list-style-type: none"> <li>Reading diaries are checked by TA every week.</li> <li>Record of books children have read in the reading folder/diaries.</li> <li>Record of which colour book children are on.</li> <li>Record of which reading club each child is on.</li> <li>Parent reader picks up children not reading at home/children that need extra support.</li> <li>SL reads with PP children if needed.</li> <li>Children encouraged to read at least time three times a week at home.</li> </ul>
4	<ul style="list-style-type: none"> <li>Book band colours.</li> </ul>	<ul style="list-style-type: none"> <li>Children independently change books as of and when they have finished reading each book.</li> <li>Monitored half termly.</li> </ul>	<ul style="list-style-type: none"> <li>Reading diaries are checked by TA every week.</li> <li>Record of books children have read in the reading folder/diaries.</li> <li>Record of which colour book children are on.</li> <li>Record of which reading club each child is on.</li> <li>Parent reader picks up children not reading at home/children that need extra support.</li> <li>SL reads with PP children if needed.</li> <li>Children encouraged to read at least time three times a week at home.</li> </ul>
5	<ul style="list-style-type: none"> <li>Book band colours.</li> <li>Newspapers – First News.</li> </ul>	<ul style="list-style-type: none"> <li>Children independently change books as of and when they have finished reading each book.</li> <li>Monitored half termly.</li> </ul>	<ul style="list-style-type: none"> <li>Reading diaries are checked by TA every week.</li> <li>Record of books children have read in the reading folder/diaries.</li> <li>Record of which colour book children are on.</li> <li>Record of which reading club each child is on.</li> <li>Parent reader picks up children not reading at home/children that need extra support.</li> <li>SL reads with PP children if needed.</li> <li>Children encouraged to read at least time three times a week at home.</li> <li>Photos of books read at home added to the 'Books We Have Read' display.</li> </ul>
6	<ul style="list-style-type: none"> <li>Book band colours.</li> <li>Newspapers – First News.</li> </ul>	<ul style="list-style-type: none"> <li>Children independently change books as of and when they have finished reading each book.</li> <li>Children read books from home as well as school ones.</li> <li>Monitored half termly.</li> </ul>	<ul style="list-style-type: none"> <li>Reading diaries are checked by TA every week.</li> <li>Record of books children have read in every child's reading journal/diaries.</li> <li>Record of which colour book children are on.</li> <li>Record of which reading club each child is on.</li> <li>Parent reader picks up children not reading at home/children that need extra support.</li> <li>SL reads with PP children if needed.</li> <li>Children encouraged to read at least time three times a week at home.</li> </ul>
MAB	<ul style="list-style-type: none"> <li>Book band colours.</li> </ul>	<ul style="list-style-type: none"> <li>Change approximately twice a week when they finish their books.</li> <li>Continually monitored by MAB staff.</li> </ul>	<ul style="list-style-type: none"> <li>Reading diaries are checked by TA every week.</li> <li>Children change their book independently with verbal reminders to encourage this.</li> <li>Record of what they have read in reading diaries.</li> <li>Record of which colour book children are on.</li> <li>Record of which reading club each child is on.</li> <li>All MAB staff read with children in a morning especially those that don't read at home.</li> </ul>

# Phonics/Early Reading



## Phonics Overview

	Autumn		Spring		Summer	
	Phases Covered	Supporting Resources	Phases Covered	Supporting Resources	Phases Covered	Supporting Resources
<b>N</b>	1	RWI	1 Begin 2	RWI	1 2	RWI
<b>R</b>	Recap of 1 2	RWI	3	RWI	4	RWI
<b>1</b>	Recap 3 and 4 5	RWI	5	RWI	5	RWI
<b>2</b>	Recap 5 6	RWI	6	RWI	6	RWI
	Autumn		Spring		Summer	
<b>KS1 SEN/ support</b>	Year 1 – RWI daily keep up sessions with TA. Children that need support/boost with phonics go in this group. T will assess which children need this support.  Year 2 – RWI sessions daily with TA for children who didn't pass the phonics test.		Year 1 – RWI daily keep up sessions with TA. Children that need support/boost with phonics go in this group. T will assess which children need this support.  Year 2 – RWI sessions daily with TA for children who didn't pass the phonics test.		YYear 1 – RWI daily keep up sessions with TA. Children that need support/boost with phonics go in this group. T will assess which children need this support.  Year 2 – RWI sessions daily with TA for children who didn't pass the phonics test.	
	Autumn		Spring		Summer	
<b>KS2</b>	Phase 2, 3, 5 sound mats on the tables for children to access in all lessons if needed.		Phase 2, 3, 5 sound mats on the tables for children to access in all lessons if needed.		Phase 2, 3, 5 sound mats on the tables for children to access in all lessons if needed.	