



Framework for reading

Lawrence View Primary School

	EYFS	KS1	KS2
Pedagogical Approach and Strategies	<ul style="list-style-type: none"> -Little Wandle guided reading groups x3 times -Daily keep up sessions for those struggling to keep up with phonics lessons 	<ul style="list-style-type: none"> -Little Wandle guided reading groups x3 times -Daily keep up sessions for those struggling to keep up with phonics lessons and rapid catch up for Y2 children who did not pass phonics 	<ul style="list-style-type: none"> -Class shared reading using Bug Club programme 3/ 4 times a week -Targeted guided reading groups for children who are still on decodable books
Phonics	<ul style="list-style-type: none"> -A systematic, synthetic phonics programme Little Wandle constantly followed and taught daily, from foundation and into KS1 -Phonic sessions are active, engaging and are well matched to the children’s needs -Phonic interventions from F2 up to KS2 where appropriate for children who are not keeping up with the programme. -Guided reading sessions encourage decoding, repetition, prosody and reinforcement of skills, children are encouraged to reread sentences to get fluency and understanding. The last session involves comprehension. 		<ul style="list-style-type: none"> -KS2 rapid catch up interventions where appropriate for children who didn’t pass the phonics screener or still reading decodable books. -Guided reading groups where appropriate
Language/ Vocabulary	<ul style="list-style-type: none"> -Language rich environment -Lots of opportunity to talk about experiences -Challenging vocab introduced in daily drawing club sessions -Story telling opportunities- high quality texts used – vocab explored. -Story sacks taken home -Rhyme of the week (F1) - key vocab explored. -Singing time in F1 and F2 -Library day for book lending weekly. 	<ul style="list-style-type: none"> -Oracy walls in each classroom. New vocabulary to be displayed and discussed. -High quality texts used -Challenging vocab introduced in daily drawing club sessions - Use topic vocab in drama activities, outdoor learning and visits -Memory box taken home- one child each week to share their special objects with the rest of the class. 	<ul style="list-style-type: none"> -Oracy walls in each classroom. New vocabulary to be displayed and discussed. -Children to have vocabulary books to add in topic words and new words learnt -Use topic vocab in drama activities, outdoor learning and visits -Talk activity- each child to share something they are proud of with the rest of the class

	-All about me box taken home (One child daily)		
Environment	<ul style="list-style-type: none"> -All classes have an inviting reading area with good quality books -Classes to have a range of books including magazines, comics -School library is well resources and managed -ELS books in each classroom linked to topics 		
	<ul style="list-style-type: none"> -Phonic freeze displayed and grapheme mats on tables -Labels for areas displayed -Use of widgets as appropriate 	<ul style="list-style-type: none"> -Guided reading/ shared reading books kept in classrooms -Each class has individual texts in book corner -Range of reading materials (magazines, comics) in reading areas in each class - Text for reading on displays -Grapheme mats on tables -Use of widgets as appropriate 	
Assessment	<ul style="list-style-type: none"> -Phonic assessments carried out half termly and updated regularly for interventions -Assessment of decodable books (Linked to phonics assessments) to happen at the start of a new class and each half term -Assessment week every half term to assess reading- Use Sats papers in Y2 and Y6 and rising stars for 1,3,5 - Spreadsheet used to track termly - Children who are not working at national curriculum levels to be assessed using b-squared, working at pre key stage. 		
Timetabling	<ul style="list-style-type: none"> - Phonics taught daily - Guided reading groups 3 times weekly - Story time every day with high quality text -Reading for pleasure time in class -Buddy reading once a week 	<ul style="list-style-type: none"> Phonics taught daily - Guided reading groups 3 times weekly -Story time every day with high quality text (Children to vote each day) -Reading for pleasure time in class -Buddy reading once a week 	<ul style="list-style-type: none"> -Shared/ guided reading 4 times a week - Individual reading where necessary - Story time every day with high quality text -Reading for pleasure time in class -Buddy reading once a week
EAL Provision	<ul style="list-style-type: none"> -Bi-lingual books to have home language read to at home - Visual timetable and prompt cards to support EAL children with communication - Interventions and support given to EAL children who are struggling 		
Interventions inc SEN Provision	<ul style="list-style-type: none"> -Phonic interventions to take place with those who are red or orange on the Little Wandle tracker or on rapid catch up in KS2 -Class teachers/ Tas to do phonics interventions when children first arrive in the morning or during assembly time for targeted pupils -Tutoring for children who are struggling after school 		

Staff CPD and Induction	<ul style="list-style-type: none"> -Bi weekly training for all staff on Little Wandle phonics training -CPD for teachers twice a term for English and handwriting - English/ phonics lead to observe guided reading/ shared reading to ensure continuity and progression -- Keep up to date with Little Wandle CPD 	
Reading community	<ul style="list-style-type: none"> -Children to be encouraged to read 5 times a week and will be put into a draw to win a book. Children who are not read with at home to be read with by a teacher or teaching assistant during assembly time -Whole school reading challenges -Buddy reading- class swaps once a week to read together- older with younger (F1 and Y3, F2 and Y4, Year 1 and 5, Year 2 and 6) - Reading ambassadors- Year 6 children to read with children in each class who are not reading at home or struggling with reading, look after the reading cottage and maintain an organised reading environment - Termly visits to Eastwood library -Children to swap books in class library each week -Book sacks taken home weekly in EYFS 	
Reading for pleasure	<ul style="list-style-type: none"> -Children can access books in choosing time and can take them in the reading area if they choose 	<ul style="list-style-type: none"> -Reading for pleasure time set aside once a week and encouraged throughout the day, children can choose what they read and in a comfortable place -Children have the opportunity to choose books that interest them