



Framework for reading 2022/2023

Lawrence View Primary School

	EYFS	KS1	KS2
Pedagogical Approach and Strategies	<ul style="list-style-type: none"> -Individual reading with bottom 20% every day -Guided reading groups as appropriate – matched to decodable books. 	<ul style="list-style-type: none"> - Individual reading with bottom 20% every day -Guided reading groups- Matched to decodable books targeted 	<ul style="list-style-type: none"> - Individual reading with bottom 20% every day -Class shared reading using Bug Club programme 4 times a week
Phonics	<ul style="list-style-type: none"> -A systematic, synthetic phonics programme 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 and reinforcement of skills, children are encouraged to reread sentences to get fluency and understanding. 		<ul style="list-style-type: none"> -KS2 interventions where appropriate for children who didn't pass the phonics screener/ finding reading difficult
Language/ Vocabulary	<ul style="list-style-type: none"> -Language rich environment -Lots of opportunity to talk about experiences -Story telling opportunities- high quality texts used – vocab explored. -Story sacks taken home -Rhyme of the week- key vocab explored. -Library day for book lending weekly. 	<ul style="list-style-type: none"> -Word walls in each classroom. New vocabulary to be displayed and discussed. -High quality texts used - 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"> -Word 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
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 and chosen by the children 		

	Opportunities for reading in the environment – labels, signs, appropriate books in role-play area. -Text for reading on displays	-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	
Assessment	-Phonic assessments carried out half termly and updated regularly for interventions -Assessment of decodable books 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 - Eaz mag tracking termly - Children who are not working at national curriculum levels to be assessed using b-squared, working at pre key stage.		
Timetabling	-Bottom 20% read with daily -Individual reading at least once a week - Guided reading groups - Story time every day with high quality text -Reading for pleasure time in class	- Bottom 20% read with daily -Individual reading at least once a week - Guided reading groups 4 times a week -Story time every day with high quality text (Children to vote each day) -Reading for pleasure time in class -Buddy reading once a week	- Bottom 20% read with daily -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	-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	-Phonic interventions with the bottom 20% with each class across the whole school - Literacy volunteers to work with 2 children from each class weekly -Class teachers to do interventions during assembly time for pupil premium children and those not making enough progress -Tutoring for children who are struggling after school		
Staff CPD and Induction	-2 staff meetings each term to disseminate training and practice - English lead to observe guided reading/ shared reading to ensure continuity and progression -Weekly phonics training/practice sessions by phonics lead for those involved with teaching phonics and phonic interventions - Work with English hub to keep up to date with new initiatives and good practice.		
Reading community	-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		

	<ul style="list-style-type: none"> -Whole school reading challenges -Buddy reading- class swaps once a week to read together- older with younger (1&4, 2&5, 3&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 -Half termly, children take home a good quality book to read at home with their teddy and a hot chocolate sachet and put in their special reading bag that they have decorated 	
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 they wish to read and we order half termly from ELS