Reading at Even Swindon

Phonics – 8.50 – 9.20

Phonics to be taught daily in EYFS and year 1. Year 2 teach daily phonics until Christmas. We follow ELS using a whole class approach. Our aim is for children to keep up rather than catch up.

Phonics Interventions

Interventions should be run by the class teacher. Gaps in children's phonics knowledge should be covered either on an individual basis or in a group of 2. Interventions should take no more than 5 minutes and should be bespoke to the child's needs using the assessment tool on phonics tracker. Gaps should be reviewed on a termly basis and interventions planned as a result. Interventions should take place in the afternoon, this can straight after lunch, during DEAR or at a time that works best for the class.

DEAR – 20 minutes

During DEAR, one group reads with the class teacher or TA. This is to develop **phonics** and **fluency**. The rest of the class participate in either whole class reading in the classroom, using tools such as Oxford Reading Owl to develop the domains or a reading carousel which allows children to explore a variety of different domains and texts.

Record any children reading in their reading records as you hear them read throughout the day.

Year 2 move on to WCR in Term 3.

DEAL – 10 minutes

Daily story time for a minimum of 10 minutes, read ***by an adult***.
Age-appropriate texts, building **cultural capital** for the children in your class and must cover our mapped-out plagues of reading.

Reading Records

When reading 1:1 with a child, please keep a record to track that you have read with them. Collect in once a week to record milestones.

Phonics Tracker – EYFS & Year 1

On **week 5** of every term the teacher will use the assessment tool on phonics tracker to assess the children's recognition of GPC's, ability to blend both real and 'alien' words and recognition of harder to read and spell words. The assessments correlate with the learning that has been taking place in class that term.

At the same time as completing the appropriate assessments, the teacher should also review previous assessments to 'gap fill'.

Once assessments are completed the class teacher needs to input the data on to the year group excel document and use the data to inform future phonics interventions.

Benchmarking – Year 2

Benchmarking will begin in year 2 when children have completed phase 5 set 18 of the ELS phonics decodable books and have moved on to turquoise banded books. This is our **assessment tool** and should be used as and when a child is ready to move on to the next book band. The fiction and non-fiction assessment should **both** be carried out **before** a child moves on to the next colour to ensure they are equally strong in both text types. Children should progress through levels not colours – unless there are exceptional circumstances.
By not moving a child on too quickly, they are being exposed to a wide range of texts. By **re-reading** a text, it will deepen their understanding and build confidence in fluency.
An overview of benchmarking assessments should be kept in the benchmarking folder (or digitally accessible) in order for easy tracking.

Slowest progress

Our slowest progress readers (lowest 20%) in your class should be reading with an adult *at least* **3 times per week**. A class list with these children clearly identified should be visible in the class.

Book Corners

Please ensure that your book corner is uncluttered, with forward facing books. Age-appropriate fiction, non-fiction and poetry books should be available for the children to select.

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Whole-Class Guided Reading – 8:55 – 9:25 Mon - Thurs

In all lessons throughout the week, the quiz, individual thinking and solo tasks should all be evidenced in children's books and this element should be live marked, with whole class feedback and discussions built into the reading session – mid-week might utilise the 'glows and grows slide' to support this.

LPA children should have pre-teaching of the mid-week texts and for those who aren't participating in this session, an adapted text should be provided to these children to support their wider curriculum knowledge.

Monday - Novel Focus This lesson should focus on ensuring that we are reading our class story to the children – not at them. To enable this, each lesson should start with a quiz, which is done whole-class with questions **not** visible, and ensures that children have understood the story so far, using this to address misconceptions as they arise.

Tuesday, Wednesday and Thursday – Text Focus (non-fiction/poetry/unseen fiction)

These lessons will be based on one text (one side of A4 maximum) that is linked to current, previous or future learning of the wider curriculum. Across the three days, ***a range of the reading domains*** will be covered.

Tuesday: fluency focus through teacher modelling, whole-class echo and choral reading and paired reading. The lesson should also cover purpose and audience of the text.

Wednesday: paired reading, retrieval quiz and partner talk work.

Thursday: partner talk, individual and solo work questions.

Reading Records

When reading 1:1 with a child, please keep a record to track that you have read with them. Collect in once a week to record milestones.

Fluency

Fluency will feed into the mid-week guided reading sessions whereby approaches such as echo reading, paired reading and choral reading will be used to develop intonation, expression and prosody.

DEAL – 10 minutes



Daily story time for a minimum of 10 minutes, read ***by an adult***. Age-appropriate texts, building **cultural capital** for the children in your class and must cover our mapped-out plagues of reading.

DEAR – optional



When timetables allow, children should be given the opportunity to read a range of text types. These may include book banded texts, non-fiction texts inked to GR or a topic related to the curriculum, or Oxford Reading Buddy.
By utilising this session, the adults can listen to children read 1:1 whilst other children develop their understanding of the different purposes of reading.

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Book Corners

In line with the Reading Framework, book corners are uncluttered, with forward facing books. Age-appropriate fiction, non-fiction and poetry books should be available for the children to select.