

Reading

EYFS

The Little Wandle programme forms the foundation for systematic synthetic phonics, while daily reading sessions for the whole class and small group or one-on-one reading practice focus on teaching blending and comprehension skills. Phonetically decodable readers are utilized for both in-class and home reading practice, complemented by a daily exposure to high-quality shared stories, rhymes, nursery rhymes, and action songs for children in the Early Years Foundation Stage (EYFS).

Key Stage One

In Year 1, reading is a top priority, with daily systematic synthetic phonics using Little Wandle programmes and books organized into sets matching taught phonics. Comprehension skills are honed through a daily shared read.

In Year 2, the Little Wandle programme guides weekly phonics, complemented by differentiated reading groups, a weekly 'Read as a reader' lesson, and shared texts for comprehension and 'book talk.' Phonics-aligned book sets are provided for independent reading for those learning phonics.

Key stage Two

In KS2, high-quality, challenging texts from the Reading Spine are used to enhance reading fluency, vocabulary, and comprehension. From Year 2 onwards, whole class reading lessons centered around a relevant high-quality text within the current topic explicitly teach and practice specific reading skills throughout the week, including 'read as a reader,' vocabulary exploration, and comprehension development through differentiated group sessions using Reading Explorers.

Reading for pleasure

Story and snack

The class shared text (read by the teacher during story and snack time) is also used to develop comprehension skills and 'book talk.

Lunchtime library

We have a lunchtime library available outside, along with picnic blankets, to give children opportunities to read for pleasure.



Reading Scrapbooks

Each class has a reading scrapbook which one child takes home each week. They fill a scrapbook page all about a book that they have enjoyed reading and share it with their class.

