



<p>EYFS</p>	<ul style="list-style-type: none"> • Daily phonics sessions • Keep up phonics sessions for Reception children • Reading books changed 3 times a week • The lowest 20% develop reading skills everyday • Verbal feedback between class teacher/ TA daily • Parents record in reading diary which are checked 3 times a week, Teacher/TA initials when seen • Class story daily at the end of each Nursery and Reception session • Guided reading 3 times a week • Phonics progress is assessed formally every 6 weeks • Love of reading promoted in reading corner with a variety of genres • Weekly book vote to choose Friday's text • A broad selection of key texts, including poetry anthologies and non-fiction, used for daily stories and planned sequentially. We use Pie Corbett's book spine supplemented with additional texts tailored specifically to our EYFS curriculum.
<p>KS1</p>	<ul style="list-style-type: none"> • Daily phonics sessions • Phonics progress is assessed formally every 6 weeks • 3 x 15 min guided reading sessions • Reading books changed three times each week • Reading diaries checked each Friday, Teacher/TA initials when seen. • Class Story book at the end of the day, 4 times a week • A broad selection of key texts, including poetry anthologies and non-fiction, used for daily stories and planned sequentially. We use Pie Corbett's book spine supplemented with additional texts tailored specifically to our KS1 curriculum.
<p>Lower KS2</p>	<ul style="list-style-type: none"> • Guided reading sessions using VIPERS, 4 times each week • 1to1 reading recorded on reading sheet and reading record when heard read by an adult in school, once every two weeks • Parents to record in reading record. • Early readers heard 3 times a week • Catch up phonics support for early readers • Independent reading for pleasure daily • Reading diaries checked weekly and initialled by school staff. • Class Story book, 4 times each week • Library session once each week • A broad selection of key texts, including poetry anthologies and non-fiction, used for daily stories and planned sequentially. We use Pie Corbett's book spine supplemented with additional texts tailored specifically to our Lower KS2 curriculum.
<p>Upper KS2</p>	<ul style="list-style-type: none"> • Guided reading sessions using VIPERS, 4 times each week • 1to1 reading recorded on reading sheet and reading record when heard read by an adult in school, once each week • Parents to record in reading record • Reading diaries checked weekly and initialled by school staff • Early readers heard at least 3 times a week • Catch up phonics support for early readers • Independent reading for pleasure daily • Library session once each week • Class Story book, 4 times each week • A broad selection of key texts, including poetry anthologies and non-fiction, used for daily stories and planned sequentially. We use Pie Corbett's book spine supplemented with additional texts tailored specifically to our Upper KS2 curriculum.



Whole school reading activities

- Each term we have a morning to celebrate reading for pleasure with a focus the students decide upon together (e.g. the Big Bookie Breakfast/ The Big Bookie Woodland Fun/ The Big Bookie Relax and Chill).