



Routeway through reading at Long Itchington

Year group	Phonics	Teaching of Reading	Bottom 20 % of readers	Assessment	Reading for pleasure offer
Reception	Daily class phonics – rigorous delivery with fidelity to the scheme; all staff trained in delivery annually; tricky word book-marks go home in both classes; staff have phonics lanyards to ensure that phonics is across the curriculum	Little Wandle Guided Reading sessions in groups of up to 6 pupils		Little Wandle assessment tracker used ½ termly to identify intervention groups; Guided Reading books targeted through the assessment tracker; formative assessment within the guided reading sessions	
Y1	Catch-up phonics groups for those that need extra support. Keep-up phonics groups for those that need extra support.	3 sessions a week with decoding, prosody and comprehension covered separately in each session. Books sent home are matched to phonics ability. Dig Deeper reading materials used with pupils in Y1 to extend children who require it	Volunteers in with targeted list of pupils for additional reading twice a week; based on heatmaps, children offered bespoke and targeted intervention through keep up groups outside of the usual phonics sessions; assessment targets the correct level for guided reading material so that keep up groups receive what is needed. The bottom 20% of readers are tracked based on their fluency and comprehension through AfL by teachers as well as through regular assessment points.	statutory Phonics Screen	Reading book gifted to kick start their school career; book gifted at Welcome Service; weekly library session; Own books; Shared DEAR; phonics resource in all of the provision and books in all areas; classroom book areas; Netflix style recommendations section; librarian positions available and targeted for vulnerable pupils; annual book fair; book tokens awarded as Dojo points prizes; reading for pleasure assemblies to introduce new texts; World Book Day celebrations to share books with peers and adults; reading for pleasure books taken home to read; story time at the end of the day
Y2	Autumn 1 – recap of Phase 5 phonics Assessments target those who require continued phonics to meet the standard	Little Wandle Fluency Programme - Guided Reading in sessions up to 10 children who read 2-3 times a week; Decoding, prosody and comprehension are all covered using familiar format from YR and Y1, but all covered within each session; Each session covers a chapter of the focus book.		As above; Fluency testing – until children are secure with 60 WPM children continue with Little Wandle as above; SATS practice assessments; repeat Statutory Phonics if required	
Y3	Bespoke phonics groups and teaching for pupils who need this extra input and support.		Pixl therapies; additional reading with adults in school; adult support during reading lessons; Collins Big Cat reading scheme accessed with adult support.	Pixl assessments termly and outcomes generate specific reading therapies; fluency testing termly and bespoke intervention as required – revisit Little Wandle fluency.	
Y4		Whole class reading is taught through the reading VIPERS. Texts are selected through the Literacy Shed and progression is ensured through year group			
Y5		recommendations which are based on reading age. Across the curriculum, texts have been selected to cover a range and breadth of topics which link to an			
Y6				As above; end of key stage statutory assessment test.	





area of the curriculum – carefully matched by the subject leader. Each week consists of 2 VIPERS reading lessons where one skill is focussed on. Each lesson contains vocabulary, decoding, prosody and comprehension focusses. Pupils also have a comprehension session weekly which also links to the curriculum.

Collins Big Cat reading books to take home which are based on the child's ability in reading and used as a home-school reading book.

Reading diaries are used to communicate reading between home and school.