

## Overview of the Teaching of Reading at Golden Valley

| Year<br>➔   | EYFS   | Year One  | Year Two  | Year Three   | Year Four  | Year Five  | Year Six   |
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| <b>Phonics – Using Unlocking Letters and Sounds (ULS)</b>   | <ul style="list-style-type: none"> <li>• Daily phonics lesson (20-25 mins)</li> <li>• Diagnostic ULS assessments</li> <li>• Targeted ‘Keep Up’ interventions for lowest 20%</li> <li>• Additional practice to revise GPCs outside lessons</li> <li>• Keyword booklets</li> </ul>                     | <ul style="list-style-type: none"> <li>• Daily phonics lesson (30 mins)</li> <li>• Diagnostic ULS assessments</li> <li>• Targeted interventions for lowest 20%</li> <li>• Continual embedding across the day</li> <li>• Screening check in June</li> <li>• Daily phonics in enhanced provision</li> </ul>   | <ul style="list-style-type: none"> <li>• Daily phonics lesson in Terms 1 &amp; 2</li> <li>• Targeted interventions throughout the year where needed</li> <li>• Diagnostic ULS assessments</li> <li>• Screening check in June for any who have not passed in Y1</li> </ul> | <ul style="list-style-type: none"> <li>• Phonics in small group where needed.</li> <li>• Targeted interventions throughout the year</li> <li>• Diagnostic ULS assessments</li> </ul>   | <ul style="list-style-type: none"> <li>• Targeted interventions where needed, using diagnostic ULS assessments (see Year 4 action plan and weekly intervention timetable)</li> </ul>   | <ul style="list-style-type: none"> <li>• Targeted interventions where needed, using diagnostic ULS assessments (see Year 5 action plan and weekly intervention timetable)</li> </ul>   | <ul style="list-style-type: none"> <li>• Targeted interventions where needed, using diagnostic ULS assessments (see Year 6 action plan and weekly intervention timetable)</li> </ul> |
| <b>Individual Reading Books - to read at home and school</b><br><br><b>Ransom Reading Stars used as main scheme</b> | <ul style="list-style-type: none"> <li>• Picture book to incite interest and develop vocabulary</li> <li>• Phonics book that has been chosen to match their current phonics attainment (once children can blend)</li> <li>• Children re-read to develop fluency, prosody and automaticity</li> </ul> | <ul style="list-style-type: none"> <li>• Phonics book that has been chosen to match their current phonics attainment (read in school before sending home)</li> <li>• Additional unseen phonics book to consolidate previous learning to go home.</li> <li>• Children re-read to develop fluency, prosody and automaticity</li> <li>• Picture book to share and promote love of reading</li> </ul> | <ul style="list-style-type: none"> <li>• Carefully chosen book with 90% success rate (from phonics scheme where required)</li> <li>• Additional unseen book (at 95% success rate) to consolidate previous learning (matched to level of phonics attainment)</li> </ul>    | <ul style="list-style-type: none"> <li>• Guided choice of books to match attainment (fully decodable where needed)</li> <li>• Children progress through colour banded books until ‘lime green’</li> <li>• Books beyond ‘lime green’ are grouped by their suitability for each age group</li> </ul> | <ul style="list-style-type: none"> <li>• Guided choice of books to match attainment (fully decodable where needed)</li> <li>• Children are supported to select an appropriate book to develop their skills and to broaden their reading experiences</li> </ul> | <ul style="list-style-type: none"> <li>• Guided choice of books to match attainment (fully decodable where needed)</li> <li>• Children are supported to select an appropriate book to develop their skills and to broaden their reading experiences</li> </ul> | <ul style="list-style-type: none"> <li>• Children are supported to select an appropriate book to develop their skills and to broaden their reading experiences</li> </ul>            |

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| <p><b>Guided Reading for phonics and fluency</b></p> | <ul style="list-style-type: none"> <li>• Children have a weekly guided reading session, using phonics books as above</li> <li>• Lessons focus primarily on blending and fluency</li> </ul>   | <ul style="list-style-type: none"> <li>• Weekly guided reading with teacher, repeated with LSA and Year 6 reading helpers, using phonics books as above</li> <li>• Focus on phonics, fluency, prosody and comprehension</li> </ul>        | <ul style="list-style-type: none"> <li>• Weekly guided reading with teacher, using closely matched books</li> <li>• Additional sessions for those who need further support.</li> <li>• Focus on fluency, prosody and comprehension</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly fluency sessions in a small group for those who need it</li> <li>• Individual phonics support (see above)</li> <li>• Individual reading with teacher, LSA or trained volunteer where needed</li> </ul>   | <ul style="list-style-type: none"> <li>• Weekly fluency sessions in a small group for those who need it</li> <li>• Individual phonics support (see above)</li> <li>• Individual reading with teacher, LSA or trained volunteer where needed</li> </ul>   | <ul style="list-style-type: none"> <li>• Weekly fluency sessions in a small group for those who need it</li> <li>• Individual phonics support (see above)</li> <li>• Individual reading with teacher, LSA or trained volunteer where needed</li> </ul>   | <ul style="list-style-type: none"> <li>• Weekly fluency sessions in a small group for those who need it</li> <li>• Individual phonics support (see above)</li> <li>• Individual reading with teacher, LSA or trained volunteer where needed</li> </ul>   |
| <p><b>Comprehension</b></p>                          | <ul style="list-style-type: none"> <li>• Discussions to develop understanding of context and vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussions to develop understanding of context and vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>• Whole class reading through other curriculum areas.</li> <li>• Weekly whole class guided reading during Terms 5 and 6</li> </ul>   | <ul style="list-style-type: none"> <li>• Whole class guided reading, four times each week</li> <li>• Focus on fluency, prosody and comprehension</li> <li>• Planned opportunities to practice and apply comprehension skills across the curriculum</li> </ul>  | <ul style="list-style-type: none"> <li>• Whole class guided reading, three times each week</li> <li>• Focus on fluency, prosody and comprehension</li> <li>• Planned opportunities to practice and apply comprehension skills across the curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>• Whole class guided reading, three times each week</li> <li>• Develop skills through book talk and expert questioning.</li> <li>• Develop written responses to texts</li> <li>• Planned opportunities for reading to learn.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Whole class guided reading, three times each week</li> <li>• Develop higher order skills through book talk and expert questioning</li> <li>• Explore developing and answering questions in a wide range of forms</li> <li>• Planned opportunities for reading to learn</li> </ul> |
| <p><b>Reading for Pleasure</b></p>                   | <ul style="list-style-type: none"> <li>• Daily story time from a range of high quality, carefully chosen texts</li> <li>• Traditional tales, rhymes to enhance literary knowledge</li> <li>• Additional, high-quality story books for children to take home and read in class</li> </ul> | <ul style="list-style-type: none"> <li>• Daily story time where staff choose from high quality, carefully chosen texts.</li> <li>• Reading Spine to guide teacher choices, frequently updated to include new and diverse texts</li> </ul> | <ul style="list-style-type: none"> <li>• Daily story time where staff choose from high quality, carefully chosen texts.</li> <li>• Reading Spine to guide teacher choices, frequently updated to include new and diverse texts</li> </ul>     | <ul style="list-style-type: none"> <li>• Daily story time for teacher to read to pupils from high quality, carefully chosen texts</li> <li>• Classroom library organised by book type and suitability</li> <li>• Balance of fiction/non-fiction texts.</li> <li>• Opportunities for pupils to share</li> </ul> | <ul style="list-style-type: none"> <li>• Daily story time for teacher to read to pupils from high quality, carefully chosen texts</li> <li>• Classroom library organised by book type and suitability</li> <li>• Balance of fiction/non-fiction texts.</li> <li>• Opportunities for pupils to share</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils read to daily, using high quality, diverse texts</li> <li>• Classroom library organised by author, genre etc.</li> <li>• Balance of fiction/non-fiction texts.</li> <li>• Opportunities for pupils to share their own reading experiences</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils read to daily, using high quality, diverse texts</li> <li>• Classroom library organised by author, genre etc.</li> <li>• Balance of fiction/non-fiction texts.</li> <li>• Opportunities for pupils to share their own reading experiences</li> </ul>                       |



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|                   | <ul style="list-style-type: none"> <li>• Visit to local library</li> <li>• Parent workshops to explain the value of reading to child at home</li> </ul>  | <ul style="list-style-type: none"> <li>• Texts organised and displayed to appeal to reader</li> <li>• Children and staff to recommend books</li> <li>• Reading to child at home promoted</li> </ul>  | <ul style="list-style-type: none"> <li>• Texts organised and displayed to appeal to reader</li> <li>• Children and staff to recommend books</li> <li>• Reading to child at home promoted</li> </ul>   | <p>their own reading experiences</p> <ul style="list-style-type: none"> <li>• Silent or shared reading each day</li> <li>• Reading aloud and talking about books at home encouraged</li> </ul>   | <p>their own reading experiences</p> <ul style="list-style-type: none"> <li>• Silent or shared reading each day</li> <li>• Reading aloud and talking about books at home encouraged</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils to make recommendations to others</li> <li>• Silent or shared reading each day</li> <li>• Reading aloud and talking about books at home encouraged</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils to make recommendations to others</li> <li>• Book club</li> <li>• Silent or shared reading each day</li> <li>• Reading aloud and talking about books at home encouraged</li> </ul>   |
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>• Carefully chosen texts are used to teach new words each week, in the style of 'Talk Through Stories'</li> <li>• New vocabulary taught through guided reading and phonics sessions</li> <li>• Planned sentence stems and careful vocabulary choices across whole curriculum</li> <li>• Tier 3 words planned and taught through subject discussions.</li> </ul> | <ul style="list-style-type: none"> <li>• 'Talk Through Stories' activities used with carefully chosen texts to teach wider range of vocabulary</li> <li>• Guided reading and individual reading used to extend vocabulary</li> <li>• Planned sentence stems and planned vocabulary teaching across curriculum, and specifically in daily write activities</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary Ninja used to teach the 'word of the day'</li> <li>• Stories carefully chosen to enrich vocabulary, using 'Talk Through Stories' type activities.</li> <li>• Sentence stems and Tier 3 technical vocabulary used across the curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary Ninja used to teach the 'word of the day'</li> <li>• Sentence stems and Tier 3 technical vocabulary used across the curriculum</li> <li>• Spelling activities used to extend vocabulary knowledge and understand word roots and etymology</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary Ninja used to teach the 'word of the day'</li> <li>• Sentence stems and Tier 3 technical vocabulary used across the curriculum</li> <li>• Spelling activities used to extend vocabulary knowledge and understand word roots and etymology</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary Ninja used to teach the 'word of the day'</li> <li>• Sentence stems and Tier 3 technical vocabulary used across the curriculum</li> <li>• Spelling activities used to extend vocabulary knowledge and understand word roots and etymology</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary Ninja used to teach the 'word of the day'</li> <li>• Sentence stems and Tier 3 technical vocabulary used across the curriculum</li> <li>• Spelling activities used to extend vocabulary knowledge and understand word roots and etymology</li> </ul> |