



## Reading at Moldgreen 2021-22

Class	Group Reading/Reading Journal	Additional focus	Phonics	Home	Spelling Shed/Reading Eggs	Other
Pre-school		Story time each session	Join in with songs and rhymes each session			Selection of books for children to choose to share with adult, with another child or to look at alone.
N		Reading stories and singing songs 1:1 focus on English goals. Experiences given through outdoor learning.	Phase 1 taught 4 times a week for 10-15 minutes.	Some children begin to take home a book to read during the summer term from the appropriate book level.		Books provided and selected in provision for children to access. Labels on key objects to help learn names and see spellings.
Rec	Start in January for all children. Group reading using phonic book weekly and information on reading is added to the child's individual file.	1:1 reading Daily story time Modelled reading for English texts with discussion. Big Books shared and test discussed and shared. Singing songs daily	2 groups covering phase 2 daily at 9.00am.  Expected to reach end of phase 4 Same day interventions occur.	Children take home a phonics book from September. Children who do not read at home are heard read extra times in school.	All children will receive a log in at the end of the summer term.	Labels on key objects to help learn names and see spellings.
1	3 sessions of 15 minutes – all adult led. Using Collins phonics books: 1 decoding 2 prosody 3 comprehension All based on same book with same adult.	1:1 reading for bottom 20% Story time in class English text shared and reading modelled and guided.	Daily phonics: M,T,W 9.00-9.30 Th 11.30-12 Fri 9.25-9.45 in 3 groups using Little Wandle planning  Expected to reach end of phase 5	Children take home phonic book linked to Little Wandle group reading. Children take home book banded book as well beginning after February half-term for more able.	All children have a log in.	Reading Eggs is accessed by the children at home and at school where possible.

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2	<p><b>CS</b> 4 sessions of 30 minutes One session working with an adult 1 session Spelling Shed 2 sessions independent work on book or reading activity</p> <p><b>LA</b> 4 sessions of 30 minutes – all adult led. Using Collins phonics books: 1 decoding 2 prosody 3 comprehension 4 further comprehension leading to written work All based on same book with same adult.</p>	<p>1:1 reading in class with class teacher or support. Focus on bottom 20%. English text shared and reading modelled and guided.</p>	<p>Daily phonics from 9.00-9.30 in 3 groups using Little Wandle planning. 1 group working on No-Nonsense planning learning advanced spelling patterns.</p>	<p>Children take a colour banded book. Children on phase 5 or lower take a phonics book home to read from their Little Wandle sessions.</p>	<p>All children in higher phonics group have a log in. Children access in class during group reading time. Children on P5 phonics or lower have a reading eggs log in to help catch up reading and phonics understanding.</p>	<p>Story time in class at least 4 times a week.</p>

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3	<p>5 times a week focus on reading journal work and group reading.</p> <p>3 sessions are lessons based around the Reading Domains, one lesson based on unseen text and one session based around non-fiction or poetry.</p>	<p>Class novels</p> <p>Reading modelled during English sessions</p> <p>1:1 reading at least once a week.</p> <p>Reading interventions taking place.</p>	<p>Phase 3 and 5 intervention 4 times a week, following Little Wandle planning.</p> <p>Spelling Strategy sessions – twice a week incorporating No-Nonsense spelling, SPAG and spelling</p> <p>Spelling strategies covered with classes and spelling tests.</p> <p>Reading Eggs used by children struggling with reading and phonics.</p>	<p>Children take home a colour banded book. Once beyond brown then they access the 'Owl Club'. Here they read books covering grey, blue, burgundy and black.</p> <p>Children involved in phonic sessions take home a phonics book to match their phase.</p>	<p>All children have a log in.</p> <p>Children access in class during group reading, reading journal time.</p> <p>Focus children have a reading eggs log in to help catch up reading and phonics understanding.</p> <p>Children in need of reading/phonics support access reading eggs up to 3 times a week</p>	

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<b>4</b>	4 times a week focus on reading journal work and group reading. 3 sessions are lessons based around the Reading Domains, one lesson based on unseen text and one session independent with teacher hearing children read.	Class novels Reading modelled during English sessions Bottom 20% reading at least once a week. Reading interventions taking place.	Spelling Strategy sessions – twice a week incorporating No-Nonsense spelling, SPAG and spelling Spelling strategies covered with classes and spelling tests. Reading Eggs used by children struggling with reading and phonics.	Children take home a colour banded book. Once beyond brown then they access the 'Owl Club'. Here they read books covering grey, blue, burgundy and black.	All children have a log in. Children access in class during group reading, reading journal time. Focus children have a reading eggs log in to help catch up reading and phonics understanding. Children in need of reading/phonics support access reading eggs up to 3 times a week	
<b>5</b>	4 times a week focus on reading journal work and group reading.	Class novels Reading modelled during English sessions Bottom 20% reading at least once a week. Reading interventions taking place.				
<b>6</b>	3 sessions are lessons based around the Reading Domains, one lesson based on unseen text and one session based around non-fiction or poetry.	Class novels Reading modelled during English sessions Bottom 20% reading at least once a week. Reading interventions taking place.				