



Group Reading Policy

Jan 2022- July 2022

<p>Reception</p>	<p>Children are heard read in their groups in line with Little Wandle planning. The children read with an adult three times a week. Information about the child's reading is logged on their reading record kept in school.</p> <p>One session a week, information about the reading is logged in the child's home school reading book.</p> <p>Children then take this book home to read after the three days and it is swapped a week later once an adult in school has introduced the new book and sessions have been completed linked to it.</p>
<p>Y1</p>	<p>Children are heard read in their groups in line with Little Wandle planning, across the year group, not within class groups. The children read with an adult three times a week. <u>Information about the child's reading is logged on their reading record kept in school.</u></p> <p><u>One session a week, information about the reading is logged in the child's home school reading book.</u></p> <p>Children then take this book home to read after the three days and it is swapped a week later once an adult in school has introduced the new book and sessions have been completed linked to it.</p> <p>1:1 reading takes place with the bottom 20% and also with any children of concern. Interventions also pick up on any reading issues the children have. The books used for these sessions will be the phonic book from the Little Wandle planning.</p> <p>Children when deemed appropriate by the class teacher will take home a book banded book to read for pleasure with adults or older siblings at home. <i>Some children will have two school reading record sheets in school, one with their class teacher to record 1:1 reading and one in the classroom where they learn phonics if this is not their normal classroom. Teachers will ensure they check up on these records on a regular basis to ensure they are aware of the child's progress and ability.</i></p>
<p>Y2</p>	<p>Children are divided on phonic ability across the year group. Mr Simeson teaches the children who have completed the phonics programme and have shown they have passed the phonic check prior to entering Y2 or during Y2.. AT the start of the year, Phase 6 was taught and now the children are taught the No-Nonsense spelling programme in line with the spelling programme taught in KS2. Group reading runs with 4 groups on book banded books a level above</p>

where the child is reading independently. Children work with an adult once a week, have 2 sessions where they work independently on tasks about the book linked to the reading domains and they have a session where they access Spelling Shed.

Miss Ashton and support lead group reading sessions linked to the Little Wandle planning in 4 groups. Books are used from the Little Wandle planning and the first three days are in line with the programme. The fourth day the children complete a piece of written work about the book based on the reading domains. Children then take this book home to read after the three days and it is swapped a week later once an adult in school has introduced the new book and sessions have been completed linked to it.

Children when deemed appropriate by the class teacher will take home a book banded book to read for pleasure with adults or older siblings at home.

Information about the child's reading is logged on their reading record kept in school.

One session a week, information about the reading is logged in the child's home school reading book.

1:1 reading takes place with all children so the children working on No-Nonsense also read their book banded book with an adult at least once a fortnight. Hearing children read in class is focused on the bottom 20% and also with any children of concern in the first instance.

Interventions also pick up on any reading issues the children have. The books used for these sessions will be the phonic book from the Little Wandle planning and also may be taken from the additional phonic reading books located in the PPA.

Some children will have two school reading record sheets in school, one with their class teacher to record 1:1 reading and one in the classroom where they learn phonics if this is not their normal classroom.

Teachers will ensure they check up on these records on a regular basis to ensure they are aware of the child's progress and ability.