

Reading Journey – From EYFS to Year 6

Class Reading Journey	Personalised Reading Journey
EYFS (Nursery)	EYFS (Nursery)
<i>Read Write Inc</i>	<i>Read Write Inc Phonics</i>
<ul style="list-style-type: none"> • Individual assessments • Small teaching groups • Assessments of children at each half-term • Catch up phonics groups and individual interventions 	<ul style="list-style-type: none"> • Individual reading (1:1) • Reading to children during story time • Reading books on display for children to pick up and read • Self-selected reading books to take home and share
Reception	Reception
<i>Read Write Inc</i>	<i>Read Write Inc Phonics</i>
<ul style="list-style-type: none"> • Individual assessments • Small teaching groups • Assessments of children at each half-term • Catch up phonics groups and individual interventions (fast track tutoring) 	<ul style="list-style-type: none"> • Individual reading (1:1) • Reading to and with children during story time • Reading books on display for children to pick up and read • 1 x RWI book sent home as a 'learning to read' book • 1 x self-selected 'reading for pleasure' book
Year 1	Year 1
<i>Read Write Inc</i>	<i>Read Write Inc Phonics</i>
<ul style="list-style-type: none"> • Individual assessments • Small teaching groups • Assessments of children at each half-term • Catch up phonics groups and individual interventions 	<ul style="list-style-type: none"> • Individual reading (1:1) • Reading to and with children during story time • Reading books on display for children to pick up and read • 1 x RWI 'learning to read' book • 1 x self-selected 'reading for pleasure' book • Opportunities for pupils to visit the library and self-select books • Daily story sharing time to share stories, high quality texts and learn new vocabulary

<p style="text-align: center;">Year 2</p> <p style="text-align: center;">Read Write Inc</p> <ul style="list-style-type: none"> • Individual assessments • Small teaching groups • Assessments of children at each half-term • Catch up phonics groups and individual interventions • SATs style question focus in Spring 1, Spring 2 and Summer 1 • Once children have reached the 'grey' level on RWI, they move on to RWI's Comprehension Group, where they develop their fluency and comprehension skills (14-week programme) <p style="text-align: center;">Once children have completed the RWI programme (phonics/comprehension), they transition into Accelerated Reader as an assessment tool</p>	<p style="text-align: center;">Year 2</p> <p style="text-align: center;">Read Write Inc Phonics and Comprehension</p> <ul style="list-style-type: none"> • Individual reading (1:1) • Reading to and with children during story time • Reading books on display for children to pick up and read • 1 x RWI 'learning to read' book • 1 x self-selected 'reading for pleasure' book • Opportunities for pupils to visit the library and self-select books • Daily story sharing time to share stories, high quality texts and learn new vocabulary • Introduction to 'Accelerated Reader' <p style="text-align: center;">Once children have completed the RWI programme (phonics/comprehension), they transition into Accelerated Reader as an assessment tool</p>
<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Read Write Inc is still taught if children at this stage need it Once children have completed the RWI programme (grey level /comprehension), they transition into Accelerated Reader as an assessment tool</p> <p style="text-align: center;">The Reading Hour The first 40 minutes</p> <ul style="list-style-type: none"> • Whole class • Adult led • Taught/independent comprehension • Mondays and Fridays are based on the class text • Tuesdays – Thursdays are based on topical themes to create a broad and balanced curriculum • Individual skills taught separately • Adaptive teaching <p style="text-align: center;">The last 20 minutes</p> <ul style="list-style-type: none"> • Whole class text/novel • Reading to, reading with, listening to • Developing vocabulary 	<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Transition from RWI to whole class teaching of reading</p> <ul style="list-style-type: none"> • Individual reading (1:1) • Reading to and with children during story time • Reading books on display for children to pick up and read • 1 x self-selected 'reading for pleasure' book • 1 x Accelerated Reader book selected from the library as an assessment (from ZPD zone) • 1 x RWI book sent home as a reading fluency book (for those who need) • Daily story sharing time to share stories, high quality texts and learn new vocabulary • MIDAS reading strategy used for children who need additional reading support • Reading nooks for pupil's to visit at lunch and play times (either their own library books or teacher recommended reads)
<p style="text-align: center;">Year 4 The Reading Hour</p>	<p style="text-align: center;">Year 4 Freshstarts (RWI) used for non-readers</p>

<p style="text-align: center;">The first 40 minutes</p> <ul style="list-style-type: none"> • Whole class • Adult led • Taught/independent comprehension • Mondays and Fridays are based on the class text • Tuesdays – Thursdays are based on topical themes to create a broad and balanced curriculum • Individual skills taught separately • Adaptive teaching <p style="text-align: center;">The last 20 minutes</p> <ul style="list-style-type: none"> • Whole class text/novel • Reading to, reading with, listening to • Developing vocabulary 	<ul style="list-style-type: none"> • Individual reading (1:1) • Reading to and with children during story time • Reading books on display for children to pick up and read • 1 x self-selected 'reading for pleasure' book • 1 x Accelerated Reader book selected from the library as an assessment (from ZPD zone) • 1 x RWI book sent home as a reading fluency book (for those who need) • Daily story sharing time to share stories, high quality texts and learn new vocabulary • MIDAS reading strategy used for children who need additional reading support • Reading nooks for pupil's to visit at lunch and play times (either their own library books or teacher recommended reads)
<p style="text-align: center;">Year 5 The Reading Hour The first 40 minutes</p> <ul style="list-style-type: none"> • Whole class • Adult led • Taught/independent comprehension • Mondays and Fridays are based on the class text • Tuesdays – Thursdays are based on topical themes to create a broad and balanced curriculum • Individual skills taught separately • Adaptive teaching <p style="text-align: center;">The last 20 minutes</p> <ul style="list-style-type: none"> • Whole class text/novel • Reading to, reading with, listening to • Developing vocabulary 	<p style="text-align: center;">Year 5 <i>Freshstarts (RWI) used for non-readers</i></p> <ul style="list-style-type: none"> • Individual reading (1:1) • Reading to and with children during story time • Reading books on display for children to pick up and read • 1 x self-selected 'reading for pleasure' book • 1 x Accelerated Reader book selected from the library as an assessment (from ZPD zone) • Daily story sharing time to share stories, high quality texts and learn new vocabulary • MIDAS reading strategy used for children who need additional reading support • Reading nooks for pupil's to visit at lunch and play times (either their own library books or teacher recommended reads)
<p style="text-align: center;">Year 6 The Reading Hour The first 40 minutes</p> <ul style="list-style-type: none"> • Whole class • Adult led • Taught/independent comprehension • Mondays and Fridays are based on the class text 	<p style="text-align: center;">Year 6 <i>Freshstarts (RWI) used for non-readers</i></p> <ul style="list-style-type: none"> • Individual reading (1:1) • Reading to and with children during story sharing time • Reading books on display for children to pick up and read • 1 x self-selected 'reading for pleasure' book • 1 x Accelerated Reader book selected from the library as an assessment (from ZPD zone)

- Tuesdays – Thursdays are based on topical themes to create a broad and balanced curriculum
- Individual skills taught separately
- Adaptive teaching
- SATs style question focus in Spring 1, Spring 2 and Summer 1

The last 20 minutes

- Whole class text/novel
- Reading to, reading with, listening to
- Developing vocabulary

- 1 x RWI book sent home as a reading fluency book (for those who need)
- Daily story time to share stories, high quality texts and learn new vocabulary
- MIDAS reading strategy used for children who need additional reading support
- Reading nooks for pupil's to visit at lunch and play times (either their own library books or teacher recommended reads)