How we teach Reading at Temple (*amended to reflect remote learning*)

	Phonics	Comprehension	Guided Reading	English/Topic	Book Talk	Home Reading
NURSERY	Phase 1 phonics taught in keyworker groups daily. Listening area through continuous provision to develop phonics Nursery Rhymes and rhyming – one a week. Rhyme will be recorded on Tapestry to share with parents Summer term move to Phase 2 phonics. Daily video lessons for Phase 1 sent to children on Tapestry – children responded by sending videos back. 'Phonics Play' Games.	Read stories twice a day in Key Worker groups Talk about the stories read every day (3 symbols as a visual que for three comprehension questions) End of day daily Book Talk sent as a video to all children with comprehension questions intertwined.	Taught in groups in the Spring and Summer terms -Pink 1 Books During continuous provision – Delivered through Key-worker D groups. Each child once a week (approx. 10 min) Pink 1 Book videos made – Basic book skills – sent home on Tapestry – one a week. EP delivered staff CPD on Reading Strategies (applied in videos for home reading)	Planning based around a book or stimulus. Different book stimulus each week which forms the basis of all areas and is the driver for planning. Indoor and Outdoor Continuous provision are linked to the book focus from English. One Talk for Write each half term which is a 2 week unit. Vocabulary and visuals will be displayed linked to the book being studied. Daily activities/ videos sent and packs made for parents to collect. Linked to Traditional Tales – different one each week and then Chinese New Year to end Spring A.	Comprehension developed through book talk each day End of day daily Book Talk sent as a video to all children with comprehension questions intertwined. Live author event for World Book Day - Supertato	SABAH – Share a book at home Log-ons created for MyON for all nursery children. Sabah book sent home in initial pack. English Lead presented at Virtual Coffee morning for parents on importance of reading with children and using MyON. School website updated to include links to recommended reads and videos of staff reading books.
RECEPTION	Start with Phase 2 phonics – 6 weeks. Whole class phonics (differentiated through TA focus during teaching input) lots of phase 1 (rhyming - segmenting and blending) into our phonics sessions as they missed lots of this in Nursery. After Christmas start Phase 3. Continuous provision - phonics areas indoors and outdoors – targeted focus activity by adults.	Comprehension skills developed through talking about stories. Begin by using the same three symbols as Nursery following which children will be moved onto 5 comprehension questions which includes retrieval and inference – 5 symbols will be used as visual cues. Book Talk once a day – develop comprehension through this. End of day daily Book Talk sent as a video to all	Guided reading in small groups twice a week (Children in need of further support have GR three times a week with a phonetically decodable text) Book Banded videos made and sent home on Tapestry – two a week. EP delivered staff CPD on Reading Strategies (applied in videos for home reading)	Planning based around a book or stimulus Different book stimulus each week which forms the basis of all areas and is the driver for planning. Indoor and Outdoor Continuous provision are linked to the book focus from English. As well as planning the environment around a book, we use our half termly data to ensure that the gaps in Literacy (reading and writing) and PD (fine motor skills) from Development matters are covered. open ended reading resources in the environment (labels, topical word mats / tricky word mats, named "setting" pictures in small world, magazines and menus in the home corner, recipe books in the mud kitchen etc) so	Comprehension developed through book talk each day – planned for on PPT to cover a reading skill each day and encourage discussion. End of day daily Book Talk sent as a video to all children with comprehension questions intertwined.	Reading book – a book band behind their current PM benchmark sent home. These are changed once a week. Parents sign reading records. Children PM benchmarked in Jan / Easter / Summer Phonics homework weekly MyON introduced- CPD for staff and plugged

	Recap of Phase 2 and Phase 3 videos sent to children daily on Tapestry.	children with comprehension questions intertwined.		reading becomes part of their play even when it isn't adult led One Talk for Write each half term which is a 2 week unit. Vocabulary and visuals will be displayed linked to the book being studied. Some traditional tales to start but then weekly, book-based units linked to whole school themes. Daily videos sent on Tapestry – writing task every day with different grammatical focus. Structure: - Star Words - Read a section of story - Grammar task (jumbled sentences/ extending sentences /improving adjectives) - Write EP delivered EYFS staff CPD on structure.	Live author event for World Book Day - Supertato	with children on Live sessions. English Lead presented at Virtual Coffee morning for parents on importance of reading with children and using MyON. School website updated to include links to recommended reads and videos of staff reading books.

YEAR 1	Daily whole class sessions for 30 minutes. Recap of phonics learning each afternoon if necessary in Spring Additional phonics lessons for children who need (currently unable to due to COVID bubbles) Children formally tested at four data points. Gap analysis used for teachers in Pupil Progress meetings– phonics tracker used and updated. (Currently 50% on track to pass) Phase 5 videos sent to children daily on Tapestry. Differentiated – BA children receiving Phase 3. Phonics screen planned for return to school – GAP analysis and reteach. DL and Phonics Lead presented at Virtual Parents Coffee morning to promote and explain Phonics. Phonics PPTs for all phonemes uploaded to school website for parents to use at home.	Reading strategies embedded – displayed and referred to when teaching reading. Developed through guided reading sessions and reading skills taught across the curriculum. Staff trained to deliver FFT interventions in the afternoon with children reading in lowest 20% Comprehension in Book Talk and Guided Read videos – modelled use of reading strategies. English has retrieval focus in videos, too.	Progressive book banded books from Pink to Lime band used for Guided reading - Engage Literacy and PM Books purchased 2019/20. Guided reading takes places daily – 20 minutes in groups of 6. Every pupil is heard reading at least twice a week by a teacher in guided reading (children who were below GLD at the end of Reception will be heard at least three times a week). Weekly Book Banded videos sent to children on Class Dojo – moving to weekly Live Guided Reads in groups of 6 after Half Term.	Follow whole school writing cycle which starts with a book and linked wherever possible to science or project to enable reading skills across the curriculum. 2 groups would be writing at a time while others have table-top continuous provision linked to the book, their phonics and their handwriting. Every child has one guided writing session with an adult and one independent each week. Shorter units created to focus on key skills and make some lessons more stand-alone (Grammar x3 building to applying in writing). Opportunities given for regular reading. Cross curricular links between English and History / Science.	Daily for 20 minutes – children hear stories being read to them followed by discussion of what has been read though key comprehension questions Daily Book Talk videos sent to children. Live author event for World Book Day - Supertato	Progressive book banded books from Pink to Lime band used for Home reading – a book band behind their current PM benchmark sent home. Children PM benchmarked in Jan / Easter / Summer Each child is expected to read 3 times a week – recorded in their reading journals. Home reading books changed at least twice a week. Children also have access to the reading for library and take a book from this home. Class reading challenge in place- reader of the week raffle MyON introduced- CPD for staff and plugged with children on Live sessions. English Lead presented at Virtual Coffee morning for parents on importance of reading with children and using MyON. School website updated to include links to recommended reads and videos of staff reading books.
YEAR 2	Daily phonics teaching for those children who did not pass the phonics test in Year 1 65% passed resit of missed Year 1 test: Autumn B (This year has been whole class phonics to catch up) Daily spelling videos sent on class Dojo	Children given an opportunity daily to take a quiz using Accelerated Reader to test comprehension Reading strategies embedded. Developed through guided reading sessions and reading skills taught across the curriculum.	Whole class guided reading session once a week to teach comprehension skills A group a day out with the class teacher during Book Talk for Guided Read at their PM book banded level. 2 x Weekly Book Banded videos sent to children on Class Dojo – moving to	Follow whole school writing cycle which starts with a book and is supplemented with extracts and texts of a similar theme or genre. Linked wherever possible to science or project to enable reading skills across the curriculum Shorter units created to focus on key skills and make	Daily for 20 minutes – children hear stories being read to them followed by discussion of what has been read though key comprehension questions Reading Champion used for peer recommendation, motivation and pupil voice around reading	Star Reader tests taken each half term for teachers to gain a book level (ZPD range) for children working at orange or turquoise or above. Tracker to link Book bands to AR Book Levels tracked half termly. Accelerated Reader and MyOn, linked together for home reading at an accurate level.

		Staff trained to deliver FFT interventions in the afternoon with children reading in lowest 20% 3 Comprehension lessons per week – one in English (of model text) and two Guided Read sessions. Strategies and skills modelled.	weekly Live Guided Reads in groups of 6 after Half Term.	some lessons more stand-alone (Grammar x3 building to applying in writing). Opportunities given for regular reading. Cross curricular links between English and History / Science. .	Daily Book Talk videos sent to children. Live author event for World Book Day - Supertato	Children given an opportunity daily to take a quiz using Accelerated Reader to test comprehension Pink to Lime band used for Home reading - Each child is expected to read 3 times a week – recorded in their reading journals. Home reading books changed twice a week. Class reading challenge in place- reader of the week raffle MyON introduced- CPD for staff and plugged with children on Live sessions. English Lead presented at Virtual Coffee morning for parents on importance of reading with children and using MyON. School website updated to include links to recommended reads and videos of staff reading books.
LKS2	Assertive mentoring used to identify gaps in learning Small group interventions for children who don't pass the re-sit of the KS1 phonics. Replaced spellings on homework All 34 chn have been retested and 18 passed (18/34) Daily spelling videos sent on class Dojo BA children set activities in portfolios	Diagnostic testing and QLA used together with PIXL therapies to teach whole class/focus groups the identified gaps. Children given an opportunity daily to take a quiz using Accelerated Reader to test comprehension Comprehension skills developed through book talk Guided reading sessions Vimeo lessons created and sent to children daily	Daily whole class Guided Reading - 30 minutes Weekly Structure: - **Access** (Book knowledge and cultural capital) - **Process** (decoding / vocabulary) - **Strategy** (Taught and modelled reading skill) - **Comprehend** (Practise the skill) - **Go deeper** (Wider application) Structure of whole class reading continued into remote learning – Staff CPD x2 including sharing of best practice – modelling.	Reading texts linked to guided reading. Follow whole school writing cycle which starts with a book and is supplemented with extracts and texts of a similar theme or genre. Linked wherever possible to science or project to enable reading across the curriculum. Links made between whole class Guided Reading lessons and English – text types and genres linked together. Shorter units created to focus on key skills and make some lessons more stand-	Daily for 15 minutes – children hear stories being read to them followed by discussion of what has been read though key comprehension questions. PIXL Unlock Vocabulary App used on the Ipads on a carousel basis Reading Champion used for peer recommendation, motivation and pupil voice around reading Daily Book talk recorded and sent to children.	Accelerated Reader and MyOn, linked together for home reading at an accurate level. Star Reader tests taken each half term for teachers to gain a book level (ZPD range). Tracker to link Book bands to AR Book Levels tracked half termly. Children given an opportunity daily to take a quiz using Accelerated Reader to test comprehension Reading comprehension given for homework to consolidate the learning from the guided reading sessions. Class reading challenge in place- reader of the week raffle

			Vimeo lessons created and sent to children daily. Book Club for 10 BA reader to start after Half Term (SK)	alone (Grammar x3 building to applying in writing). Opportunities given for regular reading.	Live author session 'Remote Reading Event' with David Baddiel for KS2 World Book Day Live author events through Manchester Libraries.	yON introduced- CPD for staff and plugged with children on Live sessions. English Lead presented at Virtual Coffee morning for parents on importance of reading with children and using MyON. School website updated to include links to recommended reads and videos of staff reading books.

UKS2		Diagnostic testing and QLA used together with PIXL therapies to teach whole class/focus groups the identified gaps. Children given an opportunity daily to take a quiz using Accelerated Reader to test comprehension Comprehension skills developed through book talk Staff trained to deliver Inference interventions where needed Y6 children identified for intervention from Autumn baseline data Year 5: Vimeo lessons created and sent to children daily Year 6: Vimeo lessons created and sent to children daily – live Q&A to model answers. In February, moved to Live Reading lesson on Monday with follow up tasks during the week.	Whole class sessions daily for 30 minutes. Weekly Structure: - **Access** (Book knowledge and cultural capital) - **Process** (decoding / vocabulary) - **Strategy** (Taught and modelled reading skill) - **Comprehend** (Practise the skill) - **Go deeper** (Wider application) Structure of whole class reading continued into remote learning – Staff CPD x2 including sharing of best practice – modelling. Year 5: Vimeo lessons created and sent to children daily. Book Club for 10 BA reader to start after Half Term (SK) Year 6: Vimeo lessons created and sent to children daily – live Q&A to model answers. In February, moved to Live Whole Class Reading lesson on Monday with follow up tasks during the week. Daily Live Book Club for 10 BA children.	Reading texts linked to guided reading. Follow whole school writing cycle which starts with a book and is supplemented with extracts and texts of a similar theme or genre. Linked wherever possible to science or project to enable reading across the curriculum. Links made between whole class Guided Reading lessons and English – text types and genres linked together. Shorter units created to focus on key skills and make some lessons more stand-alone (Grammar x3 building to applying in writing). Opportunities given for regular reading.	Daily for 15 minutes – children hear stories being read to them followed by discussion of what has been read though key comprehension questions. Reading Champion used for peer recommendation, motivation and pupil voice around reading Daily Book talk recorded and sent to children. Year 6 – Live Book Talk with all children. Live author session 'Remote Reading Event' with David Baddiel for KS2 World Book Day Live author events through Manchester Libraries.	Accelerated Reader and MyOn, linked together for home reading at an accurate level. Star Reader tests taken each half term for teachers to gain a book level (ZPD range) Tracker to link Book bands to AR Book Levels tracked half termly. Children given an opportunity daily to take a quiz using Accelerated Reader to test comprehension Class reading challenge in place-reader of the week raffle MyON introduced- CPD for staff and plugged with children on Live sessions. English Lead presented at Virtual Coffee morning for parents on importance of reading with children and using MyON. School website updated to include links to recommended reads and videos of staff reading books.