

	What	Phonics	Whole Class teaching of reading strategies and vocabulary	Explicit fluency instruction	Matched books (matching sounds / stage)	Assessment	Catch Up	Reading for pleasure	Adults modelling reading <u>to</u> children
	<b>Children at HPPS...</b>	<b>Crack the phonetic code</b>	<b>Comprehend what they read</b>	<b>Read with accuracy, automaticity and prosody</b>	<b>Read books accurately matched to their age and stage</b>	<b>Keep up</b>	<b>Catch up quickly</b>	<b>Love reading</b>	<b>Know what great reading looks and sounds like</b>
<b>N</b>	Children in nursery develop speaking and listening skills which lay the foundations for the phonic work which starts in Phase 2. Children are attuned to the sounds around them and begin to develop oral blending and segmenting skills.	<b>Unlocking Letters and Sounds (Phase 1)</b> , daily 10.50am	Daily opportunities through song, rhyme, story and music to develop skills in auditory discrimination, auditory memory and sequencing and developing vocabulary and language comprehension.		Children take home a library book weekly and a phase 1 phonics book.	Ongoing observation and assessment using the EYFS framework.	Small group interventions (phonics and talk boost).	Time daily for teachers to read aloud to children (2.45pm) and for high-quality core books to be shared (throughout continuous provision).  See EYFS literature spine.	Adults use reading for pleasure time daily.
<b>R</b>	Children in reception are taught the 44 phonemes through rapid immersion and frequent	<b>Unlocking Letters and Sounds (ULS) (phonics progression document)</b>	Children are exposed to a range of carefully selected texts to develop their oracy, vocabulary and	Guided reading is used in Reception and Year 1 to practise decoding, reading for meaning and	Children read books matched to the phonics phase being taught.  A familiar	Children in Reception are assessed twice a term using the <b>ULS phonics assessment</b> .	Daily 1 minute interventions support individuals who have been identified as needing to catch up	Time daily for teachers to read aloud to children (3.00pm) and for high-quality core books to be shared.	Adults use reading for pleasure time daily.

	<p>practice. Graphemes are taught and practised concurrently.</p> <p>Children in reception practise and apply their emerging phonic skills through regular reading.</p>	Daily 30 minute phonic lessons, whole class at 11.00am.	comprehension. These books are embedded in provision through activities and story sessions. Children begin to internalise new vocabulary, language patterns and begin to retell stories.	building fluency.	<p>decodable book and common exception words are sent home to support children to develop fluency and prosody.</p> <p><b>Phonic readers: Big Cat and Ransom reading books are used.</b></p> <p>Children also take home one library book to be read with an adult. This is to encourage a love of reading.</p>	<p>This identifies the phonemes that are unknown, their ability to blend and the common exception words they still need to learn.</p> <p>Ongoing assessments are kept in reading logs from guided reading sessions.</p>	<p>through the <b>ULS phonics assessment.</b></p> <p>First 20% and those children who do not read at home read 2x a week with an adult.</p>	See EYFS literature spine.	
<b>Y1</b>	<p>Children in Year 1 are taught the 44 phonemes through rapid immersion and frequent practice. Graphemes are taught and practised concurrently.</p> <p>Children in Year 1, practise and apply their emerging phonic skills through regular reading.</p>	<p><b>Unlocking Letters and Sounds (ULS) (phonics progression document)</b></p> <p>Daily 30 minute phonic lessons.</p> <p>Y1 whole class at 9.00am</p>	<p>A discrete reading lesson following the CUSP curriculum is taught 3x a week.</p>	<p>Guided reading is used in Year 1 to practise decoding, reading for meaning and building fluency.</p> <p>CUSP reading lessons include a specific focus on the teaching of fluency and opportunities to practise.</p>	<p>Children read books matched to the phonics phase being taught.</p> <p>A familiar decodable book and common exception words are sent home to support children to develop fluency and prosody.</p> <p><b>Phonic readers: Big Cat and Ransom reading books are used.</b></p>	<p>Children in Year 1 are assessed twice a term using the <b>ULS phonics assessment.</b></p> <p>This identifies the phonemes that are unknown, their ability to blend and the common exception words they still need to learn.</p> <p>Ongoing assessments are kept in reading logs from guided</p>	<p>Daily 1 minute interventions support individuals who were either not secure in phonics sessions OR have been identified as needing to catch up through the <b>ULS phonics assessment.</b></p> <p>Identified children receive an additional phonics lesson daily.</p> <p>First 20% and those</p>	<p>Time daily for teachers to read aloud to children and share high quality texts from the CUSP literature spine and the year group library.</p>	<p>Adults use reading for pleasure time daily.</p> <p>Modelled reading opportunities are also maximised across the curriculum (e.g. model texts in CUSP writing).</p>

					In addition to their levelled or decodable books, children choose from a range of books in their year group libraries to share at home.	reading sessions.  Phonics screening takes place in Y1.	children who do not read at home read 3x a week with an adult.		
<b>Y2</b>	<p>Children in year 2 practise and apply their decoding, comprehension and fluency skills .</p> <p>At this stage many children will be reading longer and less familiar texts independently and with increasing fluency.</p> <p>The shift from learning to read to reading to learn takes place and children read for information and for pleasure.</p> <p>Our aim is for children to be fluent readers by the end of Y2.</p>	<p>Daily phonics session (in the autumn term) <b>ULS (phase 5a spelling recap onwards).</b></p> <p>In the Spring term:</p> <ul style="list-style-type: none"> <li>• 3x phonics sessions</li> <li>• 2x fluency sessions</li> </ul>	<p>Daily whole class <b>CUSP reading</b> lesson (4x weekly) following the <b>CEEAAC model.</b></p>	<p>Guided reading is used as a transition between fully phonetically decodable books and levelled books.</p> <p>CUSP reading lessons include a specific focus on the teaching of fluency and opportunities to practise.</p>	<p>Phonic readers continue to be used up to <b>ULS phase 5.</b> Guided reading continues until this point.</p> <p>Once secure in phonics, children begin a supported transition towards 'free reading'. Children will start on Turquoise books and by the end of Year 2, children should be securely reading Silver books.</p> <p>Once they move to levelled books, 1:1 reading is used to ensure pupils continue to make progress. Children read 1:1 at least once per fortnight.</p> <p>In addition to their</p>	<p>When children begin reading levelled books, adults use PiXL prosody checks and running records to assess pupils' fluency and ensure children are reading a text accurately matched to their current reading ability.</p> <p>Children who are not secure in the phase 5 phonics are assessed twice a term using the <b>ULS phonics assessment</b> and remain reading phonics decodable books.</p> <p>Y2 reading SAT.</p> <p>Phonics screening check for those children who did</p>	<p>Decodable books continue to be used for any children who are not secure in phase 5.</p> <p>Where appropriate, these children may receive additional small group phonics lessons (5x weekly for those who are not ARE)</p> <p>They also receive daily 1 minute ULS interventions based on the specific knowledge or skills identified from their ULS assessments.</p> <p>Children continue to learn to read common exception words.</p> <p>First 20% and those children who do</p>	<p>Time daily for teachers to read aloud to children and share high-quality books from the CUSP literature spine and year group libraries</p>	<p>Adults use reading for pleasure time daily.</p> <p>Teachers model what excellent reading looks and sounds like through the fluency part of the daily CUSP reading lesson. This gives children the opportunity to hear and unpick what a good, fluent reader does when they read.</p> <p>Modelled reading opportunities are also maximised across the curriculum (e.g. model texts in CUSP writing).</p>

					<p>levelled or decodable books, children choose from a range of books in their year group libraries to share at home.</p> <p>Once children are fluently reading Silver books, they choose books from their year group library.</p>	<p>not meet the standard of the check at the end of year one.</p> <p>Summative assessments take place twice a year in line with national curriculum objectives.</p>	<p>not read at home read 3 x a week with an adult.</p>		
Y3	<p>Children in Y3 practise and apply their comprehension and fluency skills through regular independent reading and develop their skills in whole class reading lessons.</p>	<p>3x phonics lessons weekly (autumn term) <b>ULS phase 5b.</b></p>	<p>Daily whole class <b>CUSP reading lesson</b> following the <b>CEEAAC model.</b></p>	<p>CUSP reading lessons include a specific focus on the teaching of fluency and opportunities to practise.</p>	<p>Where children are not yet secure in phase 5 phonics, decodable books continue to be used. Guided reading supports their progress.</p> <p>Once secure in phonics, children begin a supported transition towards 'free reading' by choosing levelled reading books from Turquoise to Silver.</p> <p>Children on levelled books also choose a book from their year group library to share at home.</p>	<p>When children begin reading levelled books, adults will use PiXL prosody checks to ensure fluency continues to strengthen.</p> <p>Running record checks are used to determine a child's level of fluency when reading levelled books.</p> <p>Children who are not yet secure in phase 5 are assessed twice a term using the <b>ULS phonics assessment</b> and remain reading</p>	<p>Children who have not yet cracked the phonetic code receive additional phonics teaching daily and daily phonics intervention. Children are identified through the ULS assessment.</p> <p>These children will receive reading intervention from our reading support teacher</p> <p>Activities during the whole class CUSP reading session are adapted and scaffolded as</p>	<p>Time daily for:</p> <ul style="list-style-type: none"> <li>Adults to read 1:1 with children (all children read with at least once a fortnight)</li> <li>Children not reading with an adult complete PiXL 3 in 3 activities or read independently</li> <li>Teachers to read aloud to children (CUSP core texts)</li> </ul>	<p>Teachers model what excellent reading looks and sounds like through the fluency part of the daily CUSP reading lesson. This gives children the opportunity to hear and unpick what a good, fluent reader does when they read.</p> <p>Modelled reading opportunities are also maximised across the curriculum (e.g. model texts in CUSP writing).</p>

					Once children are fluently reading Silver books, they choose from a range of books in their year group libraries.	phonics decodable books. These children will receive reading intervention from our reading support teacher.  Y3 PiXL assessments are used 3x per year.	needed.  First 20% and those children who do not read at home read 3 x a week with an adult.		
<b>Y4 - 6</b>	Children in Y4 to Y6 develop their comprehension and fluency skills through whole class reading lessons and regular independent reading.	<i>See Catch Up section</i>	Daily whole class <b>CUSP reading</b> lesson following the <b>CEEAAC model</b> .	CUSP reading lessons include a specific focus on the teaching of fluency and opportunities to practise.	Children may still be on their transition towards 'free reading' by choosing levelled reading books from Turquoise to Silver.  Children on levelled books also choose a book from their year group library to share at home.  Once children are fluently reading Silver books, they choose from a range of books in their year group libraries.	Running record checks are used to determine a child's level of fluency when reading levelled books.  Adults will use PiXL prosody checks to ensure fluency continues to strengthen.  Y4-5 PiXL assessments 3x yearly.  Y6 Mock SATs and Pixl Assessments.  End of Y5 and throughout Y6 - Pixl Reading Speeds.  Y6 reading SAT Term 5.	First 20% and those children who do not read at home read 3 x a week with an adult.  Children who are not yet secure in phase 5 phonics or reading Silver texts fluently receive reading intervention from our reading support teacher.	Time daily for: <ul style="list-style-type: none"> <li>Adults to read 1:1 with children (all children read with at least once a fortnight)</li> <li>Children to complete PiXL 3 in 3 activities</li> <li>Children to read independently</li> <li>Teachers to read aloud to children (CUSP core texts)</li> </ul> Teachers use this time to suggest books that children may consider reading from the	Teachers model what excellent reading looks and sounds like through the fluency part of the daily CUSP reading lesson. This gives children the opportunity to hear and unpick what a good, fluent reader does when they read.  Modelled reading opportunities are also maximised across the curriculum (e.g. model texts in CUSP writing).

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