

	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
	<i>Children at HPPS...</i>	<i>Crack the phonetic code</i>	<i>Comprehend what they read</i>	<i>Read with accuracy, automaticity and prosody</i>	<i>Read books accurately matched to their age and stage</i>	<i>Keep up</i>	<i>Catch up quickly</i>	<i>Love reading</i>	<i>Know what great reading looks and sounds like</i>
N	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.	Unlocking Letters and Sounds (Phase 1) , 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 CUSP Storytime spine.	Adults use reading for pleasure time daily.
R	Children in reception are taught the 44 phonemes through rapid immersion and frequent	Unlocking Letters and Sounds (ULS) (phonics progression document)	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 ULS phonics assessment .	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. This must be best fit and should be at 95% accuracy.</p> <p>Phonic readers: Big Cat and Ransom reading books are used.</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 ULS phonics assessment.</p> <p>First 20% and those children who do not read at home will read regularly with an additional in school.</p>	See CUSP Storytime spine.	
Y1	<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</p>	<p>Unlocking Letters and Sounds (ULS) (phonics progression document)</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. This must be best fit and should be at 95% accuracy.</p>	<p>Children in Year 1 are assessed twice a term using the ULS phonics assessment.</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</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 ULS phonics assessment.</p> <p>Identified children receive an additional phonics</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>

	reading.				<p>Phonic readers: Big Cat and Ransom reading books are used.</p> <p>In addition to their decodable books, children choose from a range of books in their year group libraries to share at home.</p>	<p>assessments are kept in reading logs from guided reading sessions.</p> <p>Phonics screening takes place in Y1.</p>	<p>lesson daily.</p> <p>First 20% and those children who do not read at home will read regularly with an additional in school.</p>		
Y2	<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</p>	<p>Daily phonics session (in the autumn term) ULS (phase 5a spelling recap onwards).</p> <p>In the Spring term:</p> <ul style="list-style-type: none"> • 3x phonics sessions • 2x fluency sessions 	<p>Daily whole class CUSP reading lesson (4x weekly) following the CEEAAAC model.</p>	<p><i>Guided reading is used as a transition between fully phonetically decodable books and early free reading books.</i></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 ULS phase 5. Guided reading continues until this point.</p> <p>Once secure in phonics, children begin a supported transition towards ‘free reading’. Children will start access books in the early free reading section. CT will ensure books are appropriately matched.</p> <p>Once they move to early free reading books, 1:1 reading is used to ensure pupils continue to</p>	<p>When children begin reading early free reading books, adults use PiXL prosody checks to guide their assessment of 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 ULS phonics assessment and remain reading phonics decodable books.</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</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>

	the end of Y2.				<p>make progress. Children read 1:1 at least once per fortnight.</p> <p>In addition to their early free reading 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 books from the early free reading section, they choose books from their year group library.</p>	<p>Y2 reading SAT.</p> <p>Phonics screening check for those children who did 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>common exception words.</p> <p>First 20% and those children who do not read at home will read regularly with an additional in school.</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><i>Where children in year three have significant gaps in their phonics knowledge and are still working on decodable books, they have daily phonics sessions during reading lessons.</i></p> <p><i>Daily interventions are in place for those children not</i></p>	<p>Daily whole class CUSP reading lesson following the CEEAAAC model.</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.</p> <p>Once secure in phonics, children begin a supported transition towards 'free reading' by choosing early free reading books.</p>	<p>When children begin reading early free reader books, adults will use PiXL prosody checks to ensure fluency continues to strengthen.</p> <p>Children who are not yet secure in phase 5 are assessed twice a term using the ULS phonics</p>	<p>Children who have not yet cracked the phonetic code receive additional phonics teaching throughout the week and daily phonics ULS interventions.</p> <p>Children are identified through the ULS assessment.</p>	<p>Time daily for:</p> <ul style="list-style-type: none"> Adults to read 1:1 with children (all children read with at least once a fortnight) Teachers to read aloud to children (CUSP core texts) 	<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</p>

		<i>secure in phase 5.</i>			<p>Children on early free reader books also choose a book from their year group library to share at home.</p> <p>Once children are fluently reading books from the early free reading library as judged by CT, they choose from a range of books in their year group libraries.</p>	<p>assessment and remain reading phonics decodable books.</p> <p>Y3 PiXL assessments are used 3x per year.</p>	<p>Activities during the whole class CUSP reading session are adapted and scaffolded as needed.</p> <p>First 20% and those children who do not read at home will read regularly with an additional in school.</p>		opportunities are also maximised across the curriculum (e.g. model texts in CUSP writing).
Y4 - 6	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 CUSP reading lesson following the CEEAAAC model .	<p>CUSP reading lessons include a specific focus on the teaching of fluency and opportunities to practise.</p>	<p>Children may still be on their transition towards 'free reading' by choosing early free reading books/hi-lo books as appropriate.</p> <p>Children on early free reading books also choose a book from their year group library to share at home.</p> <p>Once children are fluently reading in this section as judged by the CT, they choose from a range of books in</p>	<p>Adults will use PiXL prosody checks to inform teacher judgement to ensure fluency continues to strengthen.</p> <p>Y4-5 PiXL assessments 3x yearly.</p> <p>Y6 Mock SATs and Pixl Assessments.</p> <p>End of Y5 and throughout Y6 - Pixl Reading Speeds.</p> <p>Y6 reading SAT Term 5.</p>	<p>First 20% and those children who do not read at home will read regularly with an additional in school.</p> <p>Any children who are not yet secure in phase 5 phonics or early free reading books will receive additional as required.</p>	<p>Time daily for:</p> <ul style="list-style-type: none"> Adults to read 1:1 with children (all children read with at least once a fortnight) Children to complete PiXL 3 in 3 activities Children to read independently Teachers to read aloud to children (CUSP core texts) 	<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>

					their year group libraries.			Teachers use this time to suggest books that children may consider reading from the year group core texts.	
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