

Reading Journey at Brabin’s School

June 2025

	How we learn to read, reading experiences and reading for pleasure opportunities	Additional Reading Support	How teachers assess
Pre-School	<ul style="list-style-type: none"> Phonics – Daily phonics sessions teaching phase 1. What is happening? Early reading picture cards- 1:1 regular timetabled sessions. Key texts relating to topics. Busy bags – Bags containing puppets/objects/masks from stories for the children to re-tell the stories. Nursery Rhyme of the week. Poetry texts are included in the planned ‘Story of the Week’ sessions Daily story time using a range of texts. Access to reading corner with a range of fiction and non-fictions books that children can look at with their friends and independently. A range of fiction and non-fictions books in all areas of provision. For example, books about building in the construction area. Reading role models, children from year 5 and 6 timetabled sessions to read to pre-school children. Opportunities to visit the library for class story time and to explore a tang of books independently with staff or peers. Wow Words display – to display any wow words or new words the children have learnt. Encouraging children to extend their vocabulary. Introduction of a ‘Borrowing Library’ – 2025/2026 	<ul style="list-style-type: none"> Continuous provision access to reading/phonics activities. 1:1 and small phonic group work. 	<ul style="list-style-type: none"> Complete on entry baseline assessment in first half of autumn term. <ul style="list-style-type: none"> Half termly EYFS tracker completed and shared with Head teacher. Observations in continuous provision and group work. <ul style="list-style-type: none"> 2-year progress checks.
EYFS	<ul style="list-style-type: none"> Phonics – Recap Phase 1 Teach Phase 2, 3 and 4 daily phonic lessons. Hear children read regularly using books linked to our phonic phases. Author studies with a range of authors and texts such as Nick Butterworth. Have a range of different books using high level vocabulary. Books from Author studies displayed in Reading areas. Guided reading sessions with books linked to Phonic phases. Poetry basket resources -learning a new poem every half term. Daily story time using a range of texts. Vocabulary jar – children can add wow words to the jar and model the meaning. Word of the Day Reading role models - children from year 5 and 6 read stories to Reception. Access to Reading corner and reading den with a range books that children can look at with their friends and independently. Visits to the library where children can take books home weekly. Opportunities to visit the library for class story time. Elmer cards - children take them home with a range of tricky and decodable words to practice. We build on them at school and they can be ticked off and new words added. Letter wallets – cards with phase 2 and 3 graphemes and diagraphs on to practise at home for example word building and flashcards. Parental involvement – every September, a Phonics information session is held for parents to model how Phonics and reading are taught and how they can support their child at home. Shared learning on the school website modelling ‘Fred talk’ and pronunciation of each sound. Outdoor reading boats - children share and read books together developing their pleasure for reading in ‘boats’. Nuffield Early Language Programme 	<ul style="list-style-type: none"> 1:1 and small Phonic group work. <ul style="list-style-type: none"> Additional reading. Small guided reading group sessions. Continuous provision access to reading/phonics activities. <ul style="list-style-type: none"> ISP targets – using phonic flashcards and games. 	<ul style="list-style-type: none"> Complete on entry baseline assessment in first half of autumn term. <ul style="list-style-type: none"> Half termly EYFS tracker completed and shared with Head teacher. Hearing children read regularly. Complete Phonic assessments at the end of each phase. Notes made throughout the phase and support given. Guided reading assessments. <ul style="list-style-type: none"> Observations in continuous provision and group work. Pivats assessment trackers.
Y1/2	<ul style="list-style-type: none"> Well planned and structured phonics programme that supports pupils’ progression through the different phases. Guided reading books matched to the current phonics phase, allowing children to practise and apply their learning. Class novels and shared reading sessions with quality texts and a range of genres. Lessons are planned that include elements of: <ul style="list-style-type: none"> -reading out loud to an audience - paired reading - echo reading to focus of reading fluency - focussing on HFW/current phonics work 	<ul style="list-style-type: none"> 1:1 additional reading with an adult Individual phonics intervention, supporting children with targeted work to improve GPCs and blending skills. Precision teaching to target specific GPCs or the recognition of high frequency words. Fast Track Phonics programme targeting children who need additional support after Phonics 	<ul style="list-style-type: none"> Phonic phase assessments Review sessions built into every lesson and at interim points throughout the phases Running records to assess reading accuracy and speed. Y1 Reading accuracy Y1 tracking sheets Guided reading feedback sheets Use of Lancashire domain questions during guided sessions.

	<p>- focussing on understanding vocabulary (Magpie new vocabulary/wordhippo)</p> <ul style="list-style-type: none"> • Hot seating, Magic Mirror to understand settings/characters • Starting with a hook to engage the children with a new text • Guided Reading sessions with a clear focus • Use of books/texts to support learning objectives in the wider curriculum. • Working wall that supports children’s learning around word reading/texts. • Tricky words displayed in the classroom • Videos to support parents with reading at home produced for the website. Children demonstrating oral blending and pronunciation. • Collections of books regularly added to the book corner/classroom with an author or theme focus • Positive Reading role models – the children read to a Y5/6 child twice a week • Story time at the end of the day • Use of bookmarks to support parents listening to their children at home • School library visits • Performances of poems/stories shared on Facebook/website to celebrate and share with families and community • Regular reading comprehensions 	<p>Screening Check (Max 14 weeks 3 X 20 minute sessions a week)</p> <ul style="list-style-type: none"> • Reading Fluency Book • Y2 Homework Club • Alphabet Arc • Reading Eggs 	<ul style="list-style-type: none"> • Tracking of reading progress through phonic phases and then book bands. • Use of appropriate reading comprehensions • Use of Lancashire Key Learning documents • End of KS1 Teacher Assessment Framework • Phonics Tracker • NFER tests • PIVATS <p><u>National Assessments</u> Y1 – Phonics Screening Check Y2 – SATS Reading Papers</p>
Y3/4	<ul style="list-style-type: none"> • Guided reading used to challenge pupils through questioning. Groups access 1-2 sessions weekly. Sessions linked to English units studied. • Reading across the curriculum (selected texts to link to topic) • Classroom reading corner • Class novel read at least daily (half termly, covering a range of genres) • Our favourite books display (introduced January 2022) • Reading detectives and Nelson comprehension books (one comprehension completed or biweekly) • Cross curricular texts used to challenge, often selected from the school library and displayed in the reading corner • Vocabulary weekly word challenge • Library reading books (Timetabled library session with the opportunity for the children to read the books during the school day) • Lancashire Library reading shelf. These are books that the children have selected from the mobile library. • Working walls that encourage a varied vocabulary. • Literacy Shed videos developing inference, prediction and other reading skills. • Reading targets targeted at individual children set when required and met. These are constantly reviewed. • Author focus linked to class novel. • Daily reading opportunities either class novel or other book (i.e., picture books) 	<ul style="list-style-type: none"> • Hi Lo (additional intervention for comprehension for identified pupils) • Extra reading with TA and teacher (1 to 1) at least 3 times a week for children requiring extra support • Bounce Back Phonics intervention • Reading lists (statutory) • Differentiation using teaching strategies and approaches from previous year groups for SEN. • Precision teach (additional daily intervention for reading and spelling for identified pupils) • NTP (National Tutoring programme) For Pupil Premium linked to reading and grammar. 	<ul style="list-style-type: none"> • Reading comprehensions i.e. reading detectives/Nelson • Running Reading record (half termly assessment, assessing accuracy and fluency) • Termly reading comprehension tests • Guided reading weekly sessions in small groups. • Half termly and termly trackers • NFER assessments • Phonics Tracker
Y5/6	<ul style="list-style-type: none"> • Half-termly class novel covering a range of genres which are read daily. Novels are the basis of our entire curriculum topics e.g The Explorer when covering The Amazon • Challenging shared texts in whole class sessions e.g Shakespeare (Macbeth and Sonnets) • Guided Read opportunities linked to English units as well as opportunities to develop exam technique through practice. Groups access between 1 and 3 guided reading sessions per week • Discrete lessons linking to reading skills e.g response to reading through Literacy Shed videos • Encouraging use of reading vocabulary and displaying on working walls e.g retrieval and inference • Twice monthly reading comprehensions linking to English unit (Nelson and Reading Detectives) • Access to a range of reading for pleasure texts e.g library, magazines and newspapers. Daily reading opportunities. • Fantastic Book Awards Projects: reading a range of novels and voting for their favourites as a class • Role of Year 5/6 librarians to promote reading and organising projects for younger pupils • Reading role models: listening to Year 1/2 pupils reading once weekly and opportunities to read a story to Pre-school and Reception pupils 	<ul style="list-style-type: none"> • Fresh Start additional guided read sessions (TA led) twice weekly for 20 minutes • Precision teaching: recall of statutory reading lists for KS1, Y3/4 and Y5/6 daily for 5 minutes • 1:1 additional reading for pupils on the SEN register of in receipt of Pupil Premium funding: once/ twice weekly for 5 minutes • Hi Lo reading cards: designed to improve reading comprehension skills- twice weekly for 5 minutes • Pupil Premium reading skills support: designed to target pupils working at age related expectations with the potential to be working at greater depth- twice weekly for 15 minutes • Catch up phonics interventions, where appropriate e.g bounce back phonics • SEN support plan targets- termly (shared with parents) 	<p>-Guided read observations -Reading comprehensions -Response to reading in English books -Running reading records to monitor pupils’ reading speed per minute -Practice formal test situations at least once termly (Y6 twice termly) -Use of group guided read targets (displayed in the classroom and referred to in sessions). -PIVATS for pupils with significant SEN -Use of Lancashire key learning documents and end of key stage statutory assessments</p> <p><u>National Assessments</u> Y6 Reading tests in May</p>

	<ul style="list-style-type: none"> • Topic related books on display in the classroom e.g Shakespeare comic books when studying this. • Extension/challenge reading books for able Y5/6 readers- introduction of silver band- February 2022. 	<ul style="list-style-type: none"> • personalised curriculum for pupils with SEN, accessing previous year group’s learning experiences. E.g using Year 1/2 resources to support a child in Y5 with severe learning difficulties. • Weekly homework club for Y6 (November- May) • Catch up tuition for the most disadvantaged children and those in receipt of PP. 15 weekly sessions from January – June 2022. 	
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Whole School: -Themed days including Storytelling Day’s (6/01/22), World Book Day – March 2022. -Weekly Mobile Library visits- books to enhance resources in library/classrooms. -Author Visits – previous visits including Cressida Cowell and Clare Balding. - Whole school author display – updated when new text is introduced and shared on the ‘literary star’ hall of fame in corridor. -Reading competitions organised by school librarians – celebrated in assemblies. -Rewards including: Termly ‘Remarkable Reader’ awards given to one child in each class. ‘I’ve moved up a reading stage’ stickers to go in home reading records. -Half termly poem recital (link to other curriculum areas/English) – share with rest of school, school website and school social media - Homework – minimum reading aloud 3 times a week. Reading band bookmarks to share with parents to support reading at home for that reading stage.			
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