

**VALT Whole School Progression in Reading**

Reading	
<p><b>Reception</b> Daily phonics lesson to follow school's sequence Phonics intervention for those identified 1:1 reading with an adult</p>	<p><b>Guided reading approach on a 2- week cycle – children in ability groups so all have text at their specific level.</b> <b>Standardised planning, guidance and comment for all activities to be followed.</b></p>
	<p><b>Week 1</b></p> <p><b>Monday:</b> Decoding and <b>Prediction</b> <b>Tuesday, Wednesday, Thursday and Friday:</b> Fluency, <b>Vocabulary</b>, Prosody (one group per day) <b>Spring 1</b> Modelled sequencing task: <b>Sequencing</b> focus book in given pictures <b>Spring 2</b> Independent sequencing task</p>
	<p><b>Week 2</b></p> <p><b>Monday:</b> Fluency and Vocabulary as identified in week 1 <b>Tuesday, Wednesday, Thursday and Friday:</b> Verbal Comprehension (one group per day) Verbal comprehension focuses - <b>Autumn – retrieval, Spring, inference, Summer – retrieval and inference</b> <b>Spring 1</b> Modelled comprehension task: <b>Spring 2</b> Independent comprehension task</p>
<p><b>Year 1</b> Daily phonics lesson to follow the school's sequence Phonics intervention for those identified 1:1 reading with an adult Lexia</p>	<p><b>Guided reading on a 1-week cycle – children in ability groups so all have text at their specific level.</b> <b>Standardised, guidance and comment for all activities to be followed.</b></p> <p><b>Monday:</b> Decoding and Prediction <b>Tuesday, Wednesday:</b> Fluency, Vocabulary, Prosody (Teacher and TA group). Other children to complete independent <b>sequencing</b> activity <b>Thursday and Friday:</b> Verbal Comprehension (Teacher and TA group each based on book reading). Other children to independently complete <b>Twinkl comprehension.</b></p>
<p><b>Year 2</b> Daily phonics lesson to follow the school's sequence Phonics intervention for those identified 1:1 reading with an adult Lexia</p> <p><b>Year 3 – Year 6</b> Phonics intervention for those identified 1:1 reading with an adult Reading Plus</p>	<p><b>Content Domain Whole Class Lesson – 6 chunks of 2 weeks with same text</b></p> <p><b>Chunk 1</b> – Teacher to read text – text orientation and vocabulary <b>Chunk 2</b> – Vocabulary and retrieval + word meaning activity <b>Chunk 3</b> – Inference modelled <b>Chunk 4</b> – Alternating content domain modelled <b>Chunk 5</b> – Alternating content domain questions <b>Chunk 6</b> – Variety of content domain questions</p>

**\*\* Year Group progressive half termly reading objectives must be also taught through selected phonics, guided reading and English lessons\*\***

**\*\*Cracking the phonics code to be a priority for all children\*\***

**\*\*Bottom 20% must have interventions in place and be heard read daily. LEXIA intervention for children not secure in phonics and Reading Plus for children secure in phonics**

Whinstone follow RWI so have a different EYFS / Y1 approach.