

Reading at Mornington				
	EYFS	KS1	LKS2	UKS2
Pedagogical approach and strategies	1:1 reading Jolly Phonics Phonics play Bear Words Guided Reading in small groups Groups are based phonic ability Reading morning – links to parents Daily and weekly CT, TA and parent helper reading lists to increase reading mileage.	Guided Reading in small groups. Teacher modelling in English lessons. Teacher modelling with a class book at the end of the day. Story during milk time. Daily, weekly and CT reading list – updated to meet need. Reading of texts with a SPAG focus. Phonics lessons and spelling rules. Reading logs. Dojo points for reading in school and at home.	Guided Reading in small groups Teacher modelling in English lessons. Teacher modelling with a class book at the end of the day. Daily, weekly, fortnightly and termly list– updated to meet need. Reading of texts with a SPAG focus. Reading logs Dojo points for reading in school and at home Word of the day (discussing synonyms, antonyms)	Guided Reading in small groups Shared reading in English lessons Teacher modelling of reading with class book Rotas for reading changed according to need. Incorporated during UOI lessons to support acquisition of new knowledge Word of the Day (including the etymology and morphology) Dojo points for reading at school
Environment	Reading area indoors and outdoors Books are in each learning area/explore activity eg creative table, maths and construction, which have activities for children to read about and include in their exploring. Vocabulary wall, WOTD, phonics words on display.	Vocabulary ninja. Reading display. Banded books in classrooms. ELS books available to read/look through. Dojo reading at home reminder display near the books. Display in KS1 corridor.	Vocabulary ninja. Reading display. Banded books in classrooms. ELS books available to read/look through. Reading corner Reading display	Word of the day walls Reading display Shared reading area with banded books ELS books linked to unit of inquiry
	Library open at lunchtimes			
Timetabling	Daily English lessons Daily phonics lessons Guided reading once a week Daily 1:1 reading lists.	Daily English lessons Read in a guided reading group once a week. Daily phonics/spelling patterns. 1:1 reading in TA slots. Reading at fruit and milk and at the end of the day. Reading comprehension intervention. CEW intervention.	Daily English lessons Read in a guided reading group once a week. Read at the end of the day. Read comprehension intervention 1:1 reading rotas Reading comprehension activities during morning activity	Daily English lessons Once a week guided reading in small group + once a week pre-reading session Rotas for 1:1 timetabled according to need
Assessment	Baseline assessments BPVS Language records Teaching through interaction observations. PM benchmarking as needed Bear words	PM benchmarking as needed End of KS1 assessments Y1 phonics screener Y2 phonics screener retake Mock phonics screener Mock reading comprehension (SATs) Language records	PM benchmarking as needed GL assessments	PM benchmarking as needed GL assessments (Y5) End of KS2 assessments

EAL provision	Bilingual TA delivers vocabulary interventions. TA support for EAL children	EAL children prioritised on reading rotas if needed. Children are monitored through PP meetings and provision is allocated accordingly.	EAL children prioritised on reading rotas if needed. Children are monitored through PP meetings and provision is allocated accordingly.	EAL children prioritised on reading rotas if needed. Children are monitored through PP meetings and provision is allocated accordingly
Interventions (incl. SEN provision)	Phonics flash cards Sounding out and blending CVC Book talk Vocabulary	Reading comprehension Precision teaching CEW recognition Inference intervention 1:1 reading (TA or CT) IEP targets where appropriate Beat dyslexia Small phonics group (SEN)	Precision teaching Reading comprehension Beat dyslexia Black sheep press IEP targets where appropriate Toe by toe Peer reading with Y6 child	Inference training Reading volunteer 1: 1 reading IEP targets from PIVATS Small booster group Precision teaching Toe by toe GD reading group
Phonics	Daily phonics starting with phase 1 Differentiated into two main groups. Intervention groups then set up. Use letters and sounds Use jolly phonics	Daily phonics incl. SEN group Spelling rules (Y2) Screeners Booster groups Interventions where needed IEP targets	Phonics targets are specific to children on IEP targets. Phonics mats to support learning.	As needed through IEP targets
Development of language	BPVS Vocabulary work in Literacy inputs and adult led activities WOTD Communication and language area of learning- speaking and listening, understanding	Vocabulary ninja Early age dictionaries Spellings used in sentences Guided reading Class book	Word of the day with vocabulary work Class book Guided reading sessions Use of thesaurus in lessons Editing spellings using dictionaries	Word of the day Class book Daily vocabulary work Encourage use of thesaurus Editing work
Reading community	Class reading book every day at 3pm Library open at lunchtimes Y6 librarians Book fair for children to access throughout the day Author visit as part of the book fair World Book Day All children have an individual reading book which they change regularly and record in their reading records Reading at home earns Dojo points Parents message teachers on Dojo to update on reading at home WOW awards given for moving up a book band			