

Uffculme Reading Provision

*If pupils are secondary age and are ready for pace then move to Fresh Start modules.

Stage 1 Pre reader	Stage 2 Early reader	Stage 3 Emerging reader		Stage 4 Developing reader	Stage 5 Independent reader	Stage 6 Expert/skilled reader
A language rich provision that develops strand 1 ('Tuning into sounds') of phase 1 phonics aspects 1 – 6.	A language rich provision that develops strands 2 and 3 ('Listening and remembering sounds' and 'Talking about sounds') of phase 1 phonics aspects 1 – 7.	RWI phonics group		Fluency and comprehension group	Fluency and comprehension group	Guided reading group
Activities and provision to help children listen attentively, enlarge their vocabulary and to communicate/speak confidently to adults and other children; Sensory stories.	Activities and provision as stage 1 and additionally to help children discriminate phonemes, reproduce the phonemes they hear and use sound-talk to segment words into phonemes	Speed Sounds Set 1 and 2 Story Book lesson *	Speed Sounds Set 3 Story Book lesson *	SPaG Lesson, with a focus on spelling sounds that the pupil can read. RWI Comprehension	SpaG Lesson with a focus on spelling sounds that the pupil can read. RWI Literacy and Language	SPaG Lessons Inference and deduction guided reading approach

An Accessible literacy-rich environment

Opportunities to experience and understand language and its meaning in many ways.

1:1 reading 2 or 3 times a week

The book that the child reads/shares with an adult will be dependent upon which stage they are at.

Reading for pleasure

We aim to timetable R4P at least 2 x per week. Children will share their favourite stories or read/enjoy a book quietly. It is a time where they can develop their love of reading in their own personal way. Each classroom has a comfortable and inviting book corner or reading area where pupils can find their favourite books.

Storytime

All children will engage in story time at least once a day. This is a time where children can enjoy a story and where the teacher models reading. We consider children's interest, age range and share stories above their reading ability. Each term there are non-negotiable texts from our reading spine that the teacher will read in story time as well as other stories that are either part of a favourite 5 or that are high quality texts chosen by the teacher based upon pupil interest and understanding. Before the reading of any new story the teacher will work on vocabulary and s/he will also consider our 'preparing for story time' document.