



## Reading Process

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Essential Letters and Sounds (ELS) Phonics scheme to help decode words.</p> <p><i>In the Summer Term – Guided Reading for children who to develop their skills to listen and recognise notation / reading to an audience as well as anticipating key events (prediction). Those not within this group are 1:1 to focus on their phonic knowledge and ability to decode words and recognise Harder to Read and Spell words (HRS words).</i></p>	<p>Essential Letters and Sounds (ELS) Phonics scheme to help decode words.</p> <p>Guided Reading- by the end of the year all children are in Guided Reading groups that reflect their phonic knowledge. They develop their skills to listen and recognise notation / reading to an audience as well as beginning to predict and develop basic skills in inference.</p>	<p>Only children who have not reached the end of the ELS phonic scheme continue to learn Phonics.</p> <p>Guided Reading – all children are in Guided Reading groups to build on their listening skills, predictive skills, clarifying unknown words and basic inference skills by referring back to the text.</p>	<p>Whole class reciprocal reading is based on the same book and structured to approach the teaching of these strategies:</p> <ul style="list-style-type: none"> <li>- summarising</li> <li>- predicting</li> <li>- questioning</li> <li>- clarifying</li> </ul> <p>Teachers will model the skills of referring back to text and use verbal prompts to encourage children to critically think about the text. All children will be expected to practice this skill to support their answers.</p> <p>In the Summer Term, once these skills are understood, pupils are placed into smaller groups,</p>	<p>Pupils are placed into smaller reciprocal reading groups, specific to their ability, where the following skills are focused on:</p> <ul style="list-style-type: none"> <li>- summarising</li> <li>- predicting</li> <li>- questioning</li> <li>- clarifying</li> </ul> <p>Teachers will continue to model the skills of referring back to text and use verbal prompts to encourage children to critically think about the text. All children will be expected to practice this skill to support their answers.</p> <p>This is teacher-led in the Autumn and Spring terms.</p> <p>Dependent on pupil ability, in the</p>	<p>Pupils are placed into smaller reciprocal reading groups, specific to their ability, where the following skills are focused on:</p> <ul style="list-style-type: none"> <li>- summarising</li> <li>- predicting</li> <li>- questioning</li> <li>- clarifying</li> <li>- confidently sharing opinions</li> <li>- to build confidence in oracy skills</li> </ul> <p>All children will be expected to confidently refer back to text, to support their answers and encourage discussion.</p> <p>Dependent on pupil ability, this is more pupil-led from Autumn Term with the teacher/TA facilitating their group.</p>	<p>Pupils are placed into smaller reciprocal reading groups, specific to their ability, where the following skills are focused on:</p> <ul style="list-style-type: none"> <li>- summarising</li> <li>- predicting</li> <li>- questioning</li> <li>- clarifying</li> <li>- confidently sharing opinions</li> <li>- greater oracy</li> <li>- challenging opinions and perspectives</li> </ul> <p>All children will be expected to confidently refer back to text, to support their answers and encourage higher level discussion.</p> <p>This is pupil-led from Autumn Term with the teacher/TA facilitating their group.</p>

specific to their ability, where these skills are being developed further.

This is teacher-led.

Summer Term, these sessions are coached to be more pupil-led.