

## The Wheeler Way Approach to Teaching Reading

**Our Intent:** Develop children who love to read with confidence.

### Core Principles:

- Based on vocabulary rich texts
- Whole class guided reading model into small group work.
- Equal domain coverage
- Focus on fluency, segmenting and a secure understanding of what is read.

	Reading Progression	Book Band
EYFS	<ul style="list-style-type: none"> <li>• Listen and learn, stay and play and library sessions encourage parental involvement</li> <li>• Daily phonics sessions- phonics booklets for school and home.</li> <li>• Daily read by the teacher- modelling</li> <li>• Phonetically plausible books- segment and blending</li> </ul>	<ul style="list-style-type: none"> <li>• Lilac, pink, red, yellow.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Daily phonics- children grouped into appropriate phases. Readiness for phonics screening check.</li> <li>• Leads into guided reading based on fluency- additional adults help to facilitate smaller more focussed work.</li> <li>• Oral comprehension to show understanding of what they have read- linked to domains (question types). Adults noted children's responses.</li> <li>• Running records termly.</li> <li>• Read aloud- teacher modelling</li> </ul>	<ul style="list-style-type: none"> <li>• blue, green, orange (ARE).</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Daily phonics (phase 5 and 6) Small group focussed intervention for those not passed year 1 phonics check.</li> <li>• Leads into whole class guided reading using picture books, longer texts, images and animations.</li> <li>• Reading sessions address content domains with differentiated sheets/weekly domain focus and cognitive demand</li> <li>• Half termly running records</li> <li>• Daily small group coloured book band sessions</li> <li>• Read alouds modelled by CT, discussing vocabulary and themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Turquoise, purple gold and white (ARE).</li> <li>• Lime (GD)</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>• Daily reading- class novel</li> <li>• Whole class guided reading sessions develop knowledge of vocabulary, using vocabulary rich texts, RIC and differentiate by cognitive demand.</li> <li>• Phonics intervention for those not passed phonics check (yr 2)</li> <li>• Phonics intervention for EAL children (yr 1)</li> <li>• Reading buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Brown, grey</li> <li>• Ready Steady Read</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>• Daily reading- class novel/topic books</li> <li>• Guided reading sessions use vocabulary rich, challenging texts</li> <li>• Opportunities to explore the text in depth and understand author intent with links to emotions and feelings. Use of RIC.</li> <li>• Cognitive demand shows differentiation</li> <li>• Opportunities for read aloud- poems/plays/performances</li> </ul>	<ul style="list-style-type: none"> <li>• Dark blue, dark red</li> <li>• Ready Steady Read</li> </ul>

Home Readers- regular readers awarded. Use of library books to supplement home readers.