



Wheeler Primary School – Recipe for Reading

Overview:

Year Group	How Reading is taught
EYFS	Little Wandle – 3 reads Decoding, Prosody, Comprehension Calm Read – Storytime
Y1	Little Wandle – 3 reads Decoding, Prosody, Comprehension Summer Term – Whole Class Guided Reading (WCR) Calm Read – Storytime
Y2	Little Wandle – 3 reads Decoding, Prosody, Comprehension Autumn 2 – Summer Term – Whole Class Guided Reading (WCR) and (Plan to move onto Little Wandle Fluency – F1-F5) Calm Read – Storytime
Y3	Whole Class Guided Reading (WCR) (Plan to move to Little Wandle Fluency – F6-F10) Calm Read – Storytime
Y4	Whole Class Guided Reading (WCR) (Intervention of children to complete Little Wandle Fluency) Calm Read – Storytime
Y5	Whole Class Guided Reading (WCR) Calm Read – Storytime
Y6	Whole Class Guided Reading (WCR) SATS prep Calm Read – Storytime



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Reading Coverage Overview:

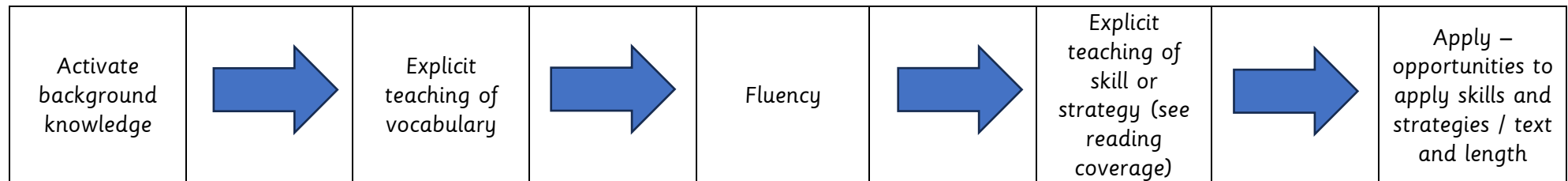
See HCAT doc for Year Group specific breakdown.

Skills	Strategies (Comprehension Monitoring Strategies)
Clarifying vocabulary in context	Checking text makes sense
Retrieval	Asking own questions to clarify understanding
Sequencing / Summarising	Activating background knowledge
Inference	Visualisation
Prediction	Tackling different text structures
Comparison	Text marking
	Working memory – creating own situational models
	Discuss / debate / evaluate / perform



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Whole Class Guided Reading Structure:



EYFS / Year 1

Monday	Tuesday	Wednesday	Thursday	Friday
Phonics – daily sessions LW Progression				
Fluency – 3 reads – decodable book Decoding / Prosody / Comprehension				
Story time – Clam Read daily Opp to tech explicit vocabulary				

* Year 1 Spring Term 2/ Summer Term – Begin WCR sessions – move onto following Recipe

Year 2

Monday	Tuesday	Wednesday	Thursday	Friday
Phonics – daily sessions Autumn 1 - Phase 5 Review / Autumn 2 – Summer – Bridge to Spelling				
Fluency – 3 reads – decodable book Decoding / Prosody / Comprehension				
Story time – Clam Read daily				
Fluency Practice	Fiction - Closed Reading Skill/ Strategy	Fiction - Open Extended Reading	Non-Fiction - Closed Reading Skill/ Strategy	Non- Fiction - Open Extended Reading

*Little Wandle Fluency sessions will combine Fluency 3 reads and daily reading coverage on whole class text



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Year 3

Monday	Tuesday	Wednesday	Thursday	Friday
Story time – Clam Read daily				
Fluency Practice	Fiction - Closed Reading Skill/ Strategy	Fiction - Open Extended Reading	Non-Fiction - Closed Reading Skill/ Strategy	Non- Fiction - Open Extended Reading

*Little Wandle Fluency sessions will combine Fluency 3 reads and daily reading coverage on whole class text

Year 4 – 6

Monday	Tuesday	Wednesday	Thursday	Friday
Story time – Clam Read daily				
Fluency Practice	Fiction - Closed Reading Skill/ Strategy	Fiction - Open Extended Reading	Non-Fiction - Closed Reading Skill/ Strategy	Non- Fiction - Open Extended Reading

*Year 4 children to complete LW Fluency – intervention groups (2x weekly)



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	Area of study	Ways of delivering
Fluency	Repeated reading of the text Develop prosody, fluency and stamina Activate Background knowledge Explicit vocabulary instruction	Read 3 ways – I read, We Read, You Read Group reading You continue Reading aloud Shadow – paired reading – echo, control the game Focus on expression and intonation
Fiction - Closed Reading skill or Strategy	Teaching the skills and strategies. Explicit instruction for each of the content domains AND comprehension strategies.	Vocabulary knowledge – identifying new, tricky or focused vocabulary – Focus on morphology and etymology Contextual knowledge Knowledge of text structures – Graphics organisers Content domain /Cognitive demand Reading comprehension strategies Schemas Situational model
Fiction – Open Extended Reading	Opportunity to explore longer sections of the text. Application of taught reading skills or strategies.	Reading and exploring longer section of the text Opportunity to apply reading skills and strategies. Stop and jot Pause for thought Drama/speaking and listening – envoy, role on the wall, freeze frame etc Schemas Situational model Syntax
Non-Fiction/ Poetry - Closed Reading skill or Strategy	Teaching the skills and strategies. Explicit instruction for each of the content domains AND comprehension strategies.	Vocabulary knowledge – identifying new, tricky or focused vocabulary – Focus on morphology and etymology Contextual knowledge Knowledge of text structures – Graphics organisers Content domain /Cognitive demand Reading comprehension strategies Schemas



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		Situational model
Non-Fiction/ Poetry– Open Extended Reading	Opportunity to explore longer sections of the text. Application or of taught reading skills or strategies.	Reading and exploring longer section of the text Opportunity to apply reading skills and strategies. Stop and jot Pause for thought Drama/speaking and listening – envoy, role on the wall, freeze frame etc Schemas Situational model Syntax