

ENGLISH ENTITLEMENTS AT OCCOLD PRIMARY SCHOOL - READING

	Guided Reading	Independent Reading	Being read to	Reading aloud	Drama	Feedback and response	Experiences	Environment
EYFS	CLPE core books This could include reading a selection of texts which focus on a similar theme (GRITs)	<ul style="list-style-type: none"> Bug Club fully decodable reading scheme which correlates with individual's phonics stage CLPE core books (blue/green) 	<ul style="list-style-type: none"> Daily class novel or picture book Guided reading weekly Use of high quality texts in English lessons 	<ul style="list-style-type: none"> 3 times a week 1:1 with teacher or TA or more frequently for priority readers Daily singing Daily poem 	<ul style="list-style-type: none"> Teacher/ pupil in role during lessons Role play continuous provision School shows (Christmas & summer) 	<ul style="list-style-type: none"> Regular verbal feedback during 1:1 reading Home/ school reading record Small group peer & adult response during Guided Reading 1:1 support in choosing books National Literacy Survey report (annual) Reading perceptions/ interviews with governors 	<ul style="list-style-type: none"> Visits to Eye Library Author/ illustrator visits to school Reading challenges e.g 10 minutes a day or a read-a-thon Reading café World Book Day celebrations 5 day book festival in summer term 	<ul style="list-style-type: none"> Word of the day Inspiring reading corner which is regularly refreshed by rotating book stock Face out books on display Language rich environment e.g alphabet on display and key vocabulary Access to whole school library, which includes inspiring displays and well-organised book stock
Year 1		<ul style="list-style-type: none"> Bug Club fully decodable reading scheme which correlates with individual's phonics stage CLPE core books (blue/green/yellow/ orange) 						
Year 2	Bill's New Frock, The Climbers, Hotel Flamingo, The Dancing Bear, The Hodgeheg, The Butterfly Lion, The Man Who Wore All of His Clothes, Emily's Legs, The Elephant's Child, The Big Fib	<ul style="list-style-type: none"> Bug Club fully decodable reading scheme which correlates with individual's phonics stage CLPE core books (yellow/ orange) Progression to 'free reader' using further Phonics Bug books and yellow or yellow/black dot books 	<ul style="list-style-type: none"> Daily class novel or picture book Guided reading weekly Use of high quality texts in English lessons 	<ul style="list-style-type: none"> 3 times a week 1:1 with teacher/TA/vol unteers or more frequently for priority readers Daily singing Daily poem 	<ul style="list-style-type: none"> Teacher/ pupil in role during lessons Role play continuous provision in afternoons School shows (Christmas & summer) 	<ul style="list-style-type: none"> Regular verbal feedback during 1:1 reading Home/ school reading record Small group peer & adult response during Guided Reading 1:1 support in choosing books National Literacy Survey report (annual) Reading perceptions/ interviews with governors 	<ul style="list-style-type: none"> Visits to Eye Library Author/ illustrator visits to school Reading challenges e.g 10 minutes a day or a read-a-thon Reading café World Book Day celebrations 5 day book festival in summer term Book Mastermind 	<ul style="list-style-type: none"> Word of the day Inspiring reading corner which is regularly refreshed by rotating book stock Face out books on display Language rich environment e.g alphabet on display, common exception words and key vocabulary Access to whole school library, which includes inspiring displays and well-organised book stock
Year 3	Yours Sincerely Giraffe, Esio Trot, Diary of a Killer Cat, Harry Miller's Run, Poems Aloud/Werewolf Club Rules, Good Dog McTavish, Flat Stanley, The Angel of Nitshill Road, The Iron Man, Little Manfred, The Sheep-Pig, The Firework Maker's Daughter	<ul style="list-style-type: none"> Class reading journals Peer book recommendations Adult guidance in choosing books e.g miscue analysis Collaborative 'bookshelf' display of books read 	<ul style="list-style-type: none"> Daily reading of class novel Guided reading 3-4 times weekly Use of high quality texts in English lessons 	<ul style="list-style-type: none"> Paired reading (vertical across whole school) Guided reading Priority readers with TA/class teacher/ volunteer 	<ul style="list-style-type: none"> Teacher/ pupil in role during lessons Poetry By Heart competition School shows (Christmas & summer) 	<ul style="list-style-type: none"> School reading journal Small group peer & adult response during Guided Reading 1:1 support in choosing books National Literacy Survey report (annual) Reading perceptions/ interviews with governors 	<ul style="list-style-type: none"> Visits to Eye Library Author/ illustrator visits to school Reading challenges e.g 10 minutes a day or a read-a-thon Reading café World Book Day celebrations 5 day book festival in summer term Book Mastermind 	<ul style="list-style-type: none"> Word of the day Inspirational reading corner which includes book recommendations from peers/adults Language rich environment e.g key vocabulary from different subjects clearly displayed Access to whole school library, which includes inspiring displays and well-organised book stock Whole class display of books read
Year 4	Pippi Longstocking, Whale Boy, The BFG, Because of Winn Dixie, Friend or Foe, Stig of the Dump, Varjak Paw, The Boy at the Back of the Class, Anne Frank/ Daisy Saves the Day/ The Lion and the Unicorn (KS2 picture books)							
Year 5	The Crowstarver, Clockwork, The Imaginary, Love That Dog, Small Change for Stuart, Tuck Everlasting, Coming To England, Sarah Plain and Tall, The Imaginary, The Unforgotten Coat, Cool	<ul style="list-style-type: none"> Reading Quest Display reading recommendations One-to-one recommendations from teacher/TA and specialist guidance in choosing books e.g miscue analysis Reading journals Class record of books read aloud 	<ul style="list-style-type: none"> Daily reading of class novel Guided reading 3-4 times weekly Use of high quality texts in English lessons 	<ul style="list-style-type: none"> Paired reading (vertical across whole school) Guided reading Priority readers with TA/class teacher/ volunteer 	<ul style="list-style-type: none"> Teacher/ pupil in role during lessons Poetry By Heart competition School shows (Christmas & summer) 	<ul style="list-style-type: none"> School reading journal Small group peer & adult response during Guided Reading 1:1 support in choosing books National Literacy Survey report (annual) Reading perceptions/ interviews with governors 	<ul style="list-style-type: none"> Visits to Eye Library Author/ illustrator visits to school Reading challenges e.g 10 minutes a day or a read-a-thon Reading café World Book Day celebrations 5 day book festival in summer term Book Mastermind Book club (adult or child led) 	<ul style="list-style-type: none"> Word of the day Inspirational reading corner which includes book recommendations from peers/adults Language rich environment e.g key vocabulary from different subjects clearly displayed Access to whole school library, which includes inspiring displays and well-organised book stock
Year 6	Skellig, Once, Holes, Stop the Train!, Mortal Engines, Fire, Bed & Bone, Boy in the Tower, The Buried Crown, The Wind Singer							