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**Reading Progression at Sparsholt Primary School**

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| **Key Stage** | **Decoding** | **Comprehension** | **Enjoyment** |
| Early Years | * Daily Phonics Sessions using Read Write Inc. * Daily small group Guided Reading sessions using Read Write Inc. and book banded books. * 1:1 reading sessions * Cued articulation | * Daily small group Guided Reading sessions using high quality texts. * Text Drivers used for Writing stimuluses | * Daily small group Guided Reading sessions using high quality texts. * High quality and engaging Text Drivers used for Writing stimuluses * Class text read to whole class by class teacher |
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| KS1 | * Daily Phonics Sessions using Read Write Inc. * Daily small group Guided Reading sessions using Read Write Inc/ Book banded books (Oxford Reading tree) and quality age and stage appropriate texts * No-nonsense spelling programme * 1:1 reading support * Cued articulation * Precision Teaching reading intervention * Speed sounds displayed to assist with reading. | * Daily small group Guided Reading sessions using high quality texts. Domain led questioning used in sessions. * Text Drivers used for Writing stimuluses | * Daily small group Guided Reading sessions using high quality texts. * High quality and engaging Text Drivers used for Writing stimuluses * Individual reading for pleasure. * Class text read to whole class by class teacher * Library sessions * Weekly parent ‘Stay and read’ sessions. |
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| KS2 | * Daily small group Guided Reading sessions using quality age and stage appropriate books. * No-nonsense Spelling programme * Speed sounds displayed to assist with reading. * Targeted Nessy / Fresh start and Toe to Toe Catch up intervention (as needed) * 1:1 reading support * Precision Teaching reading intervention | * Daily small group Guided Reading sessions using high quality texts. Domain led questioning used in sessions. * Text Drivers used for Writing stimuluses | * Daily small group Guided Reading sessions using high quality texts. * High quality and engaging Text Drivers used for Writing stimuluses * Individual reading for pleasure. * Class texts read by class teacher * Library sessions |

Intervention/support