

Whole School Reading 2026/27

Universal Provision—ALL CHILDREN

Daily reading with an adult (when possible)

Exposure to age related texts through:

- *Class book (read by teacher for 15 mins)*
- *Daily whole class reading*
- *Writing focus texts (see YG overview)*
- *Cotmanhay Class Café—Friday weekly*

WTS—Bridge to age-related skills

Reading Champion TA—One per year group

- Selected children whose fluency is a barrier and sit as BLW or WTS on class data
- Specifically tailored reading program completed daily on top of Quality first Teaching
- Adapted version of reading recovery used
- Progress monitored weekly
- Data reviewed with SLT and progress analysed

EXS+ - Quality First Teaching

Age-related skills to greater depth

Below Key Stage reading skills



Different phases of Little Wandle Rapid Catch Up

LW phased reading book

Little Wandle SEND Program

Daily reading with an adult

Reading and spelling of HFW/com exp words

Enter Whole Class Reading with support and scaffolds

Fluency Pairs

Identified as target children for accelerated progress

LW Fluency Assessment half-termly to determine LW fluency book level

Selected children part of the 'Reading Champion' program (daily intervention)

Whole Class Reading

Fluency Pairs

Reading Avengers

Little Wandle Exit Point

Start Point

Year 3 intervention—start point purple (Y2)

Year 4 intervention—start point Gold (Y2 mid year)

Year 5 intervention—start point White (Y2 end of year)

Year 6 intervention—start point Lime (Year 3)

Stage 1 -Pre Reading Questions

TA has read and looked through books. Tricky words identified. Themes of books identified. Share tricky words. Share themes of book. TA share whether they like/dislike books with children with reasons why. *(2 minutes)*

Stage 2—Adult Modelling Reading

Adult reads for 1 min aloud, modelling word attack, phrasing, prosody, expression and fluency.

Group follows on with own book as TA reads

Adult to make occasional mistake for children to correct following fluency pairs script. *(2 minutes)*

Child A reads **the same section** they have just had modelled aloud whilst child B follows closely being a ‘coach’ for a further minute. The coach asks partner to check mistakes as and when they arise. Child A corrects mistake and continues to read.

SWAP and repeat process with partner B re-reading section of partner A

Adult facilitates listening to different pairs (tapping in), intervening as and when necessary. *(4 minutes)*

Adult reads for 1 min aloud, modelling word attack, phrasing, prosody, expression and fluency.

Group follows on with own book as TA reads

Adult to make occasional mistake for children to correct following fluency pairs script. *(2 minutes)*

Child A reads **the same section** they have just had modelled aloud whilst child B follows closely being a ‘coach’. The coach asks partner to check mistakes as and when they arise. Child A correct mistake and continues to read.

SWAP and repeat process.

Adult facilitates listening to different pairs, assisting as and when necessary. *(4 minutes)*

TA leads discussion with prompt sheet of questions across the reading domains. *(3 minutes)*

Stage 6 -Oral discussion