At Green Lane School, reading is interpreted as any activity that leads to the derivation of meanings from visual or tactile representations. Reading is given a high priority in school and the enjoyment of reading is a school focus.

Pupils are exposed to a wide range of fiction and non-fiction texts, enabling them to develop preferences and make informed choices. Teaching activities and approaches can differ from class to class, to reflect the diverse nature of our school population, and to ensure that reading is accessible to all.

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| Weekly Reading Activities – EYFS |
| Ladybird | Caterpillar |
| Daily shared read (whole class)Daily phonicsDaily fine motor activities Daily mark makingStory MassageSensory storiesBook themed topic work throughout week |
| * Pre-reading and writing activities
* Communication and language sessions
* PECs during snack
* Attention Autism
 | * Each child on reading eggs twice a week
* Each child has a 1:1 read twice a week
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| Weekly Reading Activities – Lower School |
| Bumblebee | Bluebell | Sunflower | Poppy | Daffodil |
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| * Shared reading in lesson daily
* Reading for pleasure in continuous provision
* Reading in play- opportunities for reading during play in all lessons during continuous provision
* Phonics 4 times a week
* Reading eggs
* End of day shared story
* Weekly story massage
* Starting reading records to encourage at home reading
 | * Reading books and reading records
* Daily fine motor
* Weekly Story Massage
* Visits to Woolston Library
* Phonics- 4 times a week
* Reading Eggs
* Cross-curricular reading in all subjects
* TEACCH baskets-reading skills/handwriting
* Reading for pleasure-dedicated inviting reading area in continuous provision
* 1 x lesson – reading focus
* 1 x lesson – writing/grammar focus
* 1 x lesson – speaking and listening focus
 | * Reading books and reading records
* Shared reading as a class
* Use of reading eggs
* Cross curricular reading in all subjects
* Weekly Attention Autism lesson
* TEACCH baskets which rotate a focus on handwriting/ reading/letter sounds/ writing
* Inviting reading area with a range of fiction/non-fiction books for independent choice (reading for pleasure).
* 4 x weekly phonics lessons
* 1 x lesson – reading focus
* 1 x lesson – writing/grammar focus
* 1 x lesson – speaking and listening focus
 | * Reading through the week
* Reading book end of the week
* writing on wed/Thur
* Daily phonics
* Spelling twice a week
* Use of reading eggs
* Cross curricular reading in all subjects
* Reading area with a range of books (reading for pleasure).
* Grammar focus lesson
 | * Reading throughout the week via cross-curricular activities.
* Two reading focussed lessons in English per week.
* Three phonics sessions per week – reading activities included in all sessions.
* Use of reading eggs as extension work.
* Reading area available in classroom with a range of books for independent choice (reading for pleasure).
* Reading books sent home and swapped every Friday.
* Book read to the class at the end of every day.
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| Weekly Reading Activities – Discrete ASD |
| Grasshopper | Butterfly | Rose | Daisy | Dormouse |
| Cross curricular (topic) reading and phonics activities across all subjectsSensory storiesPre-reading activities Attention AutismPOPATEssential Letters and Sounds (where appropriate)Comprehension tasks (where appropriate)Spellings (where appropriate)Shared readingPECs / AACUse of OT and SCERTS to support reading engagement |
| * 3x English mornings per week.
* Daily whole class phonics input
* Sound of the week
* Language rich environment (labelling and visuals)
* TEACCH baskets – reading skills.
* Letter recognition weekly.
* Shared reading.
* Reading books and reading records.
* Reading for pleasure – Independent choice / EYFS continuous provision
 | * Shared reading
* 3x English mornings per week.
* Reading Eggs (for Early readers and above)
* Daily whole class phonics input
* Individual reading books (for Early readers and above)
* TEACCH baskets – reading skills.
* Letter recognition weekly
* Sound of the week.
* Reading books and reading records.
* Reading for pleasure – Independent choice / EYFS continuous provision
 | * Daily reading
* Daily whole class phonics input
* 2 double discrete English lesson per week –Topic.
* 2 phonics lessons per week.
* 1 handwriting lesson.
* Sound of the week (using Phonics Play, Scrap Phonics, Jolly Phonics, Bounce Patrol)
* Sound of the week basket
* Reading Eggs (for Early readers and above)
* TEACCH basket activity linked to termly reading target
* Shared reading.
* Reading books and reading records.
* Reading for pleasure – Independent choice.
 | * Reading Eggs 3x per week (for Early readers and above)
* Letter recognition weekly
* Reading books and reading records.
* Weekly phonics/ spellings/ comprehension homework
* TEACCH baskets – reading skills.
* Sound of the week.
* Reading for pleasure – Independent choice.
* 1 double English topic lesson.
* 4 phonics lessons
* 1 Handwriting lesson
 | * 1 double discrete English lesson per week + 1 catchup lesson.
* Daily whole class phonics input (through music)
* Handwriting lesson.
* 1 double discrete phonics lesson per week
* Shared / guided reading.
* Spellings
* Reading books and reading records
* TEACCH workstation activities
* Reading activities within ASDAN (KS4 pupils)
* Letter recognition weekly
* Reading for pleasure – Independent choice.
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| Weekly Reading Activities – Key Stage 3 |
| Squirrel | Hedgehog | Deer | Otter | Fox | Badger | Rabbit |
| Reading books and reading recordsShared reading as a class Use of reading eggsCross curricular reading in all subjectsSpellings each week (where appropriate for individual pupils and classes) |
| * 2 discrete phonics lessons per week.
* 1 discrete comprehension lesson.
* 1-1 reading at least once a week.
* Group shared reading.
* Whole class shared reading.
* Reading books go home each night and change weekly.
* Clicker used to support pupils when working.
* Library area in class.
* Access to school mobile library units.

  | * Daily 10 minutes reading for pleasure.
* 1 discrete reading lesson (comprehension, shared reading or reading eggs)
* 1 discrete phonics lesson.
* Group shared reading.
* Whole class shared reading.
* Reading books go home each night and change weekly.
* Clicker used to support pupils when working.
* 1-1 reading at least once a week.
* Library area in class.
* Access to school mobile library units.
 | * Daily phonics mini activity.
* 1 discrete reading lesson per week.
* Comprehension lesson each week.
* Group shared reading.
* Whole class shared reading.
* One-minute reads.
* Reading books go home each night and change weekly.
* 1-1 reading at least once a week.
* Reading Eggs used as a reading resource.
* Library area in class.
* Access to school mobile library units.
 | * 1 discrete comprehension lesson
* Daily 10 minutes read
* 1-1 reading
* Phonics lesson
* Reading activity box
* Library area in class.
* Access to school mobile library units.
* Reading books go home each night and change as needed.
* Whole class shared reading.
* Class novel.
* Reading Eggs used as a reading resource.
* Spellings sent home each week and tested weekly (Linked to spelling ages.)
* Cross curricular reading opportunities
* English homework sent home every 2 weeks.
 | * Daily 10 minutes read
* 1-1 reading
* Oxford Owl
* Access to school mobile library units.
* Whole class shared reading.
* Reading books go home each night and change as needed.
* Cross curricular reading opportunities.
* Access to school mobile library units.
* Spellings sent home each week and tested weekly (Linked to spelling ages.)
* Reading Eggs used as a reading resource.
 | * 1 discrete comprehension lesson.
* Daily 10 minutes read.
* Daily shared class novel.
* Phonics input each day.
* Group shared reading.
* Whole class shared reading.
* Reading books go home each night and change as needed.
* Reading Eggs used as a reading resource.
* Spellings sent home each week and tested weekly (Linked to spelling ages.)
* Cross curricular reading opportunities.
* Library area in class.
* Use of C-Pen to support Dyslexic pupils.
* Access to school mobile library units.
* Access to tutoring to support pupils with specific difficulties (Dyslexia)
* English homework sent each week.
 | * 2 discrete comprehension lessons.
* 1-1 reading.
* Daily shared class novel.
* Reading used as an after work activity.
* Spellings sent home each week and tested weekly (Linked to spelling ages.)
* Cross curricular reading opportunities.
* Library area in class.
* Pupils access Reading Eggs at home.
* Reading books go home each night and change as needed.
* Access to school mobile library units.
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| Weekly Reading Activities – Key Stage 4 |
| Owl | Robin | Hawk | Woodpecker |
| Cross curricular reading in all subjects |
| * Reading for pleasure
* Access to the class book corner daily on arrival
* Reading Eggs/Fast Phonics are used as a reading resource
* Shared reading (class texts and focused phonics books minimum of 2x weekly, class book shared at the end of each day)
* Individual focused phonics books go home daily and are changed as needed
* Daily phonics (15 minutes each day)
* Access to the mobile library
* Access to tutoring to support pupils with specific difficulties
 | * Weekly spellings, practised daily (linked to spelling age)
* Weekly spelling test
* Class library to promote independent reading for pleasure
* Reading Eggs/Fast Phonics are used as a reading resource
* Shared reading (class texts and focused phonics books minimum of 3x weekly)
* Individual focused phonics books go home daily and are changed as needed
* Daily phonics (15 minutes each day)
* Access to the mobile library
* Access to tutoring to support pupils with specific difficulties
 | * Internet or reference book research
* Access to the KS4 pupil library
* Independent reading - Reading for pleasure
* Shared reading (focus texts linked to Step up to English scheme)
* Pupils reading their own work to others
* Weekly spellings, practised daily (linked to spelling age)
* Weekly spelling test
* Comprehension
* SPAG
* Planning, drafting and editing writing
* Access to the mobile library
* Access to tutoring to support pupils with specific difficulties
 | * Internet or reference book research
* Access to the KS4 pupil library
* Independent reading – Reading for pleasure
* Shared reading (focus texts linked to Step up to English scheme)
* Pupils reading their own work to others
* Weekly spellings, practised daily (linked to spelling age)
* Weekly spelling test
* Comprehension
* SPAG
* Planning, drafting and editing writing
* Access to the mobile library
* Access to tutoring to support pupils with specific difficulties
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