

YEAR GROUP READING PACKAGES: Y3-Y6

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
INSTRUCTION				
Phonics	Refer to sounds chart in diaries and high frequency words. Children who have not achieved a KS1 standard for word reading follow RWI intervention as additionality.	Refer to sounds chart in diaries and high frequency words. Children who have not achieved a KS1 standard for word reading follow RWI intervention as additionality.	Refer to sounds chart in diaries and high frequency words. Children who have not achieved a KS1 standard for word reading follow RWI intervention as additionality/or an alternative reading intervention.	Refer to sounds chart in diaries and high frequency words. Children who have not achieved a KS1 standard for word reading follow RWI intervention as additionality/or an alternative reading intervention.
Reading instruction	5 guided reading lessons taught each week for 30-45 mins. Half termly reading objectives following MTP. Whole class teaching using gradual release either within a lesson or across a series of lessons. Opportunities for whole class choral reading planned in most lessons. During independent learning phase of the lesson, teacher to focus on rocket readers. Extracts chosen according to objective and topic which include fiction and non-fiction. Guided reading booklet used with scaffolded version available. Each half term, planned opportunity to retrieve multiple objectives using one extended text. As year progresses, extracts used in lesson become longer to build reading stamina.	5 guided reading lessons taught each week for 30-45 mins. Half termly reading objectives following MTP. Whole class teaching using gradual release either within a lesson or across a series of lessons. Opportunities for whole class choral reading planned in most lessons. During independent learning phase of the lesson, teacher to focus on rocket readers. Extracts chosen according to objective and topic which include fiction and non-fiction. Guided reading booklet used with scaffolded version available. Each half term, planned opportunity to retrieve multiple objectives using one extended text. As year progresses, extracts used in lesson become longer to build reading stamina.	Whole class reading – 5 lessons a week 30-45 mins. Daily focus: M – class novel and vocabulary, T – reciprocal reading, W/Th/F - half termly objective focus. Half termly reading objectives following MTP. Whole class teaching using gradual release either within a lesson or across a series of lessons. Opportunities for whole class choral reading planned in most lessons. During independent learning phase of the lesson, teacher to focus on rocket readers. Extracts chosen according to objective and topic which include fiction and non-fiction. Guided reading booklet used with scaffolded version available. Each half term, planned opportunity to retrieve multiple objectives using one extended text. As year progresses, extracts used in lesson become longer to build reading stamina.	Whole class reading – 5 lessons a week 45m-1h. Daily focus: M – vocabulary, T – reciprocal reading, W – summarising, Th/F - theme and question focus. All reading objectives covered each half term. Whole class teaching using gradual release either within a lesson or across a series of lessons. Opportunities for whole class choral reading planned in most lessons. During independent learning phase of the lesson, teacher to focus on rocket readers. Extracts chosen according to objective and topic which include fiction and non-fiction. Guided reading booklet used with scaffolded version available. As year progresses, extracts used in lesson become longer to build reading stamina. Test technique lessons taught in reading lessons.

Assessment and tracking	STAR reader completed each September and then at the end of each cycle. Reading age noted in blue book and monitored. Information from Star Reader and weekly diary checks to be used cycle to create 1:1 reader lists (kept in pocket on classroom doors). PIRA reading papers taken at the end of the year. Independent tasks used to inform assessment in Blue Books and adapt planning. AR quizzes and weekly monitoring of AR reports (including on class novels). 1:1 reading coaching daily during independent reading time (6 children per day). Check children are reading books at the correct ZPD and quizzing frequently.	STAR reader completed each September and then at the end of each cycle. Reading age noted in blue book and monitored. Information from Star Reader and weekly diary checks to be used cycle to create 1:1 reader lists (kept in pocket on classroom doors). PIRA reading papers taken at the end of the year. Independent tasks used to inform assessment in Blue Books and adapt planning. AR quizzes and weekly monitoring of AR reports (including on class novels). LbQ as an assessment tool once per half term. 1:1 reading coaching daily during independent reading time (6 children per day). Check children are reading books at the correct ZPD and quizzing frequently.	STAR reader completed each September and then at the end of each cycle. Reading age noted in blue book and monitored. Information from Star Reader and weekly diary checks to be used cycle to create 1:1 reader lists (kept in pocket on classroom doors). PIRA reading papers taken at the end of the year. Independent tasks used to inform assessment in Blue Books and adapt planning. AR quizzes and weekly monitoring of AR reports (including on class novels). LbQ as an assessment tool once per half term. 1:1 reading coaching daily during independent reading time (6 children per day). Check children are reading books at the correct ZPD and quizzing frequently.	STAR reader completed each September and then at the end of each cycle. Reading age noted in blue book and monitored. Independent tasks used to inform assessment in Blue Books and adapt planning. AR quizzes and weekly monitoring of AR reports (including on class novels). LbQ as an assessment tool. Past papers/mock SATs (centile score recorded) – inform planning. 1:1 reading coaching daily during independent reading time (6 children per day). Check children are reading books at the correct ZPD and quizzing frequently.
READING FOR PLEASURE				
Book promotion	Every class has an area to display spine (listed on curriculum maps) and topic books AR books (mix of fiction and non-fiction) displayed in boxes in each classroom organised by ZPD range. Boxes rotated between classes in a year group each half term.	Every class has an area to display spine (listed on curriculum maps) and topic books AR books (mix of fiction and non-fiction) displayed in boxes in each classroom organised by ZPD range. Boxes rotated between classes in a year group each half term.	Every class has an area to display spine (listed on curriculum maps) and topic books AR books (mix of fiction and non-fiction) displayed in boxes in each classroom organised by ZPD range. Boxes rotated between classes in a year group each half term.	Every class has an area to display spine (listed on curriculum maps) and topic books AR books (mix of fiction and non-fiction) displayed in boxes in each classroom organised by ZPD range. Boxes rotated between classes in a year group each half term.

	Weekly class quizzes to teach the skill to answering quiz questions.	Weekly class quizzes to teach the skill to answering quiz questions. Introduce Articles (mostly non-fiction) – short, engaging extract which can be quizzed on AR.	Weekly class quizzes to teach the skill to answering quiz questions.	Weekly class quizzes to teach the skill to answering quiz questions.
Class novel	Children read to daily by teacher to model reading with expression and intonation and wondering out loud – mixture of topic books from the class Spine set and class novels (linked to topic as per curriculum map). Class novel read each half term with vocab and question focus for each chapter.	Children read to daily by teacher to model reading with expression and intonation and wondering out loud – mixture of topic books from the class Spine set and class novels (linked to topic as per curriculum map). Class novel read each half term with vocab and question focus for each chapter.	Children read to daily by teacher to model reading with expression and intonation and wondering out loud – mixture of topic books from the class Spine set and class novels (linked to topic as per curriculum map). Class novel read each half term with vocab and question focus for each chapter.	Children read to daily by teacher to model reading with expression and intonation and wondering out loud – mixture of topic books from the class Spine set and class novels (linked to topic as per curriculum map). Class novel read each half term with vocab and question focus for each chapter.
PARENTS				
Home reading/ Accelerated Reader	Children record in their own diary for each book (date at top of each week page): Name of book, pages read (daily) and quiz score. Diary to be signed by an adult at home at least once a week. 100% score on a quiz =yellow star stamp in diary. Book changed once quiz completed. Unless reading a novel, book should be changed weekly. Blue book tracking. RAG rate (0-2 = red / 3-4 = amber / 5+ and 1 adult signature = green) daily reading in reading diary every Monday. RAG Actions 1st red - PING home. 2nd red – call home and discuss. 3rd red – invite family in for meeting to discuss expectations, barriers and support. Reading League display in classrooms updated weekly with most recent % towards target score.			

BASIC SKILLS				
Spelling	Green A4 Spelling Book Organisation: Inside front cover – year group statutory words (and previous year groups as required) 1st page – spelling strategies from No Nonsense Spelling. No Nonsense Spelling Scheme (MTP) - 3 x 15 minutes weekly. Lesson 1 – Introduce word list on a Friday using a spelling pattern. Stick list in Green A4 spelling books. Practice using a No Nonsense scheme technique. Lesson 2 – Retrieval task practising spellings (possible morning task). Lesson 3 – Application task (e.g. dictation, hang man game, choose the correct spelling). Children to show their additional practice completed at home in their green books – tacked in Blue Books. Spelling Shed practice of weekly word list in class on iPads. Children working below ARE to access differentiated spellings lists on Spelling Shed at an additional time in the week. Phonics reinforced in spelling lessons. Spelling screen (on paper) in assessment week each cycle on statutory words taught so far – collected and highlighted green by teacher. Paper given back to children to stick in spelling books after highlighting correct spellings in the front of their green book. Score tracked in Blue Books and feedback given to parents as required and used to inform retrieval tasks in the following cycle. Y6 Spellings taken from year 5/6 and topic words.			
Grammar	Grammar is integrated into T4W as specified on curriculum maps. Taught in imitate phase and through shared writing. Grammar Homework Book -sheet detailing pages to be completed every Wednesday (for the following Wednesday) stuck in front each half term -marked at home (answers sent home on a half-termly PING to families) -Grammar book opened on desk every Wednesday morning for teacher to check completion. Grammar Hammer 15 min weekly timetabled slot. Half-termly booklet produced and stored in table/row sets in zip wallets. Grammar Hammer taught using gradual release and self-marked. Focus on 5 questions per half term. Spag.com used for Grammar retrieval practice questions in Literacy lessons as do-now tasks. Learn by Question LbQ used in Y4-6 for grammar in lessons and retrieval sessions.			

Handwriting	Yellow Nelson Handwriting Scheme followed in purple handwriting books. 3 x 15 minute weekly handwriting practise of joins. Application to words. 1 unit per week. Teaching sequence for each lesson 1: Lesson begins with warm up 2: Animation of join shown. 2: Teacher forms join under visualiser in purple handwriting book and explains join. 3: Independent practice in purple handwriting book. 4: Model application to a word(s) 5: Independent practice of word writing. Frieze displayed at front of classroom.	Red handwriting scheme followed in purple handwriting books. 3 x 15 minute weekly handwriting practise of joins. Application to words. Teaching sequence for each lesson 1: Lesson begins with warm up 2: Animation of join shown. 2: Teacher forms join under visualiser in purple handwriting book and explains join. 3: Independent practice in purple handwriting book. 4: Model application to a word(s) 5: Independent practice of word writing. Frieze displayed at front of classroom.	Red Handwriting scheme followed in purple handwriting books. 3 x 15 minute weekly handwriting practise of joins needed to be re-taught. Dependent on needs of cohort. Handwriting modelled in lined books using topic/spellings. Teaching sequence for each lesson 1: Lesson begins with warm up 2: Animation of join shown. 2: Teacher forms join under visualiser in purple handwriting book and explains join. 3: Independent practice in purple handwriting book. 4: Model application to a word(s) 5: Independent practice of word writing. Frieze displayed at front of classroom.	Red Handwriting scheme followed to fill gaps as needed for identified pupils using purple handwriting line books. Handwriting modelled in lined books using topic/spellings. Frieze displayed at front of classroom. Identified pupils have handwriting-lined Literacy books.
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