

## RAB Infant Approach to Reading

### EYFS

Baseline assessments are carried out within the first 2 weeks of the children being full-time in school. Phonics teaching begins at this point.

#### **Phase 2**

Those children who are unable to visually blend have individual phonics practice using RAB flashcards. These children will take home a wordless book.

*N.B those children who are not reading their books at home will be picked up by staff as a regular reader.*

Those children who are able to visually blend will be given phase 2 books appropriate to their phonic knowledge. Every child will read to an adult at least twice a week – most often in pairs.

Each book is read three times.

#### **Phase 3**

The majority of children will be reading a selected book based on current focus sounds being taught; Children may also have a numbered book related to phase 2 sounds which helps close a specific gap or to consolidate. Some children may also be extended with a phase 4 book at this stage.

*N.B During consolidation weeks books are selected based on the children's individual gaps before moving on to Phase 4.*

#### **Phase 4**

Children read in school and take home a phase 4 book. *(Though an exception may be made for those children not yet secure on phase 2 or 3)*

At all stages children are also able to take home picture books from the school library to share at home.

### Year 1

**Autumn 1** - Year 1 will be revising their Phase 3 sounds and will be reading individually or in pairs to an adult in school twice a week. Their reading book will give them the opportunity to read a book with the focus sounds from that week in. This book will be read at home and at school.

**Autumn 2 onwards** - Whole class guided reading will begin in Year 1 once the children are ready to work on Phase 5 sounds – this is likely to be after October half-term. Clear links are made between phonic and reading sessions.

In Year 1 the children will take part in whole class guided reading using a range of text types – this will be on a Monday & Tuesday. This will focus on developing reading fluency and reading skills.

On Wednesday to Friday the children will read a book linked to the phonemes/graphemes they have been working on during phonic sessions (same book for whole class), with a focus on decoding, this will go home on a Friday.

\*Some children will access the WCGR session with the support of an adult, but may read another book focussing on their phonic gaps once the class are practising reading in pairs.

### Year 1 – Whole Class Reading Structure

<b>Extract Based</b>		<b>Phonic &amp; Decoding Focus</b>		
<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
1. Explore title – make predictions	1. Recap vocabulary	1. Explore front cover of book – look at title and	1. Recap on book from yesterday	1. Revisit focus sounds & tricky words/

2. Introduce vocabulary & key phrases	2. Read text (echo & choral)	make predictions	– what was it about?	challenge words found in text
3. Listen and Track	3. Practise prosody – Teacher demo & children practise	2. Revisit focus sounds ( <i>may pick out the words from within the text with the focus sound</i> )	2. Revisit focus sounds ( <i>may pick out the words from within the text with the focus sound</i> )	2. Paired read (taking turns)
4. Read text (echo and choral)		3. Introduce tricky & challenge words found in text	3. Revisit tricky & challenge words found in text	3. Use VIPERS skills to answer questions on text and vocabulary
5. Fastest finger first	4. Teach specific VIPERS reading skill Use MT OT YT approach	4. Teacher read with children tracking	4. Paired read (taking turns)	Use MT OT YT approach
6. Circle any unknown words –		5. Paired reading (taking turns) with the children focussing on decoding.	5. Paired Reading (chorally)	
7. Vocabulary practise	5. Builds up to independent practice verbally			

N.B. This structure may change in the summer term if there is less of a need to focus on phonics and decoding.

## Year 2

Year 2 will begin Whole Class Guided Reading from the beginning of the academic year as a continuation of their work in Year 1.

(N.B This is a new development as a reaction to the needs of the children in the new year 2 cohort and will happen for the first time in September 2024)

Some children may not take part in Whole Class Guided Reading and will instead take part in Group Guided Reading or Reciprocal Reading. These should only be children who still need a fully phonic based curriculum. These children will use the books from the labelled focus sound boxes (kept in the Butler room). These books will not go home – instead the children will take home a book from the numbered boxes linked to their phonic group teaching.

There is an expectation that as many of the children as possible are in WCGR by the Spring Term, though they may be supported by a TA in a small group to do so. Exceptions will only be made for those children who continue to need a phonic based curriculum. This will be tightly linked to the children’s phonic interventions and will be planned for by the Year 2 teaching team.

Some children (likely to be EHCP children) will read individually with an adult.

The structure of how WCGR and the foci will change as the academic year progresses in year 2 to respond to the needs of the children and the cohort.

## Autumn 1 –

<b>Phonic &amp; Decoding Focus</b>				
<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
1. Explore front cover of book – look at title and	1. Revisit focus sounds & tricky words/	1. Explore front cover of book – look at title and	1. Revisit focus sounds & tricky words/	1. Consolidation of all

<p>make predictions</p> <p>2. Revisit focus sounds (pick out the words from within the text with the focus sound)</p> <p>3. Introduce tricky &amp; challenge words found in text</p> <p>4. Paired reading (taking turns) with the children focussing on decoding.</p>	<p>challenge words found in text</p> <p>2. Paired read (taking turns)</p> <p>3. Use VIPERS skills to answer questions on text and vocabulary</p>	<p>make predictions</p> <p>2. Revisit focus sounds (pick out the words from within the text with the focus sound)</p> <p>3. Introduce tricky &amp; challenge words found in text</p> <p>4. Paired reading (taking turns) with the children focussing on decoding.</p>	<p>challenge words found in text</p> <p>2. Paired read (taking turns)</p> <p>3. Use VIPERS skills to answer questions on text and vocabulary</p>	<p>phonemes/graphemes taught</p> <p>2. Independently read the text they will take home</p> <p>3. Teacher/TA to hear individual children read</p>
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In Autumn 1 the children will read a book in class with a phonic focus across 2 days, they will then swap to a different book for two days. These books will link to the alternative graphemes they have been learning in their phonic sessions. Teachers will hear children read in their pairs.

On the Friday the children will independently read the book they are to take home to develop fluency. The teacher focus will be to hear children read that are not taking one of the focus books home (those children not accessing phase 5, or those that are working at a greater depth for reading)

### Autumn 2 – 3 days Extract-Based; 2 days Group Guided Reading

#### Focus on Vocabulary and Retrieval

Building on the Year 1 reading structure, the children will spend 3 days exploring a text extract, with a focus on developing reading fluency and reading skills. The texts will be extracts from quality children’s fiction and non-fiction. These sessions will not be linked to the class novel (unlike KS2 where this is the case).

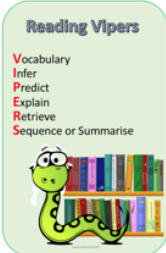
On Thursdays and Fridays, the children will take part in group Guided Reading activities, allowing children to focus on specific reading skills. For example, some children will read as part of a smaller group with an adult, whilst others will begin to develop their written response to reading skills.

Extract Based			Group Guided Reading	
Day 1	Day 2	Day 3	Day 4	Day 5
<p>1. Explore title – make predictions</p> <p>2. Introduce vocabulary</p> <p>3. Read text (echo and choral)</p> <p>4. Circle any unknown words – fastest finger first</p> <p>5. Vocabulary practise</p>	<p>1. Recap vocabulary</p> <p>2. Read text (echo &amp; choral)</p> <p>3. Practise prosody</p> <p>4. Paired read and rehearse</p>	<p>1. Read text (echo and choral)</p> <p>2. Teach specific VIPERS reading skill</p> <p>3. Independent practice</p> <p>4. Vocabulary revisit</p>	<p>1. Group reading session (with TA)</p> <p>2. Group reading session (with teacher)</p> <p>3. Written response to reading skills</p> <p>4. Written response to reading skills (consolidation of question type explored in days 1-3 with an unseen text)</p> <p><b>N.B. Children will be in four groups</b></p>	<p>1. Group reading session (with TA)</p> <p>2. Group reading session (with teacher)</p> <p>3. Written response to reading skills</p> <p>4. Written response to reading skills (consolidation of question type explored in days 1-3 with an unseen text)</p> <p><b>N.B. Children will be in four groups</b></p>

### Spring 1 – 4 days Extract-Based

#### Focus on Explain and Predict

## Year 2 – Whole Class Reading Structure

Day 1 <b>Vocabulary and Retrieve</b>	Day 2	Day 3	Day 4
1. Explore title – make predictions  2. Introduce vocabulary  3. Read text (echo and choral)  4. Circle any unknown words – fastest finger first  5. Vocabulary practise	1. Recap vocabulary  2. Read text (echo and choral, paired read and rehearse)  3. Practise prosody	1. Read text (echo and choral)  2. Teach specific VIPERS reading skill  <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; background-color: #d9ead3; text-align: center;"> <p><b>Reading Vipers</b></p> <p>Vocabulary Infer Predict Explain Retrieve Sequence or Summarise</p>  </div>	1. Independent practice  2. Written vocabulary response (like Frayer model)

### Spring 2 – 3 Days Extract-Based; 1 Day Extract-Based (with an unseen text)

#### Focus on Infer, Explain and Predict

Extract Based			Extract Based
Day 1	Day 2	Day 3	Day 4
1. Explore title – make predictions  2. Introduce vocabulary  3. Read text (echo and choral)  4. Circle any unknown words – fastest finger first  5. Vocabulary practise	1. Recap vocabulary  2. Read text (echo & choral)  3. Practise prosody  4. Paired read and rehearse	1. Read text (echo and choral)  2. Teach specific VIPERS reading skill  3. Independent practice  4. Vocabulary revisit	1. Independent reading of an unseen text  2. Independent practice of question type and reading skill/s explored in days 1-3

### Summer 1 – 3 Days Extract-Based; 1 Day Extract-Based (with an unseen text)


#### Focus on Sequence and all VIPER reading skills

Extract Based			Extract Based
Day 1	Day 2	Day 3	Day 4
1. Explore title – make predictions  2. Introduce vocabulary  3. Read text (echo and choral)  4. Circle any unknown words – fastest finger first  5. Vocabulary practise	1. Recap vocabulary  2. Read text (echo & choral)  3. Practise prosody  4. Paired read and rehearse	1. Read text (echo and choral)  2. Teach specific VIPERS reading skill  3. Independent practice  4. Vocabulary revisit	1. Independent reading of an unseen text  2. Independent practice of question type and reading skill/s explored in days 1-3

### Summer 2 – 4 Days Extract-Based

#### Focus on all taught VIPERS reading skills

## Year 2 – Whole Class Reading Structure

Day 1 Vocabulary and Retrieve	Day 2	Day 3	Day 4
<ol style="list-style-type: none"> <li>1. Explore title – make predictions</li> <li>2. Introduce vocabulary</li> <li>3. Read text (echo and choral)</li> <li>4. Circle any unknown words – fastest finger first</li> <li>5. Vocabulary practise</li> </ol>	<ol style="list-style-type: none"> <li>1. Recap vocabulary</li> <li>2. Read text (echo and choral, paired read and rehearse)</li> <li>3. Practise prosody</li> </ol>	<ol style="list-style-type: none"> <li>1. Read text (echo and choral)</li> <li>2. Teach specific VIPERS reading skill</li> </ol> <div style="border: 1px solid #ccc; border-radius: 10px; background-color: #e6f2e6; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p><b>Reading Vipers</b></p> <p>Vocabulary            Infer            Predict            Explain            Retrieve            Sequence or Summarise</p>  </div>	<ol style="list-style-type: none"> <li>1. Independent practice</li> <li>2. Written vocabulary response (like Frayer model)</li> </ol>