

Reading at Milton Abbot Provision Map – ‘Reading for knowledge, reading for pleasure’

Shared Intention: ‘Getting them early – the earlier our pupils grasp how to blend with their phonic knowledge then the sooner they are fluent and so the sooner they can enjoy a wide range of engaging texts to widen their vocabulary and deepen their comprehension.

Universal provision		Targeted intervention		Wider support and strategies	
	Quality first teaching of reading linked to vocabulary depth development (as per our Expressive Curriculum)		Reading intervention (streaming as appropriate) to focus on stage not age		Teacher as role model in class – reading daily
	Daily teaching input of key reading skills (incl Read Write Inc for early readers)		Reading Recovery Sessions: precision steps		Reading Curriculum plan to support shared intentions and ambition across school team
	Daily reading opportunities in class		Daily focus individual/group time: additional teaching and practice		Book Nook: an attractive and well-organised place for our fluent readers to choose their next book
	Daily class reader read by teacher in class: aiming for challenge and range		Personal reading/phonics tutor: additional teaching of reading and practice		Free reader books organized into themes and genres to raise awareness of these amongst our fluent readers; to encourage wide range of reading
	Guided reading sessions that enable teacher to hear individuals read and give verbal feedback and assessment		Planned conferencing to reflect learning and progress		Reading Champion Scheme: supported by PTFA (Hoot) to ensure book ownership is seen as important. To incentivize and reward great reading progress, beyond the intrinsic value
	Progress systematically tracked and shared with pupil – targets set and known		Teacher led booster group weekly (pm)		Reading Roost: dedicated space on our school website to set support videos, to signpost to other resources and to highlight how much we value reading
	Early diagnostic assessment to explore any perceived barriers in reading		Links with home to expect more reading practice for those who need it most		Investment in core texts: teachers being able to order the right text for the curriculum subject
	SEN pupils set reading as a key priority: if they can read then they can achieve beyond the Primary Phase.		Specific resources to support SEN readers: working memory games, word play, reading rulers (coloured), etc.		World Book Day lasts a week: a range of opportunities and challenges to raise profile and to tempt children to try a new author; role-models from home (Big Boys Read).
	Purposeful and regular professional development opportunities for teachers		Precision teaching – small steps repeated daily/regularly		Talking Learning Podcast: include reading recommendations by pupils being interviewed for each episode
	VIPERS scheme (child-friendly) in place to support comprehension: half-termly focus skill; ongoing teaching		Check eyesight: if a child in class is struggling and diagnostic assessment is struggling to reveal, explore pupil eyesight		Reading assemblies: regular assemblies led by different teachers to promote genres, themes and authors.
	Reading opportunities across the curriculum: made clear on medium-term plans for each subject		Dyslexic Traits Screener: SENDCO has a screening check that can explore specific learning difficulties associated with dyslexia.		Book Club: our more able pupils from across school meet termly to enjoy a book club format wherever they can talk deeply about a text
	Positive affirmation and ‘word friendly’ environment				Reading requests: pupils can request books we do not have that they would recommend to others.