



"Where children are at the heart of every decision to inspire brighter futures"

Respect, Responsibility, Recognition and Resilience

Reading Curriculum Delivery Document

Intent	<p>At Girnhill, we value reading as a key life skill and one that lays the foundations for long-life learning. We want every child to decode quickly and accurately so that reading becomes effortless, as well as, develop a love for reading and books. We ensure opportunities are provided every single day for children to read with adults in school and at home. We believe our entire school is a library and aim to inspire children to read for pleasure. Reading is taught through the ambitious National Curriculum, the Early Years Foundation Stage Framework and the Read, Write, Inc. programme that explicitly teaches children to read fluently and accurately. This ensures that staff are supported to teach small progressive steps in a specific coherent teaching sequence, ensuring that children continue to learn new grapheme-phoneme correspondences and revise and consolidate those learnt earlier. We are ambitious in our expectations of all pupils, ensuring cross curricular links are made to develop children holistically. We map the National Curriculum and Early Years Foundation Stage Framework for reading into a coherent and sequential progression model that outlines the substantive knowledge, disciplinary knowledge, vocabulary and sentence stems needed at each stage that will build cumulatively towards learners being able to use and apply their knowledge, skills and understanding across a range of reading concepts, whilst making purposeful links. At Girnhill Infant School, we believe that oracy is a powerful tool for learning; by teaching children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Vocabulary is purposeful and progressive to allow children to develop their expressive language and leave school being able to articulate their understanding of text using the four strands of good talk. Technical tiered vocabulary is modelled through flashcards and teacher talk using 'my turn, your turn'. Sentence stems are used to provide children with a model of how to use book talk and scaffold their talk effectively. Questions are carefully planned in advance to target pre-empted misconceptions, address gaps in learning and enable children to develop their explanations and comprehension of books and text.</p>
Implementation	<p>Reading is delivered by teachers and teaching assistants that are trained and coached by the reading leader in order to remain skilled phonic group leaders. Reading tutors deliver daily 1:1 Read, Write, Inc. tutoring sessions to ensure that children 'keep-up not catch-up'. Through these means, children are taught daily to read accurately, fluently and with understanding. A love of reading and books is inspired through our school's reading environments and daily story-times. Teachers use the 'Talk-through Story' units from Read, Write, Inc. to deliver purposeful story-times that develop oracy and book talk through the explicit teaching of tier-two vocabulary and comprehension. Teacher's also deliver an additional story-time daily, where children listen to their favourite stories, stories they have voted for and books that reinforce prior-learning and cross-curricular links. Oracy is woven throughout reading as detailed in the progression grid. The progression grid outlines the oracy expectations of each year group within the four strands of good talk. It also includes the tiered technical vocabulary all learners need to acquire and use in order to talk like a reader. This will be modelled using 'my turn your turn' and opportunities are made for children to practice using the vocabulary throughout lessons and story time in both guided and independent practice.</p>



Suggested sentence stems are provided and used in order to scaffold responses. Opportunities for children to practise the skill of presentational talk will be further developed in reading through the use of mode B learning such as freeze frames in character, hot seating a character, book reviews and retelling a story using drama.

All explicit reading lessons begin with the introduction of a new grapheme and the review of previously taught grapheme-phoneme correspondences through flashcards. Children then apply these sounds to decode new words using the skills of segmenting and blending. Children then review words containing previously taught graphemes using segmenting and blending and then at speed for fluency. High-quality modelling of these skills and language is offered to our children and scaffolds are provided for difficult tasks. All reading lessons have a strong, purposeful emphasis on reading and comprehending books that are tailored to individual child's reading abilities.

Impact

Assessments and data show that many children are making progress each half-term. Progress trackers show that most children are making at-least one step of progress each half-term and are retaining more grapheme-phoneme correspondences. Where children are not making at least one step of progress each half-term, interventions are put in place. This is in the form of individual progress records for 1:1 tutoring in order for children to keep-up not catch-up. For some of our pupils who are on the SMTL/EHCP plans, learning has been adapted so that they also access physical active phonics activities as part of their reading/phonics sessions that still remain in line with the Read, Write, Inc. programme. Some of these children also require an additional adult to support them in accessing their discrete phonics groups.

Floor books and pupils voice evidence the use of tier-two vocabulary that is modelled by teachers in the 'talk-through' story sessions.

Floor books evidence a love for reading throughout school by displaying children's views on their favourite books, reading events that have taken place, mode B learning opportunities, such as, freeze framing as characters.

What our reading lessons look like?

Set 1

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
i (bouncy – see p.35)	 Make a sharp sound at the back of your throat and smile.	 Use Picture Sound Cards: i-i-insect, i-i-invitation, i-i-instruments, i-i-itchy	 Draw the insect on the board, then write 'i' next to it.	 Spot the new sound in the pack.	 Down the body, dot the head!	 Select 3 sounds you have taught children so far.	 i-n in s-i-t sit p-i-n pin l-i-p lip

Now teach Word Time Lesson 1.1 (see pp.37–39).

Set 2

Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
ee	 ee – what can you see? Choose 3–4 words see, three, been, green, seen, keep, need, sleep, feel	 Spot the new sound in the pack.	 Use Phonics Green Word Cards: see, three, been, green, seen, sleep	 Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	 Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): see, three, been, green, seen, sleep	 Ask children to write two or three previously taught words.	

Set 3

Speed Sounds	Word Time
Sound	Review the words
 o-e (special friends: split digraph – see p.58)	 Words from previous Set 2 and 3 lessons.
 o-e – phone home Choose 3–4 words: home, hope, rose, spoke, note, broke, sold, rope, those	 Use Phonics Green Word Cards: home, hope, spoke, note, broke, phone
 Spot the new sound in the pack.	 Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.)
 Words to spell (choose 2–3): home, hope, spoke, note, broke, phone	 Ask children to write two or three previously taught words.

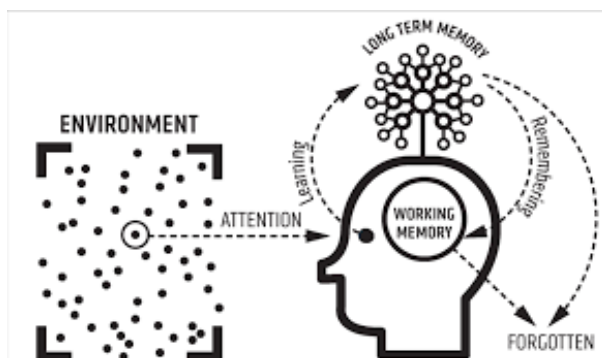


Story Books

	Ditty/ Red	Green, Purple, Pink & Orange	Yellow, Blue & Grey
Day 1 Can the children read every word from the story accurately? If not, reteach day 1.	Speed sounds from book Story green words Speedy green words (red only) Red words Partner practice Story introduction First Read Read aloud	Speed sounds from book Story green words Speedy green words Red words Partner practice – speed sounds, story green words and red words Story introduction First read	Speed sounds from story book Story green words Speedy green words Red word cards Partner practice – speed sounds and story green words Story introduction First read
Day 2 Focus is to increase pace.	Second Read – if time Hold a sentence Second speed sound (without spelling) Any additional time Questions to talk about Complete a sentence	Story green words Speedy green words Red word cards Partner practice – speed green and red words Read aloud teacher Second read Think about the story	Speedy green words Red word cards Partner practice words – speedy green and red Second read Questions to talk about
Day 3 Reading in a story telling voice.		Partner practice – speedy green and red words Third read Questions to talk about Hold a sentence 1	Partner practice – speedy green and red words Third read – voice choice Questions to read and answer Hold a sentence 1

How do we ensure that knowledge gained is transferred from the working memory into the long-term memory?

Rosenshine's principles in action (bridging research and classroom practice) is providing support and strategies to secure pedagogical understanding for staff.





"Where children are at the heart of every decision to inspire brighter futures"

Respect, Responsibility, Recognition and Resilience

Principles identified	What do we expect to see in our physical education lessons?
Daily Review	Daily review is used at the beginning of every reading lesson using flashcards to activate previously taught skills, vocabulary and knowledge.
Questioning	A variety of key questions are individually planned by teachers prior to delivering the lessons, using the Read, Write, Inc. scheme and reading progression grid. The questions progress through the units of work encouraging children to 'dive deeper' with their answers. Staff will also encourage 'say it again better' where applicable and use techniques such as cold calling, 'tell me how and why' and think, pair, share to ensure ALL children have opportunity to answer and subject specific language when responding orally. Hinge questions are used as a method of formative assessment allowing staff to check understanding and address misconceptions. Sentence stems are used to scaffold children's responses, these are both verbal and visual and are present for children to refer to throughout each lesson.
Sequence concepts and modelling	Modelling is provided by the teachers, support staff and peers. These models are high-quality and repeated many times with the children. Children are given time to practise the application of skills for as long as needed, through both guided and independent practice. Teachers model the subject specific vocabulary and sentence stems needed to answer questions and share ideas and opinions. Lesson plans are progressive, but broken down into small steps to support the acquisition of knowledge in to long term memory. Scaffolds are used to support all children in achieving the learning objective This might be in the form of adult support, displayed vocabulary and graphemes, and knowledge and sentence stems.
Stages of practice	Close supervision during guided practice from the staff. Providing instant feedback to learners. Time for independent practice when the learners are ready to use and apply their skills, knowledge and understanding.