

# Rose Wood Academy



Reading at Rose Wood

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## **Intent**

At Rose Wood, we believe that reading should be at the heart of the curriculum. As reading is central to our ability to understand, interpret and communicate, we want our children to be fluent, independent and reflective readers, equipped for learning throughout and beyond primary school. We place equal importance on developing a genuine love of reading and books, fostered through the reading opportunities afforded to them at school and beyond. Through our books chosen for independent reading and our English curriculum planned around quality texts, we aim to engage children and develop a true appreciation of literature.

We ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Any barriers are identified and support offered accordingly with the aim of success for all.

## **Implementation**

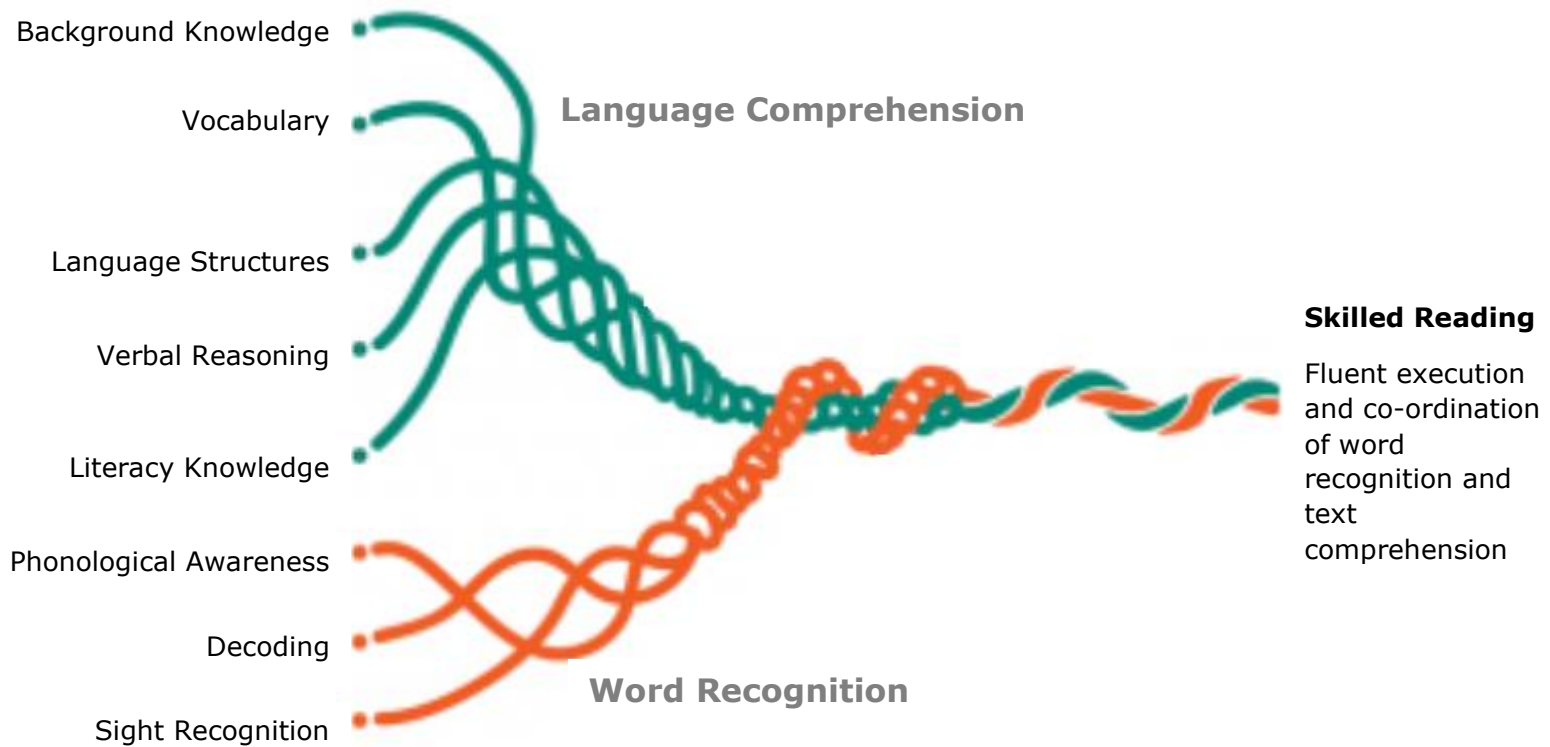
Our approach to reading has three main strands:

1. A clear focus on breaking reading down into its inherent skills, ensuring that staff and children have the skills to tackle all of these well.
2. Children experience quality literature, with our enquiry curriculum underpinned by high quality texts using the principles of the 'Power of Reading'
3. Improving children's engagement with reading, both in school and at home.

### **1. Reading Skills**

The skills needed to become a capable and confident reader are interwoven and becoming a fluent reader involves mastering all of these skills. We base our reading approach on Scarborough's Reading Rope (2001) which identifies the multiple strands involved. The two main strands are supported by broad academic consensus and underpinned by research evidence.

## Skills for Reading – The Scarborough Rope

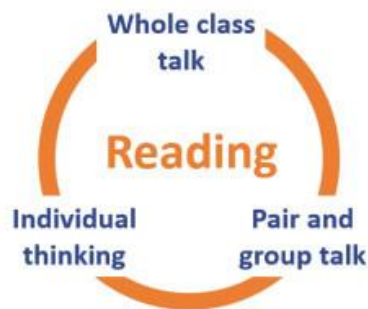


Background Knowledge	Background knowledge about what is being read applied in order to make sense of the new information
Vocabulary	The breadth of vocabulary. The better the understanding of the vocabulary, the more fluent and accurate the reading
Language Structures	Implicit understanding of how language is structured - grammar
Verbal Reasoning	Making inferences and constructing meaning from the text, thinking logically about reading in order to understand the text
Literacy Knowledge	Understanding the concepts of print
Phonological Awareness	The awareness the reader has of the sound systems in language, including knowledge of syllables and sentence intonation
Decoding	Understanding of the alphabetical principle
Sight Recognition	Developing a repertoire of words read by sight to develop efficiency

The *language comprehension* elements complement each other along the developmental road to becoming a *strategic* reader. The *word recognition* elements develop and, with practice, become increasingly *automatic* so that attention can be directed towards meaning. Each of the eight strands develop independently and reciprocally over time as children become skilled readers. Skilled reading is defined as fluent co-ordination of word reading and the reading comprehension process.

Our Rose Wood reading curriculum is written with these strands in mind and includes a clear progression in all eight aspects. (See *Appendix 1* to see how our curriculum links to the eight strands.)

Staff plan from our Rose Wood curriculum alongside our 'Principles of Teaching Reading' document (see *Appendix 2*.) These sessions are built around high quality and challenging texts, which are dissected by the class through high level questioning and discussion. Essential skills are taught using a flexible approach, led by the text's potential – what the particular text or section of text offers in terms of learning; by the shifting needs of the pupils and by the class' developing relationship with the text as readers. This approach involves a blending of whole class talk, paired or small group talk and individual thinking. Crucial to the success of this approach is a dialogic approach where high-quality questioning develops children's responses and leads children to be truly reflective readers. Staff use questioning well to point pupils towards different directions of thought or refinement of practice.



## 2. Quality Literature

Quality texts are at the heart of our curriculum. We are a 'Power of Reading' school, meaning that our learning projects are designed around quality texts designed to stimulate the children's writing and develop their language skills in conjunction with engendering a love of literature. Alongside individual reading books carefully chosen to match children's ability and interests, shared texts are chosen to inspire and enthral children, supporting them to become confident independent readers.

Research has shown that when a child knows eight or more nursery rhymes by heart by the age of four they are usually one of the best at reading and spelling in their class by the age of eight. We therefore identify the core nursery rhymes that will be taught in EYFS and this is built upon with core quality texts in each year group, which are chosen to explore literary techniques, language and develop a love of reading. Our Rose Wood reading spine is shown in *Appendix 3*.

### **3.Children's Engagement**

*Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).*

We believe that children truly engaged in the reading process is crucial to reading success. Reading at Rose Wood is designed so that children see themselves as 'readers' - reading because they want to rather than because they have to. Every opportunity to promote reading is taken in school and beyond.

We have dedicated 'Book Club' sessions and all children across school have quality texts read to them regularly. Children can choose from a range of books as choice is an important factor in reading for pleasure; choice and interest are highly related. Reading at home is incentivised and strategies to support with this are shared with parents.

**A love of reading is the biggest indicator of future academic success.**

**OECD (The Organisation for Economic Co-operation and Development)**

## Approach to Reading

### EYFS and Year 1

At Rose Wood, we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start our teaching of phonics in Nursery where we teach the foundations of phonics before moving to teaching the 'Little Wandle' phonics programme in Reception. From Reception, we follow the *Little Wandle Letters and Sounds Revised* progression (See Appendix 4), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Rose Wood Academy, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

#### Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending
  - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

#### Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### **Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has 'Keep-up' support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

### **Teaching reading: Reading practice sessions**

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

The reading practice sessions uses the same book for all three sessions because our primary aim is to develop automaticity and fluency. This book is then shared with parents to practise at home.

## **Year 2**

In Year 2, children are moved onto 'Accelerated Reader' once they have completed the Little Wandle Programme. At this point, children complete a STAR reader test which generates a book level range. Progress on 'Accelerated Reader' is closely monitored.



The children who are not yet fully fluent at reading or have not passed the phonics screening remain on the Little Wandle programme and receive daily phonics lessons and reading lessons, keeping the same areas of focus used in Reception and Year 1 – decoding, prosody and comprehension. We use the rapid catch up to identify the gaps in their phonic knowledge and teach to these using the rapid catch up resources – at pace.

Selected children in Year 2 are also identified to be listened to read individually.

## **Key Stage Two**

Children in KS2 are registered with 'Accelerated Reader'. Children complete termly STAR tests, which generate a book level range from which the children can select books. Reading books are all levelled so that children can select a book closely matched to their reading ability. Children complete quizzes once they have read their book and points are earned if they pass. We monitor children's individual reading closely through the reports generated by 'Accelerated Reader'. These reports are shared with children on a weekly basis as well as parents throughout the year. The reports generated allow us to monitor the time a child has spent reading and their comprehension of what has been read. We constantly audit our books to ensure that there is sufficient range available and genres that appeal to all. We speak with the children about books they are enjoying so that we can ensure these are in plentiful supply, maintaining children's interest, whilst still ensuring that books are available which children wouldn't necessarily choose themselves in order to ensure that they have a wide literature offer open to them.

Children who are not yet fluent in reading follow the 'Little Wandle' catch up programme with regular phonics and reading sessions. The Little Wandle 'Catch up' resources are used for these sessions.

## **Pupil Expectations**

To read at home at least 3 times a week. (For children/ families who find this difficult, support is offered or alternative provision made)

In KS2, to achieve a score of at least 85% on Accelerated Reader quizzes.

In KS2, to achieve a minimum of 30 points in the school year.

## **Rewards**

Prizes and certificates will be awarded in Friday's Praise Assembly when the following points score on Accelerated Reader has been achieved:

30	pencil
60	bookmark
90	enamel badge

120	medal
200	rosette
250	a book
300+	a book voucher

*Each classroom will have a display to track individual pupil points scores.*

Reading card prize draw – when a child has completed their reading card they can enter it into the prize draw box in the hall. A card is drawn in Friday's Praise Assembly and the winner can choose a book as a prize.

Classroom specific rewards are given for reading 3 times a week.

## Planning and Assessment

### Planning

Planning for Phonics is through the 'Little Wandle' phonics scheme.

Reading at Rose Wood is planned using our Rose Wood curriculum, informed by the national curriculum. This document is used to inform and guide teachers. Each class teacher maintains a class reading file which contains the following elements:

- Rose Wood Reading Curriculum
- Rose Wood 'Principles of Teaching Reading'
- Reading Assessments
- Accelerated Reader (STAR reports and AR reports)

### Assessment

Teachers carry out the following assessments:

- Termly summative assessment tests (Year 2 upwards)
- Termly STAR assessments for children on Accelerated Reader (Year 2 upwards)
- Formative, ongoing assessments. Formative judgements are recorded on the school information system
- Termly Fluency Checks
- Phonics Assessments

Termly teacher assessment judgements will be drawn from all of the above and moderated in teams. Each term, teachers rank their children in reading, based on their teacher assessed judgements and children are discussed in subsequent pupil progress meetings. Provision is made for any children whose progress or attainment is a concern and interventions agreed. These interventions are recorded on a year group provision map.

## Early Reading

### Seven Areas of Early Reading

Reading underpins the learning in the foundation stage with communication and language at the heart of learning across all of the EYFS. Communication and language is embedded into the setting through the areas of the provision and through the adults working and interacting at child level in order to achieve a good level of communication, interacting, questioning and understanding.


Across the EYFS setting, children have access to reading areas which are developed to enhance the current learning linked to the topic being taught as well as other high quality texts with which the children are familiar. A range of new texts are also available. These books are changed regularly. Children have the opportunity to share books with friends and staff.


In Nursery and in the Autumn term of Reception, keyworker inputs are based around the development of communication and language in order to develop the skills and vocabulary needed to allow children to progress onto the early stages of reading.




The children receive a 'Book for Bedtime', which they are encouraged to change regularly to share with their parent/guardian at home. In Nursery, children then mark make about the story in their journal.



Once the children are in Reception, parents have access to their focused reading book on-line through their dedicated Collins Little Wandle login. Staff upload this book every Friday for parents to read at home.

At Rose Wood, we use Little Wandle, Letters and Sounds Revised programme. Phonics is taught daily in both Nursery and Reception and ongoing professional discussions and regular assessments allow the monitoring of individual development and progress.

<p>Prioritise Reading</p> 	<p>The quality of reading provision and early reading is of high priority within the school. Reading and literature is at the heart of the curriculum and a priority for pupils as soon as they start in nursery. Language and vocabulary is celebrated in the early years' environment and practitioners take every opportunity to develop this.</p> <p>The Early Years has a clear reading 'diet', to which all pupils are exposed. This includes rhymes, traditional stories, 'Power of Reading' texts and other carefully chosen texts. There is explicit, daily teaching of synthetic phonics using the systematic Little Wandle scheme with clear milestones for expectations to ensure pupils are secure at every stage of their early reading development and working towards becoming fluent readers.</p> <p>The quality of the provision is regularly scrutinised and evaluated to ensure consistent high standards. The approaches to developing early reading are well informed by this scrutiny as well as external sources</p>
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	<p>and research. The school has good outcomes for reading which is evidence that the early reading approach is working but it still remains a high priority as the principal and staff all know it is of the highest importance to underpin learning. Staff are held to account for the quality of reading provision, including a focus on early reading. Staff are supported with appropriate CPD to ensure that they are highly skilled in teaching reading and early reading. SLT ensure that the school is well resourced with the appropriate books and additional resources to deliver reading.</p> <p>All children are celebrated and the confidence and self-esteem gained allows all pupils to see themselves as readers. Phonics assessments are used to track progress and identify gaps. Leaders have a clear understanding of the children who are falling behind and the interventions are in place to enable the children to catch up. This is a focus of pupil progress meetings.</p> <p>Phonics is taught daily with additional catch up sessions for any children falling behind. It is our strong belief that <b>all</b> children can be readers and our provision reflects this belief.</p> <p>Reading expectations are well communicated with parents and support is given to families to help them with their reading practice at home with their children.</p>
<p>Love of Reading</p> 	<p>We always look for innovative ways to engage children and parents with reading. Reading has a high profile as soon as children come into school in order to promote a love of reading. In Nursery, children are read to at least twice a session and, in Reception, children are read to every day, at least once but often more frequently.</p> <p>The 'Power of Reading' underpins our curriculum from Nursery upwards, giving children access to quality texts and providing opportunities to develop book talk. Time is planned into the timetable to allow opportunities for children to talk about their favourite books and children in Reception are able to vote for the book selected as their end of day text.</p> <p>Books are promoted throughout the setting- in reading areas and in provision areas – and children are invited into the areas to listen to stories as well as encouraged to go in and share books independently. Books in the reading area are selected carefully and include books which are familiar to the children as they were the books read by adults to the children in the previous half term. A core reading spine of texts has been carefully selected to ensure that children experience a range of quality literature, including stories and rhymes as well as choices being made which appeal to their interests. Adults in the setting are supported to be engaging and exciting storytellers and, as a result, children can be heard using expression and intonation in their own storytelling.</p> <p>The environment in the Early Years celebrates reading with displays that celebrate pupils' own book making, as well as documenting the books children have read together and explored through the 'Power of Reading'. Puppet areas across Early Years, at different points in the year, promote children bringing known texts alive and they're encouraged to develop their own imaginative storytelling using different characters.</p>




	<p>The children's love of reading is developed further through the fact that all children are taken to the library where they are encouraged to get their own library card and are started on the path to become lifelong readers.</p>
<p>Programme and Progress</p> 	<p>We teach reading through <i>Little Wandle Letters and Sounds Revised</i>, which is a systematic and synthetic phonics programme. We begin the Little Wandle programme in Nursery: Foundations for Phonics- Tuning into Sounds. Reception continue <i>Little Wandle Letters and Sounds Revised following the scheme</i> progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.</p> <p>As a result, all our children can tackle any unfamiliar words as they read. At Rose Wood Academy, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.</p> <p>At Rose Wood Academy, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and enjoy reading for pleasure. We ensure that this happens by prioritising reading from the very beginning of their journey with us. We encourage our children to see themselves as readers for both pleasure and purpose. Any children who haven't achieve our reading expectations are targeted. We timetable additional 'catch up' phonics and reading sessions for any child in Year 2 or above who is not yet fully fluent at reading and we are relentless in our belief that everyone can be a fluent reader.</p>
<p>Book Match Sounds</p> 	<p>We teach children to read through reading practice sessions. These are taught by a trained adult to small groups of approximately 6 children. The books we use are matched closely to the children's secure phonic knowledge. We use the Little Wandle Letters and Sounds Revised assessments and book matching grids to do this.</p> <p>Children receive a login for the Collins eBooks site so they are able to read the decodable practice book at home.</p> <p>We have invested in the Collins decodable books for all the phases and these are directly linked to the Little Wandle Letters and Sounds revised programme.</p>
<p>Phonics from the Start</p> 	<p><b>Foundations for phonics in Nursery</b></p> <p>We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:</p> <ul style="list-style-type: none"> <li>○ sharing high-quality stories and poems</li> <li>○ learning a range of nursery rhymes and action rhymes</li> <li>○ activities that develop focused listening and attention, including oral blending</li> <li>○ attention to high-quality language.</li> </ul> <p>We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.</p> <p><b>Daily phonics lessons in Reception and Year 1</b></p>

	<p>We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.</p> <ul style="list-style-type: none"> <li>• Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.</li> <li>• We follow the Little Wandle Letters and Sounds Revised expectations of progress:             <ul style="list-style-type: none"> <li>○ Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.</li> <li>○ Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.</li> </ul> </li> </ul>
<p>Catch up Quickly</p> 	<p>The children are assessed formally every half term using the Little Wandle on-line assessment. These assessments allow us to identify specifically the areas of difficulty a child may have. However, any child who is identified during the daily phonics sessions as falling behind immediately receives additional practice through 'Keep-Up' sessions. Daily Keep-up sessions ensure every child learns to read. Keep-up lessons match the structure of class teaching and use the same procedures, resources and mantras, but in smaller steps with more repetition.</p> <p>Any children not reading fluently by the end of Year 1 or any children who have not passed the Phonics Screening check are assessed and placed on the Little Wandle Rapid Catch-up programme. The Little Wandle Rapid catch up programme and resources are used to teach at pace. These short sharp lessons have been designed to ensure children quickly catch up to age-related expectations in reading.</p> <p>We use:</p> <ul style="list-style-type: none"> <li>the Rapid Catch-up initial assessment to quickly identify any gaps in phonic knowledge and plan appropriate teaching</li> <li>the Rapid Catch-up summative assessments to assess progress and inform teaching</li> <li>the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books.</li> </ul> <p>The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is possible when they read the final fluency assessment at 90+ words per minute.</p>
<p>Early Reading Experts</p> 	<p>Every teacher and teaching assistant in our school has been trained to teach reading, so we have the same expectations of progress and the appropriate subject knowledge. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. School Improvement meetings are used to share good practice and CPD is offered in response to any issues that arise from monitoring and feedback from staff. We closely follow the training materials from Little Wandle and support on their website is used regularly by staff teaching early reading to ensure that their practice is the very best it can be.</p> <p>The Reading Leader and SLT regularly monitor teaching and learning, offering support where needed. Our Early Reading leader also offers</p>




	support on our approach to the teaching of Early Reading so parents can best support their children at home.
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## Reading in KS2

Reading continues to underpin learning throughout KS2, with children exploring language choices through a rich variety of books. The reading culture developed throughout EYFS and KS1 is consistently built upon, to inspire and enthuse children's imaginations as well as aiding their moral and social development and helping them to become independent learners.

<p>Prioritise Reading</p> 	<p>Reading continues to be a key priority throughout KS2, as it underpins learning across the curriculum. We ensure that the skills of becoming a skilled reader are taught alongside developing a genuine love of literature and reading. We firmly believe that these elements are interconnected. Leaders have a relentless drive to ensure that reading is a priority and that all children become confident readers. Provision across KS2 is closely monitored by leaders and the children's progress in reading is a key focus of pupil progress meetings. Displays around KS2 promote reading; aid reading and celebrate reading, showing the extent to which it is prioritised.</p>
<p>Love of Reading</p> 	<p>Children in KS2 love to read and teachers are advocates for reading. We constantly strive for new and innovative ways to continue to engage children and further their love of reading. Children have 'Independent Book Club' at least twice a week where they can read anything of their choosing. Subtle lighting, comfortable cushions and bean bags help to make children feel relaxed whilst they read and create a calm environment which promotes the importance of reading purely for pleasure. Parents are invited in at regular intervals to share in this love for reading and often take ideas and inspiration from the way it is done at Rose Wood. At the end of most days, children experience 'Shared Book Club' where a book will be read to them by their teacher. Books chosen for this are ensured to be quality texts, chosen to engage through topic, vocabulary or genre. Reading aloud to the children allows them access to higher level texts, enables them to hear unfamiliar language and sentence structures (broadening their vocabulary) and aids their comprehension. Having a positive reading role model is key for developing their own love of reading. The school uses 'Power of Reading' to underpin writing with a book at the heart of learning. Again, this is carefully chosen to fully engage the children and to allow for 'book talk' between the children and adults. We also endeavour to ensure that children read beyond school by encouraging reading at home. We reward home reading and also have clear expectations for reading at home, with a minimum expectation of three times a week. Quality books are available from which the children can choose and this selection is regularly audited and improved.</p>
<p>Programme and progress</p> 	<p>The Rose Wood reading curriculum, alongside this document, guides all teaching staff through the process of reading at KS2. Our reading programme is a key part of the curriculum and so progress within and across year groups is vital. All content domains are covered and revisited in our spiral reading curriculum. VIPERS is used across each year group to instil the meta-language of reading and associated skills. This becomes part of their everyday language and enables children to talk with confidence about what they have read. Quality texts are consistently used for the purpose of teaching reading skills. Children's progress is assessed both formatively and summatively and children</p>








	<p>are identified who need additional support. Progress is recorded on our school information system, which is updated and monitored regularly. Children are ranked each term on a year group ranking sheet. This ranking sheet is used to inform discussions at pupil progress meetings and any agreed provision is added to a year group provision map. In addition to this, regular fluency activities also allow for progression in reading with the children being exposed to a range of activities as well as specifically taught and directed questioning to allow for conceptual fluency across texts and subjects. Children who are assessed and identified as still needing phonics provision access Little Wandle catch up which is an intensive programme taught to all those who need it. This is offered in each year group in Key Stage 2 until children have passed the appropriate assessments indicating when a child can exit the programme.</p>
<p>Books match ability</p> 	<p>Books in KS2 are carefully matched to reading ability using Accelerated Reader, through which the children complete a 'Star Test' three times a year. This gives the children a banded range within which reading is carefully matched to their ability. Children are able to move up and down the range before completing another test at the discretion of their teacher and dependent on comprehension test scores. Regular testing, coupled with teacher assessment, means that children are presented with accessible books with the correct level of challenge. Book choices within bands are made up of a range of quality texts from a variety of authors – some well-known to the children and others which are not - in order to broaden their reading experiences.</p>
<p>Catch up quickly</p> 	<p>Children who are reading below the expected standard for their age have access to specific books which allow for decodable, synthetic phonic knowledge to be applied at the appropriate level. Children complete an Accelerated Reader 'STAR Test' at the start of each term which gives them a band from which they are able to choose a reading book. Within the books available to them are the 'Catch up Readers' books which have been selected for their high interest and low level reading. This is especially important to have for those children in KS2 who may be reluctant readers because of their ability. All staff are aware of these books and these children are identified on the Provision Map for each year group to show where they are given additional support which may be in the form of phonics (Little Wandle) catch up sessions, 1:1 reading which also explores comprehension and fluency or small group work on reading skills.</p>
<p>Reading Experts</p> 	<p>Staff in school benefit from the expertise of an English team who regularly develop the knowledge and skills of staff through in - house CPD whilst also sourcing quality external CPD. Ideas and good practice are shared and developed across each phase and both leaders and staff understand how to support and aid progress for even the weakest readers through a variety of interventions. All teachers and teaching assistants in Key Stage 2 have also accessed the phonics training through Little Wandle in order to understand the foundations of early reading.</p>

Appendix 1

**The Rose Wood Reading Curriculum and The Scarborough Rope**

<b>Strand of Scarborough Rope</b>	<b>Aspect of Rose Wood Reading Curriculum</b>
Background Knowledge	Skills and strategies to read for understanding Understand the Whole Text Inferential Understanding
Vocabulary	Skills and strategies to read for understanding Understand the Vocabulary used in texts Understand the Whole Text Retrieve information from texts Inferential Understanding Reading to find out
Language Structures	Skills and strategies to read for understanding
Verbal Reasoning	Develop positive attitudes towards reading Skills and strategies to read for understanding Understand the Vocabulary used in texts Express, record and present their understanding Understand the Whole Text Retrieve information from texts Inferential Understanding Reading to find out
Literacy Knowledge	Skills and strategies to read for understanding Understand the Whole Text Retrieve information from texts
Phonological Awareness	Word Reading
Decoding	Word Reading
Sight Recognition	Word Reading

## Appendix 2

	<b>The Principles of Teaching Reading</b> Whole Class Guided Reading	
<p style="text-align: center;"><b>Prepare</b></p> 	Plan/Pre-teach selected tier 2 and tier 3 vocabulary	<i>The skills of using context to ascertain meaning and identifying root words/prefix/suffix within words should still be taught when appropriate</i>
	Pre-teach cultural/historical/geographical context where appropriate	<i>Scaffold children's encounter with the text by 'setting the scene'.</i>
		<i>Pre-reading sessions may also provide opportunities to recap on previous reading and make predictions</i>
<p style="text-align: center;"><b>Read &amp; Respond</b></p>   	Reading lessons will be planned from the Rose Wood reading curriculum	<i>Sessions must be taught which focus on a specific skill but lessons may also involve a combination of these skills in order to embed and rehearse. Key skills will always be revisited.</i>
	Adult models fluency, intonation and comprehension skills	<i>There may still be times where children read silently/in pairs but adults must model the processes/skills being taught. Fluency will be taught explicitly.</i>
	Sessions involve rich conversations and quality questioning	<i>Learning sequences must involve opportunities for whole class/paired/individual work. Quality questioning should be used to deepen learning.</i>
	All children should have access to their own copy of the text.	
	Children will respond to reading through answering whole class questioning (targeted and volunteered), paired activities and individual written responses.	<i>Lessons must provide opportunities for children to read analytically, exploring the text. Not all sessions will require formal recording. Assessment may be through responses to questioning, annotations to the text or whiteboard evidence. There must however be opportunities for individual written responses in English skills books within learning sequences.</i>
	Texts must be chosen to engage children, provide challenge for	Whole texts should be used to develop a love of reading. Extracts

	all and scaffold to ensure access for all.	can also be used, where appropriate.
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*These are principles for teaching reading. Skills should also be re-visited and practised to embed.*

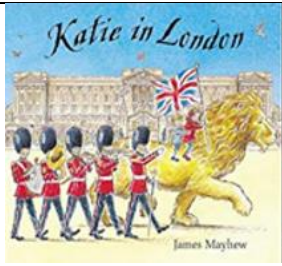






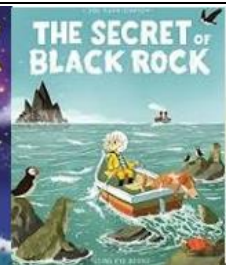


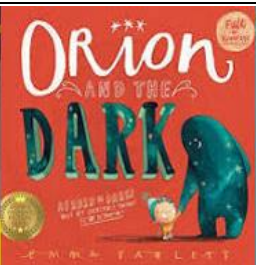


### *Appendix 3*

## **Rose Wood Reading Spine**

At Rose Wood, children should have the following books read to/with them across their time in school, to enable them to explore literary techniques, language and develop their love of reading.

Nursery Nursery Rhymes	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>○ The Wheels on the Bus</li> <li>○ One, Two, Three, Four, Five, Once I caught a fish alive</li> <li>○ Twinkle, Twinkle, Little Star</li> </ul>	<ul style="list-style-type: none"> <li>○ Pat - a - Cake, Pat - a - Cake</li> <li>○ It's Raining, It's Pouring</li> <li>○ I hear Thunder</li> </ul>	<ul style="list-style-type: none"> <li>○ Polly put the Kettle on</li> <li>○ Hickory, Dickory, Dock</li> <li>○ Down in the Jungle.....</li> </ul>	<ul style="list-style-type: none"> <li>○ Baa, Baa, Black Sheep</li> <li>○ Five Little Ducks</li> <li>○ Little Bo Peep</li> </ul>	<ul style="list-style-type: none"> <li>○ Miss Polly had a Dolly</li> <li>○ Five Little Speckled Frogs</li> <li>○ Incy Wincy Spider</li> </ul>	<ul style="list-style-type: none"> <li>○ Jack and Jill</li> <li>○ Five Little Men in a Flying Saucer</li> <li>○ Hey Diddle Diddle</li> <li>○ Pop Goes the Weasel</li> </ul>
Nursery Power of Reading Texts						
Nursery Additional Texts						

Reception Nursery Rhymes	Autumn		Spring		Summer	
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<ul style="list-style-type: none"> <li>○ Five Currant Buns</li> <li>○ Heads, Shoulders, Knees and Toes</li> </ul>	<ul style="list-style-type: none"> <li>○ Ten in a Bed</li> <li>○ Humpty, Dumpty</li> </ul>	<ul style="list-style-type: none"> <li>○ Mary, Mary Quite Contrary</li> <li>○ Grand Old Juke of York</li> </ul>	<ul style="list-style-type: none"> <li>○ Old McDonald had a Farm</li> <li>○ 10 Green bottles</li> </ul>	<ul style="list-style-type: none"> <li>○ Sing a Song of Sixpence</li> </ul>	<ul style="list-style-type: none"> <li>○ 10 fat sausages</li> </ul>
Reception Power of Reading Texts						
Reception Additional Texts						

KS1								
Year One								
Year Two								








KS2								
Year Three								
Year Four								
Year Five								
Year Six								

Appendix 4





## Reading and Personal Development

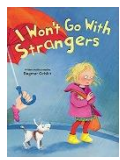

### Assembly Plan

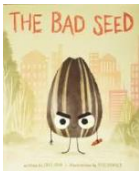

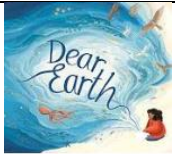
Autumn 1 Me and My Relationships						
	Text	Focus	School Value	British Value	SMSC Focus	Protected Characteristic
	'Perfectly Norman' by Tom Percival	Being yourself	<b>Be Kind and REAP</b>	Individual Liberty Mutual Respect and Tolerance	<b>SMSC</b>	-
	'Be Kind' by Pat Zietlow Miller	Being Kind. What does it look like to you and how can it affect others?	<b>Be Kind and REAP</b>	Mutual Respect and Tolerance	<b>SMSC</b>	-
	'The Squirrels who Squabbled' by Rachel Bright and Jim Field	A story about friendship and teamwork and how working together is much more successful	<b>Be Kind and REAP</b>	Mutual Respect and Tolerance	<b>SMSC</b>	-
	'The Beastly Bunch' – Leisa Stewart-Sharpe	A story about friendship and the importance of kindness and inclusivity	<b>Be Kind and REAP</b>	Mutual Respect and Tolerance	<b>SMSC</b>	-



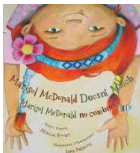

	'Imaginary Fred' by Eoin Colfer and Oliver Jeffers	A story about friendship and overcoming loneliness.	<b>Be Kind and REAP</b>	Mutual Respect and Tolerance	<b>SMSC</b>	-
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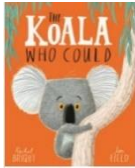
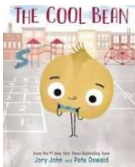

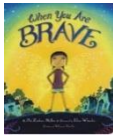
We use books during school whole school assembly time to promote SMSC, British Values and Protected Characteristics. Children revisit themes within the books and reflect back on books which have covered recurring themes and characteristics. These are then further explored during PSHE time in class with each child's teacher.

Autumn 2 Valuing Difference						
Text		Focus	School Value	British Value	SMSC Focus	Protected Characteristic
	'Something Else' by Kathryn Cave	Celebrating Difference  What makes us belong to a group? What stops us belonging? How do we include others?	<b>Be Kind and REAP</b>	Mutual Respect and Tolerance of different faiths and beliefs  Individual Liberty	<b>SMSC</b>	General theme of Equality and celebrating diversity'
	'What Wesley Wore' by Samuel Langley Swain	A story with a focus on acceptance and that it's OK to be different	<b>Be Kind and REAP</b>	Mutual Respect and Tolerance of different faiths and beliefs  Individual Liberty	<b>SMSC</b>	General theme of Equality and celebrating diversity'
	The Proudest Blue – Ibtihaj Muhammad	A story of a girl's first day in school wearing a hijab. A story to celebrate diversity and foster understanding.	<b>Be Kind and REAP</b>	Mutual Respect and Tolerance of different faiths and beliefs  Individual Liberty	<b>SMSC</b>	Religion or Belief
	My Shadow is Pink- Scott Stuart	A story about how it is ok to be yourself, and you are loved however you are. A book about gender stereotypes	<b>Be Kind and REAP</b>	Mutual Respect and Tolerance of different faiths and beliefs  Individual Liberty	<b>SMSC</b>	Sex

Spring 1 Keeping Safe						
Week	Text	Focus	School Value	British Value	SMSC Focus	Protected Characteristic
	I Won't Go With Strangers – Dagmar Geisler	Visit from Police/Stranger danger	<b>Be Kind and REAP</b>	Rule of Law	<b>SMSC</b>	-
	Chicken Clicking – Jeanne Willis	Online Safety	<b>Be Kind and REAP</b>	Rule of Law	<b>SMSC</b>	-

Spring 2 Rights and Respect						
Text		Focus	School Value	British Value	SMSC Focus	Protected Characteristic
	'The Bad Seed' – Jory John	Responsibility and the impact of your actions	<b>Be Kind</b> and <b>REAP</b>	Rule of Law Mutual Respect and Tolerance of different faiths and beliefs Individual Liberty	<b>SMSC</b>	-
	'The Day War Came' – Nicola Davies	A story about refugees and a discussion about the right to be safe and the responsibilities we all have	<b>Be Kind</b> and <b>REAP</b>	All	<b>SMSC</b>	General link to equality and rights for all
	'Dear Earth' Isobel Otter	Celebrating earth, why we should respect it and how we can all have the responsibility of looking after it.	<b>REAP</b>	Rule of Law	<b>SMSC</b>	-



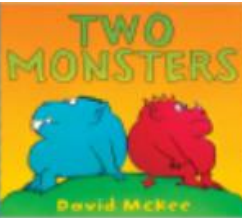

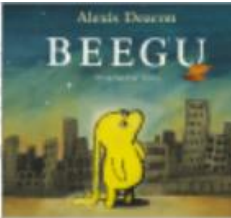




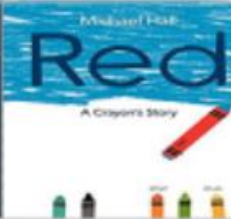




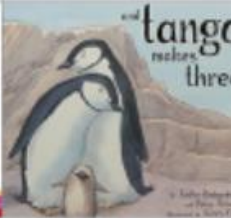





Summer 1 Being my Best						
Week	Text	Focus	School Value	British Value	SMSC Focus	Protected Characteristic
	'The Smart Cookie' – Jory John	Being <i>your</i> best and not putting pressure on yourself or comparing yourself to others – mental well-being	<b>REAP</b>	Rule of Law Mutual Respect and Tolerance of different faiths and beliefs Individual Liberty	<b>SMSC</b>	-
	'Ruby's Worries' – Tom Percival	Acknowledging that we all have worries and how its good to share them – mental well-being	<b>REAP</b>	Individual Liberty	<b>SMSC</b>	-
	'Marisol McDonald Doesn't Match' – Monica Brown	How we're all unique and how being our best doesn't mean being the same as every one else. Self-esteem and celebrating our own traits	<b>REAP</b>	Mutual Respect and Tolerance of different faiths and beliefs Individual Liberty	<b>SMSC</b>	Race Gender A general celebration of diversity
	'After the Fall' – Dan Santat	The theme of resilience and not giving up – 'life begins when you get back up'- Humpty Dumpty after the fall	<b>REAP</b>	-	<b>SMSC</b>	

Summer 2 Growing and Changing						
Week	Text	Focus	School Value	British Value	SMSC Focus	Protected Characteristic
	'The Koala Who Could' – Rachel Bright	How we can be fearful of change and how we can embrace it.	<b>REAP</b>	Rule of Law Mutual Respect and Tolerance of different faiths and beliefs Individual Liberty	<b>SMSC</b>	-
	'The Cool Bean' – Jory John	Growing up and deciding who you want to be when those around you are changing	<b>REAP</b>	Rule of Law Mutual Respect and Tolerance of different faiths and beliefs Individual Liberty	<b>SMSC</b>	-
	'Grandad's Island' – Benji Davies	A story about change and loss	<b>REAP</b>	-	<b>SMSC</b>	-
	'When You Are Brave' – Pat Zietlow Miller	A story about coping with challenge and change and how to find the courage within – Link to new school/new classes	<b>REAP</b>	-	<b>SMSC</b>	-



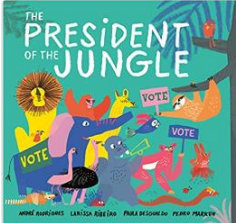
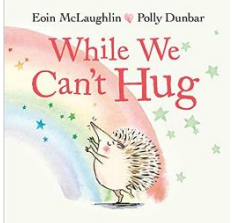
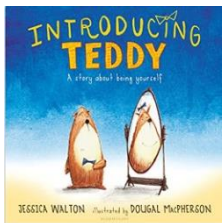
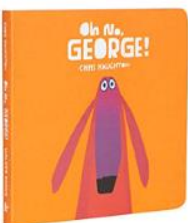




At Rose Wood, we understand how important it is that our children know that they live in a diverse and multicultural country. We support and develop that understanding through book choices within each year group which enhance their understanding and which allow for discussion and clarity of the points raised in the Equality Act 2010. We know that books can prove to be valuable aids in helping teach children about different cultures and experiences and that books help children to understand a theme from another's point of view.

Reception					
<b>Learning Intention</b>	To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
<b>Learning Intention</b>	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
<b>Learning Intention</b>	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.

Year 3					
<b>Learning Intention</b>	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
<b>Learning Intention</b>	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
<b>Learning Intention</b>	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
<b>Learning Intention</b>	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.



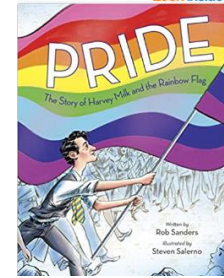
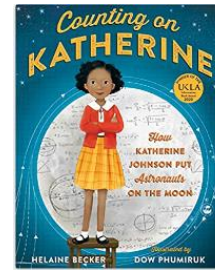
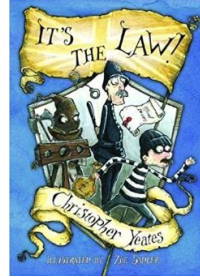
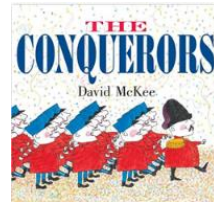
In accordance with The Department for Education, we actively promote British Values within our school to ensure that our children leave school prepared for life in modern Britain. Every year group within the school has a selection of books which are explicitly used to help activate and deepen the children’s understanding of specific British Values. Pupils are encouraged to be tolerant and respectful of differences and through ‘Book Talk’ we are able to encourage this.

Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance
<b>Nursery</b>			
			
<b>Reception</b>			
			

Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance
Year 1			
Year 2			

Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance
Year 3			
			
Year 4			
			
Year 5			
			

Year 6





## Appendix 5 Rose Wood Little Wandle Letters and sounds Revised Phonics Overview

### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words	Review all taught so far

**Year 1**

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /cl/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

**Summer 1: Phonics screening check review – no new GPCs or tricky words**

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Appendix 6

Rose Wood Phonics Example Planning

Reception

Year 1

Weekly grid Reception phase 2

Autumn 1 week 4

Lesson focus	Revisit and review		Teach and practise							Practise and apply	
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase + catchphrase for digraphs	Oral blending	Teacher-led blending words Independent reading	Tricky words	Oral blending game	Reading practice sessions with decodable reading books three times a week	
ck sock	a p i n m d g o c k	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say e e e	neck lock tick sock	ck sock 	For c: Curl round the heel of the sock. For k: Down the sock, up and across, back and down to the corner. <b>Catchphrase:</b> ck Rock that sock!	Review: c-o-t k-i-t d-o-g New: s-o-ck p-i-ck p-o-ck	kit dog cat nod sock <b>Independent:</b> dig pat	New: I Review: is	Can you touch your ... ? l-e-g ch-ee-t b-a-ck h-ee-l		
e elephant	a p i n m d g o c k k	Open your mouth wide and say e e e	egg elbow envelope elephant	e elephant 	Around the elephant's eye and down its trunk.	Review: s-o-ck c-a-p p-i-ck New: s-e-t p-e-ck p-a-t	sock cap pick top set <b>Independent:</b> dad man	New: I Review: is	What's that noise? What sound does an owl make? a b-ear make? a b-ee make?		
u umbrella	a p i n m d g o c k k e	Open your mouth wide and say u u u	under (something under a table) upset umbrella	u umbrella 	Down and around the umbrella, stop at the top and down to the bottom and flick.	Review: s-e-t p-e-t g-e-t New: m-u-d c-u-p d-u-ck	set get ten pot cup <b>Independent:</b> cat sip	New: I Review: is	Blend from the box c-a-r c-u-p a-n-a-t i-n-k		
r rainbow	a p i n m d g o c k k e u	Show me your teeth to make a rrrr sound rrrrr	rocket rabbit rice rainbow	r rainbow 	From the cloud to the ground, up the arch and over the rainbow.	Review: m-u-m d-u-ck c-u-p New: r-a-d r-i-p r-a-n	mum duck pet nap red <b>Independent:</b> cap tap	New: I Review: is	Can you do the actions? p-o-t your shoulders n-o-d your head f-l-i-p your arms (like the chicken dance) r-ee-ch up high w-i-gg-le		
Review	a p i n m d g o c k k e u	Graphemes to display: ck e u r		Match initial/end sound of object to grapheme: sock neck elbow envelope umbrella rocket rainbow		Review: m-u-m s-o-ck t-e-n c-u-p <b>Play Change</b> It: sat sad dad mad man ran run	sock mum cup ten red <b>Independent:</b> top sad	Review: I is	Blend from the box s-u-n d-u-ck t-r-ee n-a-t		

Weekly grid Year 1 phase 5

Autumn 1 week 4

Lesson focus	Revisit and review			Teach and practise				Practise and apply		
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling	
Phase 5 (ai/ ay play)	ai ear air er oo oo ee igh	chain waiter children spark scoop crowds	said says	/ai/ ay	d-ay p-i-ay s-p-r-ay	day say play spray may cray/on	<b>spray</b> Drops of water that fly through the air – Mum used a cleaning spray in the bathroom. <b>may</b> A word used to ask permission – May I go to the toilet? Or to show possibility – We may be late for school. <b>May</b> is also one of the months of the year. <b>crayon</b> A stick of wax that you can use for drawing – I'll use crayons to draw a rainbow.	May I play with the crayon?	day play + said	
/ow/ ou cloud	ow ear air er oo oo ai ee igh ay	play say chair string thunder quicker	said says you do	/ow/ ou	c-l-ou-d a-b-o-o-t p-r-ou-d	cloud sound about (out) proud found	<b>cloud</b> There are lots of dark clouds in the sky – it may rain. <b>sound</b> A noise that you hear – I don't want you to make a sound as you queue for lunch. <b>found</b> When you have seen something you were looking for – I found my missing sock!	The thunder booms in the clouds.	cloud sound + you	
/oi/ oy toy	oi air er oo oo ai ee igh ay ou	day crayon out found train smear	said says you do like little	/oi/ oy	b-oy t-oy a-nn-oy	boy joy toy enjoy annoy destroy	<b>joy</b> Happiness – Being a teacher gives me so much joy. <b>annoy</b> To make someone angry – I annoyed Mum when I trod mud through the house. <b>destroy</b> To damage something so it can't be used any more – She destroyed my sandcastle when she jumped on it.	The boy smears crayons on the carpet.	boy joy + like	
/ee/ ea each	ee er oo oo ai ee igh ay ou oy	spray found boy annoy cartoon floating	said says you do like little push* put* pull* full*	/ee/ ea	s-ea r-ee-d t-r-ee-t	sea read heap treat least each	<b>sea</b> The salt water that covers most of the Earth – I love jumping over waves in the sea! <b>heap</b> A pile of something – Dad told me off because I'd left my washing in a heap on the floor. <b>least</b> Smallest amount of something – You have to brush your teeth for at least two minutes.	I like to treat myself and read cartoons.	read treat + push	
Review	er oo oo ai ee igh ay ou oy ee ea	Sort the oy/ay words: play enjoy joy spray annoy stay	said says you do like little push* put* pull* full*	n/a	n/a	Match the words to the pictures: crayon cloud toy sea children boy	<b>Quick review:</b> crowds groans each read proud found least children thunder	Write: I like to play in the sea.	found children	

