

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

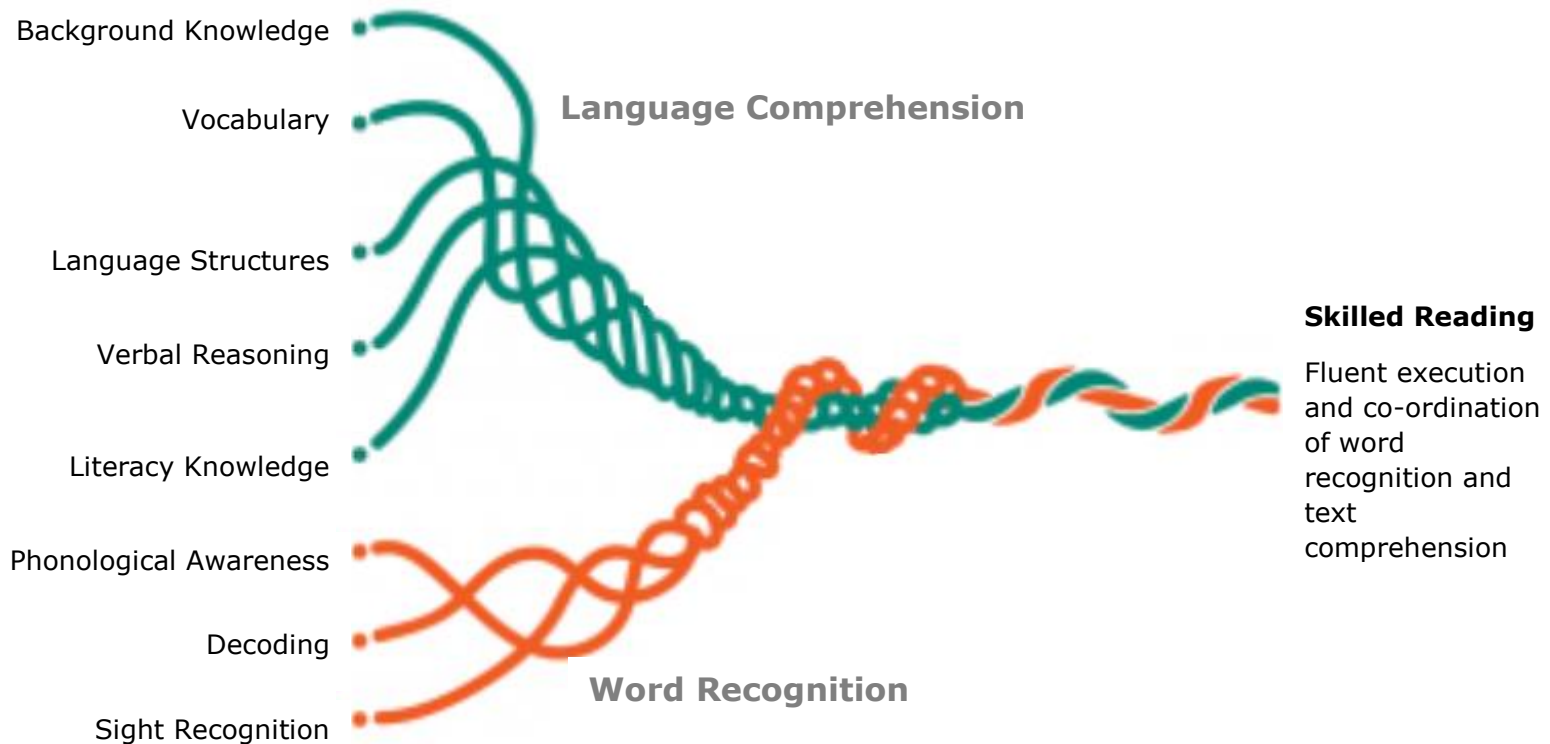
Our approach to reading has three main strands:

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



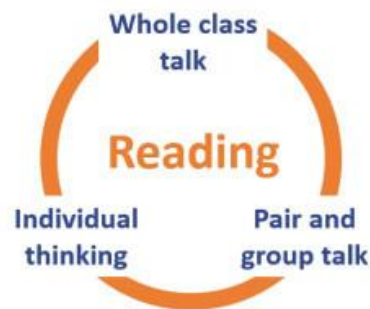
Background Knowledge	Background knowledge about what is being read applied in order to make sense of the new information
Vocabulary	The breadth of vocabulary. The better the understanding of the vocabulary, the more fluent and accurate the reading
Language Structures	Implicit understanding of how language 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.)

Our approach to the teaching of reading is based predominantly on a whole class guided reading model from Year 2 upwards. 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.

Individual Reading

KS1

Children in KS1 follow the Rose Wood Reading Pathway. This is a phonetically based reading pathway, which is well matched to children's phonics ability and enables children to practise their application of their phonic knowledge. The pathway is broken down into steps, which are closely matched to the children's phonics level. Each step is broken down further into fully decodable books, phonetically based books and richer reading – bronze, silver and gold.



Fully – decodable books

These books have words that can be fully-decoded, using your child's current phonic knowledge.



Phonetically - based books

























These books mostly have words that can be fully-decoded and feature some 'high frequency words' (words to know by sight). This builds upon your child's phonic knowledge.



Richer reading

These books have a mixture of words that can be phonetically-decoded and use high frequency words to help develop a richer level of reading.

Overview of Pathway

Early Step (Wordless books for children to practise making initial sounds and develop imagination)		
Step 1 (In line with Phase 2 of the Letters and Sounds Phonic Program)		
Fully decodable 	Phonetically-based 	Richer Reading 
Step 2 (In line with Phase 3 of the Letters and Sounds Phonic Program)		
Fully decodable 	Phonetically-based 	Richer Reading 
Step 3 (In line with Phase 3 and Phase 4 of the Letters and Sounds Phonic Program)		
Fully decodable 	Phonetically-based 	Richer Reading 
Step 4 (In line with Phase 4 and Phase 5 of the Letters and Sounds Phonic Program)		
Fully decodable 	Phonetically-based 	Richer Reading 
Step 5 (In line with Phase 5 of the Letters and Sounds Phonic Program)		
Fully decodable 	Phonetically-based 	Richer Reading 
Step 6 (In line with consolidating Phase 5 of the Letters and Sounds Phonic Program)		
Fully decodable 	Phonetically-based 	Richer Reading 
Step 7		
Phonetically-based 	Richer Reading 	
Step 8		
Phonetically-based 	Richer Reading 	
Step 9		
Phonetically-based 	Richer Reading 	

In Year 2, children are moved onto 'Accelerated Reader' once they have completed Step 9. At this point, children complete a STAR reader test which generates a book level range. Progress on 'Accelerated Reader' is closely monitored.

All children in KS1 are heard read once a week. Selected children are identified to be heard more regularly than this.

KS2

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've read their book and points are earned if they pass. We monitor children's individual reading closely through the reports generated by 'Accelerated Reader'. We constantly audit our books to ensure that there is sufficient range available and genres that appeal to all.

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

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
Termly STAR assessments for children on Accelerated Reader
Formative, ongoing assessments are recorded on a SIMS tracker
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 and also experience reading individually.


Parents join in with 'Read with Me' sessions which encourage parents to share and model the reading of books with their children at home. 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 daily/weekly 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, the expectation is that they read (their individual reading book) at least three times a week at home. This is monitored at school. Children are heard in school at least once a week with additional reading time provided for interventions and target groups of children.


At Rose Wood, we work from the 'Letters and Sounds' document. Phonics is taught daily in both Nursery and Reception and ongoing professional discussions and assessments allow the monitoring of individual development and progress. Children are also assessed on their phonic knowledge once a half term or at the end of each phase.

<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 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>
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	<p>The quality of the provision and the impact of it 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 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>A well thought out route on our reading pathway is in place for all children. A supplementary 'Rainbow Pathway' is also identified for children who are in the lowest twenty percent. 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 in place to enable the children to catch up and this is a focus of pupil progress meetings. These children are identified on year group provision maps.</p> <p>Phonics is taught daily with additional 1:1 reading as needed. These additional sessions are non-negotiable for the lowest 20%.</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 at least three times a day.</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. This is also modelled to parents through 'Read with Me' sessions so that parents can share books well with their children at home.</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 beyond Early Years is developed further through the fact that all children are taken termly to the library where they get their own library card and are started on the path to become lifelong readers.</p>
<p>Programme and Progress</p> 	<p>At Rose Wood, we use 'Letters and Sounds' - a detailed termly overview of our phonics teaching can be found in Appendix 4. Phonics is mapped out on the overview at a slightly slower pace than 'Letters and Sounds' recommends but we have found that this slower approach enables children to secure their basic knowledge, blending and segmenting skills and sentence dictation, before moving onto digraphs and trigraphs – taking a more mastery approach. This also allows children to see themselves as readers and writers. We also break the phonics teaching overview down further onto a weekly timeline showing when sounds are taught. (See Appendix 5)</p> <p>The programme starts in Nursery and runs through to Phase 6, which is taught in Year 2. A phonics learning sequence document has been created to ensure consistency across classes and year groups. This document sets out the learning sequence for each sound taught and offers suggested approaches to the designing of tasks. (See Appendix 6) Children's phonics progress is assessed summatively at the end of each phase and is also reviewed each half term. This is recorded on a phonics overview. The children who are not retaining the appropriate knowledge and maintaining the expected pace will be assessed against the 'Launchpad for Literacy' diagnostic tool which will then inform intervention and target work to allow the children to catch up. 'Launchpad for Literacy' will form part of the 'Rainbow Pathway'.</p>
<p>Book Match Sounds</p> 	<p>The children from Reception to Year 2 follow the Rose Wood Reading Pathway, which is a phonics- matched reading approach. The pathway is organised into steps. Steps 1 – 6 are based on the phases from the 'Letters and Sounds' programme. This is to help children practise the sounds they have learnt. Each child is on a step that consolidates the phase of the 'Letter and Sounds' programme they have worked on. For example, if a child has learnt and finished the sounds of Phase 2, they will be on Step 1.</p> <p>Within each step of the Rose Wood Reading Pathway is a range of books to help increase children's fluency. These are identified as bronze, silver and gold. Bronze are books which are fully-decodable, silver are books which are phonetically-based and gold are books with a richer reading element, including some high frequency words. Every day in school, the children take home a book from the Reading Pathway and are encouraged to bring in their book to school the next day. Children are encouraged to read at least three times a week at home. This is displayed on the class' reading chart for staff to monitor and reward. Each child also has a reading record card for the staff and parents to sign when a child has read. In school, we aim to read with the children at least once a week and target children who fall into the lowest 20% (or other identified children) at least three times a week, to improve the child's</p>




	<p>fluency and decoding. This is recorded on the child's reading record and displayed on the class' reading chart. These charts are colour-coded and ranked to enable staff to target additional reading most effectively.</p> <p>Each class has an individual reading file, which includes an overview, which shows which step and book the child is on. Within this file, there is also a record of which phase of the 'Letters and Sounds' programme the child has completed. There is an expectation that children should read at least 2 books within the week.</p> <p>At the beginning of the academic year in KS1, parents are shown a video to show our expectations of how to listen to their child read at home. This is to help support with blending and segmenting, addressing a high frequency word and using clues to help read unfamiliar words. In Reception, when children are ready to read a book at home after completing Phase 2 of the Letters and Sound programme, parents have access to the same video.</p>
<p>Phonics from the Start</p> 	<p>Phonics teaching begins immediately in both Nursery (Phase 1) and Reception (Phase 2). Daily, focused synthetic phonic teaching is delivered as well as opportunities to develop and practise skills within the provision areas, both indoors and out.</p> <p>Appendix 4 and 5 show the clear starting points and detailed overviews of the complete letters and sounds document in terms of how and when each phase is taught and assessed.</p> <p>Children will be highlighted and tracked on their individual year group phonics overview and phonics progress will be reviewed each half term and discussed at the termly pupil progress meetings.</p>
<p>Catch up Quickly</p> 	<p>Formative assessment is used regularly, within the taught phonic sessions across EYFS and KS1. Teachers quickly identify which children need extra support to access the delivery of phonics and tasks are amended accordingly. Children's progress is assessed summatively at the end of each 'Letters and Sounds' phase and reviewed each half term. Children who are not on track with the pace of the programme are quickly identified and extra phonic sessions are put in place to plug gaps in the child's phonic development and enable them to catch up. This is mapped on the year group's provision map, by the class teacher. We also identify where each child is on the 'Letters and Sounds' programme on an overview document. This shows the child's movements across the phases of the programme, from Nursery to Year 2. Children who are currently in the lowest 20% of the cohort are highlighted. This is closely monitored by the EYFS and KS1 Phase Leaders, half termly, and discussed with the Senior Leadership Team during pupil progress meetings.</p> <p>At Rose Wood, we have a 'Rainbow Pathway' to identify provision and intervention specific to each year group. From Nursery, we use a diagnostic tool called 'Launchpad to Literacy'. This supports children with poor speech and language skills who find it difficult to access the Phase 1 element of the 'Letters and Sounds' programme. This tool supports bridging the gap between spoken communication and phonics. It supports staff to deliver pre-phonics activities linked to the current needs of the children. The tool can be used across the year groups to provide the next small step to focus on with a child's phonological development.</p>

	<p>In Year 2, children who have not passed the Y1 Phonics Screening Test access a catch-up phonic intervention programme called 'Fast Track Phonics'. This is a 14-week programme which focuses on blending, segmenting and grapheme/phoneme correspondence of the Letters and Sounds programme.</p> <p>All staff in KS1 have a 'Reader's Toolkit', which is a collection of tools to aid children's individual reading. This composes of an aide-memoire to support with segmenting and blending of words and how to tackle a common exception word. It also includes a phonic mat to support children recognising learnt sounds.</p>
<p>Early Reading Experts</p> 	<p>At the beginning of every academic year, the EYFS and KS1 phase leaders lead a CPD session, reiterating the expectations and school approach to support early reading. This includes how to present the 44 phoneme sounds correctly, the 'Letters and Sounds' programme expectations, strategies for improving fluency and decoding and task designs for phonics sessions. Within the session, all staff discuss the lowest 20% of readers in their class, with input from the previous class teacher, and identify the necessary expertise needed to meet the children's needs.</p> <p>At Rose Wood, we have produced a document to show the sequence of how we would like the 'Letters and Sounds' programme to be taught. This is 'word building', 'spotting sounds', 'segmenting sounds', 'blending sounds' and 'dictating sounds'. This document is also an aide-memoire to help staff with their task designs for each aspect of the sequence.</p> <p>Each term, the EYFS and KS1 phase leaders monitor the quality of the teaching and learning of early reading, based on a line of enquiry informed by data, CPD or pedagogy. This to make sure that all staff have the same knowledge and skills regarding early reading at Rose Wood Academy.</p>

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 but we put the greatest emphasis on retrieval, inference and vocabulary. 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 are identified who need additional support. Progress is recorded on SIMS, which is updated and monitored regularly. Children</p>

	<p>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.</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 (Rainbow Pathway)</p> 	<p>The school follows a 'Rainbow Pathway' for those children who are not on track with their reading and require extra support to make progress and maintain the pace of their peers (<i>see Appendix 7.</i>) Teachers use summative and formative assessments to create a ranking sheet of pupils to aid with identifying the lowest 20% and these pupils are then targeted. The 'Rainbow Pathway' identifies key provision for those children by year group, provision which has been carefully selected by the English team and SEN team, in conjunction with class teachers in each year group. Children on this pathway have a selection of books specifically chosen for lower ability readers but with a high interest level. Books are discreetly marked with an identifier for these children and for staff to support with book selection within the lower levels of 'Accelerated Reader' in each phase. Catch up phonics programmes are also identified on the 'Rainbow Pathway'. Additional provision for identified children is highlighted on a year group provision map.</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 the key stage and both leaders and staff understand how to support and aid progress for even the weakest readers through a variety of interventions.</p>






Appendix 1

The Rose Wood Reading Curriculum and The Scarborough Rope

Strand of Scarborough Rope	Aspect of Rose Wood Reading Curriculum
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

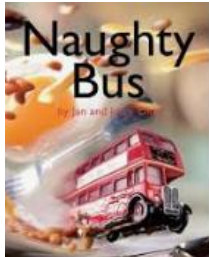
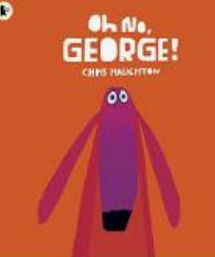

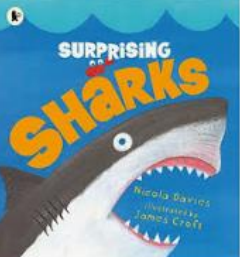

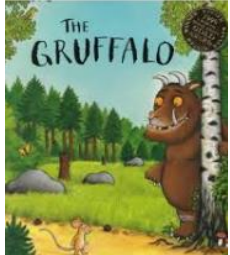


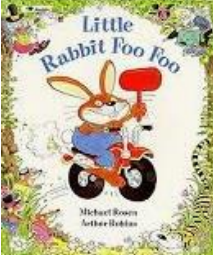

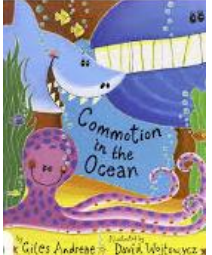
These are principles for teaching reading. Skills should also be re-visited and practised to embed.

	The Principles of Teaching Reading Whole Class Guided Reading	
Prepare 	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>
Read & Respond   	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 all and scaffold to ensure access for all.	Whole texts should be used to develop a love of reading. Extracts can also be used, where appropriate.

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.

EYFS						
Nursery Nursery Rhymes	Baa, Baa, Black Sheep The Grand Old Duke of York It's Raining, It's Pouring The Animals Went in Two by Two Hickory, Dickory, Dock Row, Row, Row Your Boat		Jack and Jill One, Two, Three, Four, Five Hey Diddle Diddle Polly Put The Kettle On The Wheels on the Bus Twinkle, Twinkle, Little Star			
Nursery Power of Reading Texts						
Nursery Additional Texts						

<p>Reception Nursery Rhymes</p>	<p>Old McDonald Little Miss Muffet Humpty, Dumpty Five Little Ducks Mary, Mary Quite Contrary Rock-a-Bye Baby</p> <p>Mary had a Little Lamb Heads, Shoulders, Knees and Toes Sing a Song of Sixpence Ten in a Bed Five Currant Buns She'll Be Coming Round the Mountain</p>					
<p>Reception Power of Reading Texts</p>						
<p>Reception Additional Texts</p>						

KS1						
Year One						
Year Two						

KS2								
Year Three								
Year Four								
Year Five								
Year Six								

Rose Wood Phonics and Spelling Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	<ul style="list-style-type: none"> Letters & Sounds Phase 1: Aspect 1 	<ul style="list-style-type: none"> Letters & Sounds Phase 1: Aspect 2 	<ul style="list-style-type: none"> Letters & Sounds Phase 1: Aspect 3 	<ul style="list-style-type: none"> Letters & Sounds Phase: 1 Aspect 4 	<ul style="list-style-type: none"> Letters & Sounds Phase 1: Aspect 5 	<ul style="list-style-type: none"> Letters & Sounds Phase 1: Aspects 6 & 7
Phase 1 assessments will be completed (N2 children) by staff throughout the year						
	<ul style="list-style-type: none"> As each aspect is covered it will then continue to be embedded and revisited across the areas of learning, throughout the indoor and outdoor continuous provision. Children will also begin to understand and identify the initial sounds in words which are significant to them. Children will be familiar with the sounds in their name. <p>N1 children will receive BLAST in the term they enter the setting.</p>					
R	Letters and Sounds: Phase 2	Letters and Sounds: Phase 2	Letters and Sounds: Phase 3	Letters and Sounds: Phase 3	Letters and Sounds: Phase 4	Letters and Sounds: Phase 4
1	Letters and Sounds: Phase 5	Letters and Sounds: Phase 5	Letters and Sounds: Phase 5	Letters and Sounds: Phase 5	Letters and Sounds: Phase 5	Letters and Sounds: Phase 5
2	Letters and Sounds: Phase 6	Letters and Sounds: Phase 6	NC Y2 Spelling ge and dge /s/ kn and gn /r/ le	NC Y2 Spelling --el -al -y Adding es- where root ends in y Adding ed- swapping u for i and dropping e to add ed	NC Y2 Spelling er est ing ful or u sound	NC Y2 Spelling Ee sound spelt ey o sound spelt a after w and qu ir sounds words ending in il and where s makes the zh sound
3	Statutory word list Prefixes dis- and in- Adding im- too root words beginning with m or p Adding -ous	Statutory word list Adding -ly Words ending -ture Special focus - orange words and homophones	Statutory word list Adding -ations to verbs to form nouns Words with the c sound spelt ch Words with the sh sound spelt ch	Statutory word list Adding the suffix -ion Adding the suffix -ian Short I sound, spelt y	Statutory word list Adding the prefix re- Adding the prefix anti- Adding the prefix super-	Statutory word list Adding the prefix sub-homophones
4	Statutory word list Prefix mis- and revising un-, in- and dis- Words ending zhuh spelt - sure Adding the prefix -auto	Statutory word list Adding the suffix -ly Adding the prefix inter- Short u sound spelt ou	Statutory word list Words with ay sound spelt eigh, ei and ey Words ending in -ous Words with the s sound spelt sc	Statutory word list Words ending in zhun spelt -sion Adding il and revising un-, in-, mis- and dis-	Statutory word list The c sound spelt -que and g sound spelt -güe Adding ir- to words beginning with r Adding the suffix -ion	Statutory word list Adding the suffix -ion homophones

				Possessive apostrophes with plural words		
5	Silent B/suffix – ible Statutory word list	Silent T/suffix – able Statutory word list	Suffixes- ibly -ably -ent Statutory word list	Suffix – ence ee spelt ei Statutory word list	Suffixes -ant -ance -ancy -cious Statutory word list	Suffixes -tious -cial or tial Statutory word list
6	Revise Y3/4,Y5/6 Statutory word list Revise suffixes -ing -est -er -ing -ed -y -ant -tion Words containing letter string -ough	Revise Y3/4,Y5/6 Statutory word list Revise Suffixes plus: -less -ness -ment -ly -er -ous -ness -ing -ful homophones	Revise Y3/4,Y5/6 Statutory word list 'sh' sound spelt – -ti -ci -si -ssi Silent Letters homophones	Revise Y3/4,Y5/6 Statutory word list hyphens 'ei' and 'ie' Words endings- -ible -able	Revise Y3/4,Y5/6 Statutory word list Plural Nouns and common mistakes	Revise Y3/4,Y5/6 Statutory word list Homophones

Rose Wood Phonics Timeline

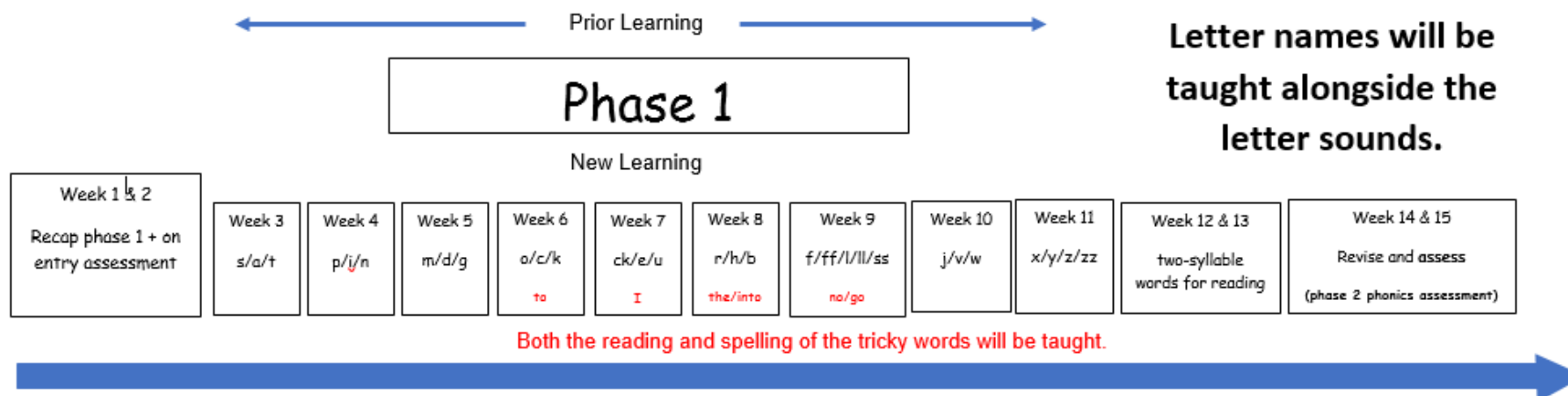
Reception Phonics Timeline

Phase 2 + beginning of Phase 3

Autumn Term



Letter names will be taught alongside the letter sounds.



High Frequency Words

a	an	in	on	get	back	if
as	is	and	can	up	had	of
at	it	dad	not	put	him	off
			got	mum	his	
					big	
					but	

Reception Phonics Timeline

Phase 3

Spring Term

← Prior Learning →

Recap on all of phase 2 and use every day within each task for consolidation. Consolidation of phase 1 (specifically rhythm, rhyme and alliteration) needs to be ongoing, in lessons and across the indoor and outdoor continuous provision.

New Learning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
qu/ch	sh/th <i>he/she</i>	ng/ai <i>we/me/be</i>	ee/igh <i>was</i>	oo/oo <i>my</i>	ar/or <i>you</i>	ur/er <i>they</i>	ow/oi <i>are</i>	ear/air <i>her/all</i>	ure two-syllable words for spelling	Revise and assess (phase 3 phonics assessment)

Both the reading and spelling of the tricky words will be taught.

High Frequency Words

will	that	*	see	look	for	*	now	*	*	*
	this			too			down			
	then									
	them									
	with									

* = Consolidate previous HFW

Reception Phonics Timeline

Phase 4

Summer Term

Prior Learning

Recap on all of the Phase 2 and 3 sounds and use every day within each task for consolidation, including reading and spelling words with two-syllables.

New Learning

<p>Week 1 & 2</p> <p>CVCC words</p> <p>said/so</p>	<p>Week 3 & 4</p> <p>CCVC words</p> <p>have/like</p>	<p>Week 5 & 6</p> <p>CCVCC words</p> <p>some/come</p>	<p>Week 7 & 8</p> <p>CCCVC words</p> <p>do/little</p>	<p>Week 9 & 10</p> <p>CCCVCC words</p> <p>were/there</p>	<p>Week 11 & 12</p> <p>Consolidation of learning</p> <p>one/when/out/what</p>	<p>Week 13</p> <p>Assessment of phase 4</p>
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Further develop knowledge and understanding of sentence structure and expectations.

High Frequency Words

<p>went</p> <p>just</p> <p>help</p>	<p>from</p> <p>it's</p>	<p>children</p>	<p>Consolidate previous HFW</p>
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Year 1 Phonics Timeline

Phase 5 New Sounds – Part 1



Autumn Term

← Prior Learning →

ai	ow	igh	ee	oi	ur/er	oo	oo	or
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New Learning

Week 1 Phase 3 sounds	Week 2 Phase 3 sounds	Week 3 ay/a_e	Week 4 ou	Week 5 ie/i_e	Week 6 ea/e_e	Week 7 oy	Week 8 ir	Week 9 ue/u_e	Week 10 ew	Week 11 aw/au	Week 12 wh	Week 13 ph	Week 14 oe/o_e	Week 15 Revise
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Common Exception Words

said	like	do	were	little	when	what	their	Mr	looked	asked	where	again
have	so	come	there	one	out	oh	people	Mrs	called	water	who	thought

Year 1 Phonics Timeline

Phase 5 Alternative Pronunciations for graphemes and Alternative Spellings – Part 2 and Part 3

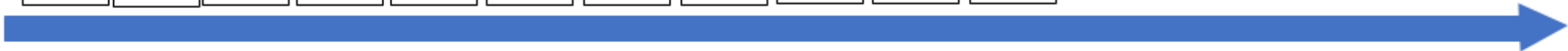
Spring Term



Recap on of the Phase 3 and Phase 5 new sounds and use every day within each task for consolidation

New Learning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
i/o	c/g	u/ow	ie/ea	er/a	j/ch	/ai/	/ee/	/igh/	/oa/	/oo/



Common Exception Words

through work	mouse many	laughed because	different any	Eyes friends	once please	Consolidate on previous CEW
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Year 1 Phonics Timeline
Phase 5 Alternative Spellings Continued

Summer Term

Prior Learning

Recap on of the Phase 3 and 5 sounds and use every day within each task for consolidation and preparation for the Y1 Phonics Screening Test

New Learning

Week 1 /oo/	Week 2 /air/	Week 3 /ur/	Week 4 /or/ /c/	Week 5 /sh/ /ar/	Week 6 /j/ /m/	Week 7 /n/ /r/	Week 8 /s/ /z/	Week 9 /ear/ /zh/	Week 10 Blending/ segmenting of Phase 5 sounds	Week 11 Blending/ segmenting of Phase 5 sounds	Week 12 Blending/ segmenting of Phase 5 sounds	Assessment of Phase 5
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Common Exception Words

Consolidate on previous CEW

Year 2 Phonics Timeline

Phase 6 – based on Y1 and Y2 NC spelling

Autumn Term

Prior Learning

Recap on of the Phase 3 and 5 sounds and use words based from those phases, every day within each task for consolidation.

New Learning

Week 1 Adding s and es	Week 2 Adding ed - no change to root	Week 3 Adding ing- no change to root	Week 4 Adding, er - no change to root	Week 5 Adding est - no change to root	Week 6 *Adding ly - no change to root	Week 7 *Adding ment - no change to root	Week 8 *Adding ness - no change to root	Week 9 tch	Week 11 Ending in y	Week 12 ph and wh	Week 13 Prefix -un	Week 14 Compound words
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Common Exception Words

Consolidate on previous CEW

*Y2 NC spelling objectives

Year 2 Phonics Timeline

NC Y2 Spelling – Part 1

Spring Term

Prior Learning

Recap on of the Phase 2, 3 and 5 sounds and use words based from those phases, every day within each task for consolidation.

New Learning

Week 1 ge and dge	Week 2 /s/ spelt c before e, i and y	Week 3 kn and gn	Week 4 /r/ sounds spelt wr	Week 5 -le spellings	Week 6 el spellings	Week 7 al spellings	Week 8 il spellings	Week 9 -y spellings	Week 11 Adding es - where root ends in y
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Common Exception Words

Consolidate on Y1 and Y2 CEW

Year 2 Phonics Timeline

NC Y2 Spelling – Part 2

Summer Term



Prior Learning

Recap on of the Phase 2, 3 and 5 sounds and use words based from those phases, every day within each task for consolidation.

New Learning

<p>Week 1</p> <p>Adding ed swapping y for i and dropping e to add ed</p>	<p>Week 2</p> <p>Adding er</p> <p>Words where no change, ends in e and doubling consonant, where root word ends in short vowel plus</p>	<p>Week 3</p> <p>Adding est</p> <p>Words where no change, ends in e and doubling consonant, where root word ends in short vowel plus</p>	<p>Week 4</p> <p>Adding ing</p> <p>Words where no change, ends in e or ie and words ending in a short vowel and a consonant.</p>	<p>Week 5</p> <p>Adding ful</p>	<p>Week 6</p> <p>Adding less</p>	<p>Week 7</p> <p>or sound spelt a before l and ll</p>	<p>Week 8</p> <p>u sound spelt, o and the or sound spelt ar after w</p>	<p>Week 9</p> <p>ee sound spelt ey</p>	<p>Week 10</p> <p>o sound spelt a after w and qu</p>	<p>Week 11</p> <p>ir sound spelt or after w</p>	<p>Week 12</p> <p>Words ending il and words where s makes the zh sound</p>
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Common Exception Words

Consolidate on Y1 and Y2 CEW

Appendix 6

Rose Wood Phonics Learning Sequence and Task Designs

Rose Wood Academy Phonics Weekly Planning




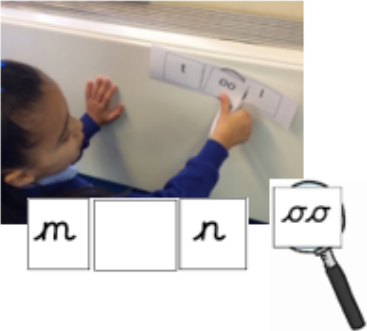



Week Beginning: Year group: Phase Timeline:

Date	Focus	Objective	Review	Teach	Practise	Apply and Assess
Session 1						
Session 2						
Session 3						
Session 4						
Session 5						



Phonics Learning Sequence and Task Design Suggestions

Focus	Rationale	Suggested Activities
<p>1. Build it</p>  <p>Word Building</p>	<p>Children to practise building words using the new sound. This is a great opportunity for children to practise their blending skills.</p>	<p>You can word build using different objects to build together words, using the new grapheme.</p>  <p>This can be building bricks, cups or pieces of card.</p>  <p>You can word build by dotting across the classroom words, missing the new grapheme that is being taught. Children can build and make the word.</p>  <p>You can word build by cutting and sticking the grapheme or writing the grapheme to build up the word.</p> 

Phonics Learning Sequence and Task Design Suggestions

2. See it



Spotting Sounds

Children to become familiar spotting the new sound/grapheme within words or within a sentence or captions. The captions and sentences can be read with an adult or by a child – depending on their own phonic knowledge. This will help children see the word that has the new grapheme and contextualise it.

You can get the children to highlight the new grapheme within the words or sentences.



Children can spot and collect words that feature the new grapheme, around the classroom. The word could be on its own or within captions or sentences – using previous taught sounds.



Children can look at a story and find the new grapheme within the text.



Phonics Learning Sequence and Task Design Suggestions

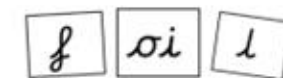
3. Swap it



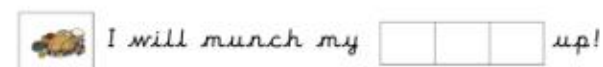
Segmenting sounds

Children to practise using the focused sound to spell other words e.g. oi sounds - coin, boil, foil

Children can find sounds around the classroom or outdoor to use and swap to form other words.



Use a cloze procedure method for children to write in sounds to form different words using the new grapheme. You could focus on the word or within a sentence to contextualise it.



Full circle game – where you have the new grapheme and other learnt graphemes and make a list of words you have created.



Phonics Learning Sequence and Task Design Suggestions

4. Read and spell it

b oa t



Blending and Segmenting

Children to see sentences or captions of their new sound/grapheme within a word and opportunities to spell the word with the new sound within sentences or captions.




Matching words with pictures. Children to read the sentence, caption or label (using known sounds to form the words and the new grapheme) and match with correct picture.



Use a cloze procedure to write the word within a sentence, without using phoneme frames for support.



Phonics Learning Sequence and Task Design Suggestions

<p>5. Listen to it</p> <div style="text-align: center;">  <p>Dictation</p> </div>	<p>Practise spelling words, captions or sentences – depending on the child’s phonic ability to spell while the information is being dictated to them.</p>	<p>Dictate a label, a simple sentence or a caption to tie together the learning of the week of the new grapheme and other previous taught sounds. Show a series of pictures to help piece together and remind the children of the dictated word.</p> <p>Children should use the working wall to help support them writing the dictated words.</p> <div style="text-align: center; margin-top: 20px;">   </div> <div style="text-align: center; margin-top: 20px;"> <hr style="width: 15%; display: inline-block; margin-right: 20px;"/> <hr style="width: 15%; display: inline-block; margin-right: 20px;"/> <hr style="width: 15%; display: inline-block;"/> </div>
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Appendix 7

Rose Wood Rainbow Pathway

	<ul style="list-style-type: none"> • Launchpad for Literacy • 1:1 reading for targeted children • Small step reading pathway
	<ul style="list-style-type: none"> • Launchpad for Literacy • 1:1 reading for targeted children • Small step reading pathway
	<ul style="list-style-type: none"> • 'Fast Track Phonics' catch up programme delivered daily for the lowest 20% of children • 1:1 reading for targeted children • Small step reading pathway
	<ul style="list-style-type: none"> • 'Bounce Back Phonics' catch up programme • John Murray's 'Reading Rocketeers' • 1:1 reading for targeted children • Focussed guided reading sessions
	<ul style="list-style-type: none"> • Bounce Back Phonics' catch up programme • John Murray's 'Reading Rocketeers' • 1:1 reading for targeted children • Focussed guided reading sessions
	<ul style="list-style-type: none"> • PIXL support – focus on fluency and reading skills • 1:1 reading for targeted children • Core Readers identified within Accelerated Reader Pathway
	<ul style="list-style-type: none"> • PIXL support – focus on fluency and reading skills • 1:1 reading for targeted children • Additional teacher enabling small group support for lowest 20% • Core Readers identified within Accelerated Reader Pathway