

# Mullion Primary School

## Reading Curriculum 2024-27



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# What is Reading?

## **Intent**

Our commitment is that every child will be a reader by the time our children leave Mullion Primary School. They will be motivated and enthusiastic readers who read both for enjoyment and to be curious. We teach children to read and to keep them reading through a coordinated and progressive approach that promotes fluency and a love of reading. We introduce them to current and classic authors and teach reading through a range of genres. We will develop readers who discuss and give opinions about what they have read. Reading at Mullion Primary also promotes the desire to be good citizens by introducing topical issues through texts, which also encourages curiosity and exploring the world around them.

## **Implementation**

The skills of reading are taught through Read Write Inc and Reading Comprehension lessons where both modelling and retrieval are key. In EYFS and key stage one, comprehension is taught through curriculum-led texts and books mapped out in our Reading Spine. Once children have completed our phonics programme, they move to reading fluency and comprehension lessons where they will read three short extracts or short texts across a week and learn reading strategies to comprehend.

A high value is put on reading for pleasure and we have a comprehensive reading spine which includes a broad range of fiction and non-fiction texts. Teachers read class stories from the reading spine at the end of each day. Reading is also shared through writing and the wider curriculum starting in Early Years. In key stage one, children learn to make choices about reading through 'read to me' books designed for families to share. They also take home matched phonics books to enjoy and read themselves. Once on the Accelerated Reader programme, children are coached on how to make choices about reading and explore their interests. This is modelled during a weekly 'Book Talk' session where the children discuss the reading spine class story and develop theories and queries around it.

## **Impact**

From Early Years, children are choosing books to read or be read to them for pleasure. At the end of key stage one, pupils have passed the phonics screening check and have transitioned onto the reading comprehension and fluency programme. They have developed their reading skills and become more fluent readers, reading with increasing independence. Pupils talk enthusiastically about reading. They can share books they've enjoyed and understand the importance of reading.

# Action Plan

## Reading Development Planning 2024-25

**Objective(s):** To close gaps in pupils reading learning progress and accelerate pupil progress from the end of the phonics programme.  
**Persons responsible for leading action:** Alexi Read  
**Supported by:** Rob Chirgwin

- Success Criteria**
- ALL pupils are making progress
  - Pupils who are identified as low or slow progress receive timely and appropriate tutoring
  - Reading skills are being modelled by teachers and applied by pupils consistently
  - Pupils talk positively about reading

**Persons responsible for monitoring and quality assurance:** SLT

**Resources required:** Release time for leader, staff meeting time each half term, £200 for reading spine books

Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)
<b>Action A:</b>	All pupils make progress in reading	<ul style="list-style-type: none"> <li>• Half-termly fluency assessment - lead to regrouping and tutoring plans</li> <li>• All teachers are following the reading lesson teaching steps</li> <li>• Children with SEND make good progress due to effective identification of needs, targeted support and adaptations to the curriculum</li> <li>• IEPs are linked to agreed intervention programmes and pupil's targets focus on the next steps in assessments</li> <li>• Pupil progress meetings focus on removing barriers for individuals and groups through careful planning</li> </ul>	Assessments Reading drop-ins IEP / SENDCo feedback Pupil Progress Meetings SLT review data to inform development Half termly groupings	<b>AUTUMN 2024</b> SENDCo has carried out QA on IEP targets Tutoring plan in place Pupil tracking completed - regrouped for Autumn 2 Reading learning walks to monitor engagement and pedagogy
<b>Action B:</b>	The Reading Curriculum is clear, progressive and well-sequenced from EYFS to Year 6	<ul style="list-style-type: none"> <li>• Reading Progression document used to direct teaching in reading groups and through the 'Imitation' phase of writing</li> <li>• Inference progression document is evident in reading lessons</li> </ul>	Reading and Writing drop-ins Book sampling	<b>AUTUMN 2024</b> 3/9/24 - INSET training for all staff Reading Overview complete and shared. Updated on website. 20/11/24 - Book Sampling
<b>Action C:</b>	All pupils are reading regularly with books of their own choice, guided by adults	<ul style="list-style-type: none"> <li>• Priority readers are identified and heard by a teacher, TA or volunteer</li> <li>• Class libraries contain a small, hand-picked selection of books that represent all readers in class</li> <li>• School library is used by children using timetabled library slots</li> <li>• All pupils take part in teacher-led reading conferencing twice per half-term</li> <li>• All pupils log reading in Reading Journals as a way of recording and reflecting on their reading choices/preferences</li> </ul>	Tutoring plan Learning walks Pupil conferencing Book looks (Reading Journals)	<b>AUTUMN 2024</b> 5/9/24 - Tutoring plan in place 29/11/24 ELS visit (139 books replenished: graphic fiction, early chapter focus)
<b>Action D:</b>	Develop a 'Reading for Pleasure' ethos across the school	<ul style="list-style-type: none"> <li>• World Book Week celebrations</li> <li>• Kestle Barton literacy festival (Y3-6)</li> <li>• Virtual Author visits</li> <li>• Reading Spine promotes reading new authors, collections and series of books</li> <li>• Love4 Reading grant application (£1500) applied for library replenishment</li> </ul>	Pupil conferencing Governor monitoring SHIP focus	<b>AUTUMN 2024</b> 21/9/24 - Meeting to organise events 27/10/24 - Love4Reading application sent
<b>Action E:</b>	All staff receive training to develop practice and continue to improve standards of reading across the school	<ul style="list-style-type: none"> <li>• RWI training takes place at least twice per half-term for relevant staff</li> <li>• Reading lesson drop-ins and coaching supports teacher development</li> <li>• TPAT reading leader meetings</li> <li>• Kernow English Hub events attended</li> </ul>	Training records Pupil progress SIP visits	<b>AUTUMN 2024</b> 3/9/24 - INSET training for all staff 29/9/24 - AR/RC attended TPAT RWI leader event 07/11/24 AR attended Kernow English Hub conference RWI Development day booked for December

## Long Term Planning - 3 Year Overview

- Reading is a priority for all staff
- Reading progress is sustained and embedded in practice for all staff
- Families are actively engaged with their children's reading and we are on our way to developing a reading community
- Children can discuss books; likes and dislikes, favourite authors, series they've enjoyed

# Curriculum Coverage

Mullion's Reading curriculum has been developed in line with the National Curriculum, which can be viewed here:

[https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf)





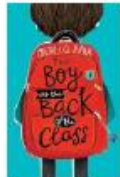

## Mullion Primary School Reading Spine







EYFS and Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Drawing Club Books</b> <i>(used for reading and writing.)</i>	The Night Pirates Superworm Little Red Riding Hood Rapunzel The Three Little Pigs	Goldilocks The Everywhere Bear The Mousehole Cat Stick Man	Jack and the Beanstalk The Gigantic Turnip The Runaway Pancake (F) The Runaway Pancake (NF)	The Giant Jam Sandwich (F) The Giant Jam Sandwich (NF) Big Bug Book (NF) Chicken Licken	The Gingerbread Man (NF) Three Billy Goats Gruff (Troll) Tiddler The Magic Paintbrush	Goldilocks and the Three Crocodiles The Big Bad Pig Red and the City All the Animals Were Sleeping (NF)
<b>Talk Through Stories</b>	Burglar Bill Cottonwool Colin Owl Babies Where the Wild Things Are Perfectly Norman Farmer Duck Stickman On the Way Home The Giant Jam Sandwich		Can't You Sleep Little Bear? Tiddler A Little Bit Brave Zog Billy's Bucket Six Dinner Sid The Rainbow Fish The Scarecrow's Wedding Click Clack Moo		Mog the Forgetful Cat Ravi's Roar Room on the Broom Ruby's Worry The Owl Who Was Afraid of the Dark Tiddler The Wonkey Donkey Where the Wild Things Are Handa's Hen	

Talk Through Stories books repeated in Year 1 for author links and to deepen knowledge of the narrative





Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Victorians	Cornwall	Cornwall Industry	Plastic and the Environment	WW2	Trade / Global
Book Talk Class Story	 <p>Street Child by Berlie Doherty</p>	 <p>Artemis Fowl by Eoin Colfer</p>	 <p>The Iron Man The Iron Woman by Ted Hughes</p>	 <p>Kensuke's Kingdom by Michael Morpurgo</p>	 <p>Boy at the Back of the Class by Orjali Q. Rauf</p>	 <p>Myths and Legends Collection</p>
Justification for book choice	Genre: Historical Fiction Modern Classic Greif – parental loss					
	Genre: Fantasy Series Books (1 of 8)					
	Genre: Classics Science Fiction Environmental awareness					
	Genre: Adventure Modern Classic Friendship					
	Genre: Adventure Refugees Friendship					
	Genre: Myths and Legends World stories and cultures					
	All class books focus on reading enjoyment and developing reading interests through authors, genres, series and collections. The children also learn reading skills through short reading fluency and comprehension of texts.					

Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Victorians	Cornwall	Cornwall Industry	Plastic and the Environment	WW2	Trade / Global
Book Talk Class Story	 <p>Street Child by Berlie Doherty</p>	 <p>Holes by Louis Sachar</p>	 <p>Letters from the Lighthouse by Emma Carroll</p>	 <p>When the Sky Falls by Phil Earle</p>	 <p>The Polar Bear Explorer Club by Alex Bell</p>	 <p>Rooftoppers by Katherine Rundell</p>
Justification for book choice	Genre: Historical Fiction Modern Classic Greif – parental loss					
	Genre: Modern classic - Thriller Series books (1 of 2) Family and friendships					
	Genre: Historical fiction Collection books from an author Separation from parents					
	Genre: Historical fiction Introduction to new authors Friendship					
	Genre: Adventure fantasy Exploring genres Series books (1 of 6)					
	Genre: Adventure Exploring author series Orphans and fostering					
	All class books focus on reading enjoyment and developing reading interests through authors, genre, series and collections. The children also learn reading skills through short reading fluency and comprehension texts.					

# Reading Domain Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Fluency	<p><b>ELG:</b> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending</p> <p><b>RWI Progression:</b> Children can read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading some of these words and can read them without hesitation. (See RWI Termly Progression Grid also)</p>	<p><b>RWI Progression:</b> Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed.</p> <p>They can read some Set 3 sounds in words without hesitation.</p> <p>They can read words containing the endings: -s, -es, -ing, -ed, -er, and -est.</p> <p>They can read contractions (for example, I'm, I'll, we'll)</p> <p>They can read at a pace of at least 50 words per minute.</p> <p>They can check what they've read and correct inaccurate reading.</p> <p>(See RWI Termly Progression Grid and National Curriculum Links for Y1 also)</p>	<p>Children can read stories and passages at a pace of 90 words per minute with little or no Fred Talk.</p> <p>They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p> <p>They can read words containing common suffixes.</p> <p>Children can reread for fluency and confidence.</p> <p>(See RWI Termly Progression Grid and National Curriculum Links for Y1 also)</p>	<p>Children can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>They can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Fluency is developed by choral reading in whole class reading and echo reading in small groups where needed.</p>	<p>Children apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p> <p>They can read silently, aloud and chorally automatically recognising and grouping words quickly to help them gain meaning from what they read.</p> <p>Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p>		
Common Exception/ Red Words, High Frequency Words	<p>ELG Word Reading: Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words</p>	<p>High frequency words are taught through the Read Write Inc programme as either Speedy Green Words or Red words – depending on whether they are decodable to not.</p> <p>See 'Progression through Red Words in the Storybooks'</p>		<p>Common Exception words are taught through the Read Write Inc Spelling Programme.</p> <p>Children can apply their growing knowledge of root words, prefixes and suffixes to read words. They are able to try out a range of ways to read exception words and use their knowledge of adjust and decode the word.</p>		<p>Common Exception words are taught through the Read Write Inc Spelling Programme.</p> <p>Children can apply their growing knowledge of root words, prefixes and suffixes to read words. They are able to try out a range of ways to read exception words and use their knowledge of adjust and decode the word.</p>	




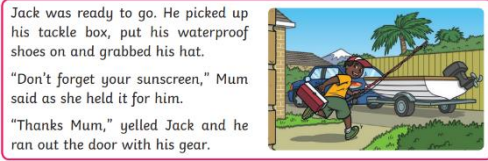

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and Familiarity of Reading	<p>ELG Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Children listen to and can discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can independently read.</p> <p>They are encouraged to link what they read or hear read to their own experiences</p> <p>Children are becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>They recognise and join in with predictable phrases.</p>	<p>Children listen to and can discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can independently read.</p> <p>Children are becoming increasingly familiar with and retelling a wider range of stories including fairy tales and traditional tales.</p> <p>They recognise simple recurring literary language in stories and poetry.</p>	<p>Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks.</p> <p>Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum.</p> <p>Children are increasing their familiarity with a wide range of books, including key stories, traditional tales, myths, and legends – they are able to retell some of these orally.</p> <p>They are beginning to identify themes and conventions in a wide range of books.</p>		<p>Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks.</p> <p>Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. They are able to make comparisons within and across books.</p> <p>Children are increasing their familiarity with a wide range of books, including myths and legends modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>They are able to identify and discuss themes and conventions in and across a wide range of writing.</p>	
Vocabulary	<p>ELG comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Children discuss new word meanings and link them to words they already know.</p>	<p>Children begin to find the meaning of new words using the context of the sentence.</p> <p>They use pictures to help support this skill.</p> <p>They can discuss their favourite words and phrases.</p>	<p>Children begin to find the meaning of new words using substitution within a sentence.</p> <p>They are able to use their growing vocabulary to suggest synonyms.</p>		<p>Children find the meaning of new words using the context of the sentence.</p> <p>They also link new words to other words they already know.</p>	




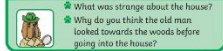

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference	<p>ELG Comprehension: <b>Understand</b> what is being read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Children make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text.</p>	<p>Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>They begin to justify their opinion by referencing a specific point in the text.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>They are beginning to understand the author's use of setting to influence the mood of a text.</p> <p>They will consolidate the skill of justifying their opinion using a specific reference point in the text.</p>		
Prediction	<p>ELG Comprehension: <b>Anticipate</b> – where appropriate – key events in stories.</p>	<p>Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures.</p>	<p>Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Children use relevant prior knowledge to make predictions and justify them.</p> <p>They are taught the skill of using details from the text to form further predictions.</p>	<p>Children use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>They begin to monitor these predictions and compare them with the text as they read on.</p>		
Explain	<p>ELG Listening, attention and understanding: <b>Make comments about what they have heard</b> and ask questions to clarify their understanding.</p> <p>ELG comprehension: Demonstrate understanding of what has been read to them <b>by retelling stories and narratives using their own words</b> and recently introduced vocabulary</p>	<p>Children can say whether or not they like a story and explain why.</p> <p>They can begin to make links to their own experiences, other stories and characters.</p> <p>They can discuss the significance of the title and events.</p>	<p>Children explain their reasons for story and character preferences and make suggestions for improving a text.</p> <p>They can begin to make links to their own experiences, other stories and characters.</p>	<p>Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading.</p> <p>They can find and copy words and phrases to describe characters, setting and mood.</p> <p>Children can begin to identify the structure of a text, how it links and its purpose.</p>	<p>Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood.</p> <p>They can identify changes in mood across a text.</p> <p>Children can then recognise structure and purpose and explain why a text is arranged in a particular way.</p>		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	ELG Comprehension: Understand what is being read to them by <b>retelling stories</b> and narratives using their own words and recently introduced vocabulary.	Children can answer questions about what has just happened in a story.	Children can explain their understanding of independent reading by answering simple questions about what they have just read.  Children begin to learn the skill of 'skim and scan' to retrieve details.	Children use the skill of 'skim and scan' to retrieve details quickly.  Children begin to use quotations from the text.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.		
Sequences Summaries	ELG Comprehension: Understand what is being read to them by <b>retelling stories</b> and narratives using their own words and recently introduced vocabulary.	Children retell and order events from the text. They begin to discuss how events are linked.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.	Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with.	Children are able to write a brief summary of main points, identifying and using important information.		

# Inference Progression













KSI Inference		
	Year 1	Year 2
Curriculum	<p>Children make basic inferences about characters' feelings by using what they say as evidence.</p> <p>Infer basic points with direct reference to the pictures and words in the text.</p> <p>Discuss the significance of the title and events. • Demonstrate simple inference from the text based on what is said and done.</p>	<p>Make inferences about characters' feelings using what they say and do.</p> <p>Infer basic points and begin, with support, to pick up on subtler references.</p> <p>Answering and asking questions and modifying answers as the story progresses. • Use pictures or words to make inferences</p>
What this looks like	<p><b>What are they doing?</b></p>    <p>Pictures, photographs and video clips with oral discussion</p> <p>Pictures and written questions to frame discussion</p>	  <p>Short written extract with picture/image to support inferences with evidence</p> <p>short written extract with focused questions</p>
Question Stems	<ul style="list-style-type: none"> <li>• What do you think _____ means?</li> <li>• Why do you think that?</li> <li>• How do you think _____?</li> <li>• When do you think _____?</li> <li>• Where do you think _____?</li> <li>• How does _____ make you feel?</li> <li>• Why did _____ happen?</li> </ul> <p>impression character evidence</p>	<ul style="list-style-type: none"> <li>• What do you think _____ means?</li> <li>• Why do you think that?</li> <li>• How do you think _____?</li> <li>• When do you think _____?</li> <li>• Where do you think _____?</li> <li>• How does _____ make you feel?</li> <li>• Why did _____ happen?</li> <li>• How has the author made us think that _____?</li> </ul>

## LKS2 Inference

LKS2 Inference					
	Year 3		Year 4		
Curriculum	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. (I know this because questions) Children can infer characters' feelings, thoughts and motives from their stated actions.				
	Justify inferences by referencing a specific point in the text.  Make inferences about actions or events.		Consolidate the skill of justifying them using a specific reference point in the test.  Use more than one piece of evidence to justify their answer.		
What this looks like	<div><p>Jack was ready to go. He picked up his tackle box, put his waterproof shoes on and grabbed his hat.</p><p>"Don't forget your sunscreen," Mum said as she held it for him.</p><p>"Thanks Mum," yelled Jack and he ran out the door with his gear.</p></div>  <p>short written extract with picture/image to support inference with evidence</p>		<div><p><b>The House</b></p><p>There was an old man standing outside the house. He looked over his shoulder towards the woods before opening the door and going inside.</p><p>The house was odd. It had a crumbling chimney on its dirty, black roof but the windows were made of gold.</p><p>What was strange about the house?</p><p>Why do you think the old man looked towards the woods before going into the house?</p></div>  <p>a short extract with focused questions</p>	<div><p><b>Text One</b></p><p>Tina's heart was beating fast and her breathing was in knots. She looked at the clock. It was only one minute later than when she had last looked at it. For the hundredth time she peered out the window and looked both ways down the street. There was no sign of anyone. She got the suitcase full, back down and turned away, sighing loudly. Just then, the letter box clattered and Tina squealed. It was real!</p><p>1. What was Tina waiting for?</p><p>a) a telephone call <input type="checkbox"/></p><p>b) the post <input type="checkbox"/></p><p>c) someone to come to the door <input type="checkbox"/></p><p>What were the shoes in the text?</p></div>  <p>a short extract with options and one piece of evidence</p>	<div><p>What is the author trying to tell his audience through this poem? Give at least 2 pieces of evidence from the text to support your answer.</p></div> <p>a question with two pieces of evidence</p>
Question Stems	What do you think ... means? How do you think...? Who is telling the story? Why has the character done this at this time? Find and copy a group of words which show...?			<div>impression character evidence</div>	
	<ul style="list-style-type: none"><li>Why do you think...?</li><li>Can you explain why...?</li><li>What do these words mean and why do you think that the author chose them?</li><li>How does the description of ... show that they are...?</li></ul>		<ul style="list-style-type: none"><li>Why do you think that?</li><li>Could it be anything else?</li><li>I think...; do you agree? Why/why not?</li><li>Can you explain why...?</li><li>Can you explain why based on two different pieces of evidence?</li><li>What do these words mean and why do you think that the author chose them?</li><li>What impression of... do you get from this paragraph?</li></ul>		

# Read Write Inc Teaching Sequence

## WHAT TO TEACH WHEN





Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 26+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCI		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink		Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily
Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension




# Lesson Design

All Read Write Inc phonics lessons following steps:

## Set 1 Speed Sound Lesson

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
<b>New sound:</b> <u>m (stretchy)</u>	Stretch mmmmm as you press your lips together hard "mmmmmm"	Use picture sound cards. MTYT.  mmmmouse mmmmountain mmmmirror	 Draw Maisie and then the mountain on the board then write m next to it. Practice sound side and rhyme side.	Spot the new sound in the pack 	"Down Maisie Mountain Mountain" 	Select 3 sounds you have taught children so far.  <u>Fred talk</u> m-a-n m-u-m m-a-d m-u-d	No word time yet.	No word time yet.	

## Set 2 and 3 Speed Sound Lesson

Speed Sounds				Word Time			
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Spell with Fred fingers	Hold a sentence
Review previous set 1 sounds.  <b>New sound:</b> <u>ay</u>	Say the sound without showing the Speed Sound Card. MTYT. Show the Speed Sound Card (picture side) Explain the picture. Say:  ay- may I play?  Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred Talk, then say whole word. MTYT. Choose 3-4 words.	Show picture side. Say the phrase. Show the letter side. Say the sound.  ay	Spot the newsound in the pack.  ay	Use Phonic Green Word Cards. Special friends, Fred talk, read the word.  day, play, may, way, say, spray,	Words from special friends sets.  Nonsense words	d-ay p-lay m-ay w-ay l-ay s-p-r-ay	Can a crayon spray ink?  Can a stray cat play?  Do not delay unless you want to stay all day.

# Read Write Inc Lesson Timetable (including Storybook Teaching)

## Green, Purple, Pink and Orange Storybooks

Day 1	Day 2	Day 3
Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson
Speed sounds from the story book	Speedy green words	Story green words
Story green words	Red word cards (teach/revise)	Think about the story
Speedy green words	Partner practice (books) – speedy green and red words	Jump in (model storyteller voice)
Red word cards (teach/revise)	Second read – children	Third read – children (as a story teller)
Partner practice (books) – speedy and story green words	Fred Fingers – spelling green words from the book	Questions to talk about
Story introduction	Hold a sentence 1 – from storybook plan	Link text
First read – children		
Read aloud – teacher		

## Yellow, Blue and Grey

Day 1	Day 2	Day 3	Day 4	Day 5
Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson	Daily speed sounds lesson
Speed sounds from the story book (just circled on big chart)	Story green words	Story green words	Story green words	Spell Test
Story green words	Speedy green words	Think about the story	Summarise the Story	Proof Read – making corrections
Speedy green words	Red word cards (teach/revise)	Jump in (model storyteller voice)	Questions to talk about	Link Text
Red word cards (teach/revise)	Partner practice – speedy green and red words	Third read – children (as a story teller)	Questions to read and answer	
Partner practice – speedy and story green words	Second read – children	Red rhythms – spelling red words	Handwriting	
Story introduction	Fred Fingers – spelling green words from the book		Hold a sentence (2 sentences) (say, write, read)	
First read – children				
Read aloud – teacher				

# Reading Fluency and Comprehension Lesson Design:

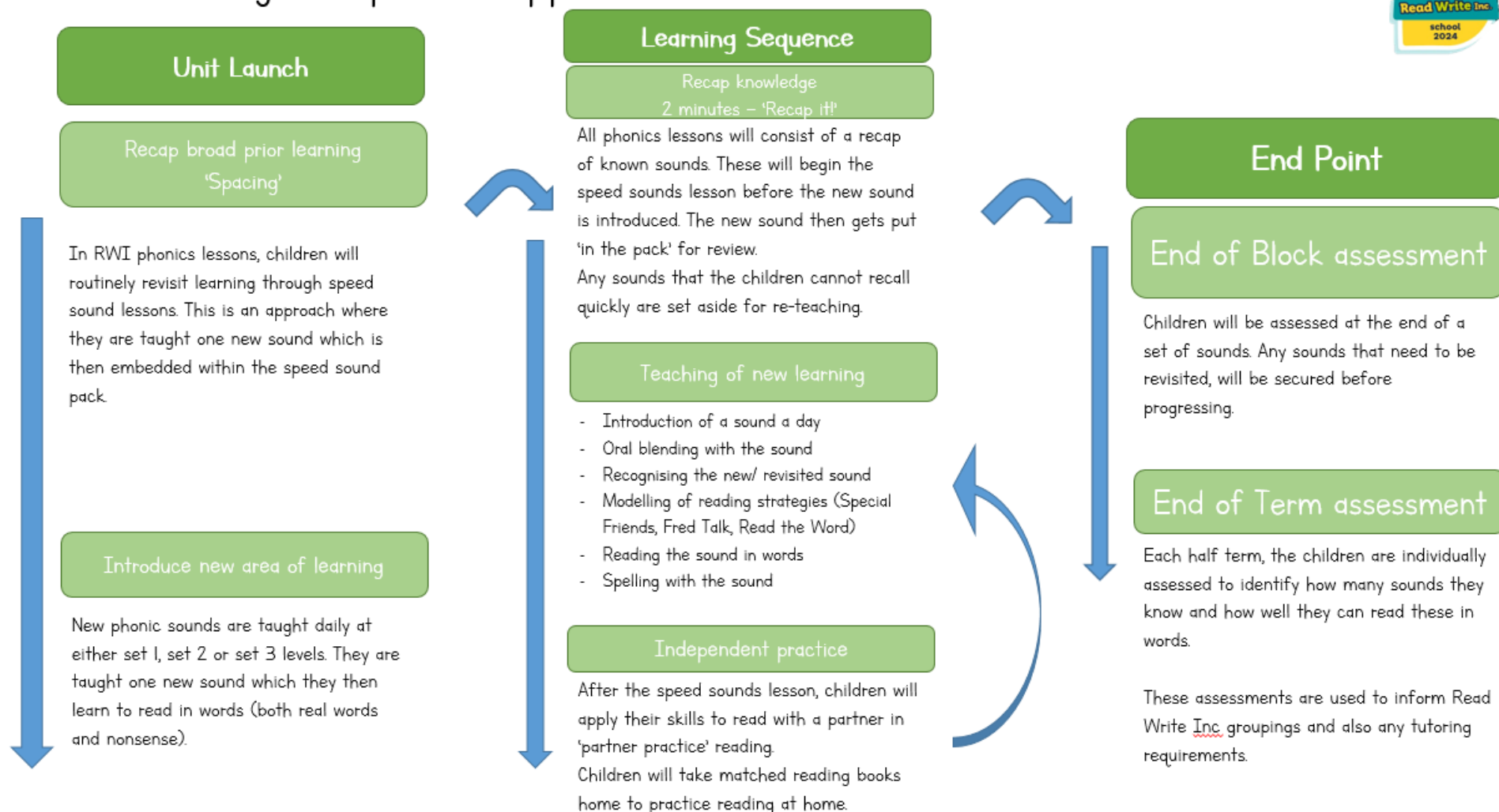
Updated 12/24

## THE READING LESSON

- **Recap It** Vocabulary warm up (previous vocabulary)
- **Teach It** – *Teaching Comprehension Skills for Vocabulary* (green word on slide and cards for display) Vocabulary warm up  
*Recall definitions, synonyms, antonyms, true or false, odd one out, missing words*
- **Model It** *Leading reading for fluency* (teacher models reading at pace and with prosody – the whole text)  
*Teacher models reading under the visualiser – reading at the pace expected. Teacher models using the green bookmark which blocks the text underneath. Children watch the board to observe the technique to apply themselves*
- **Practice It** *Leading reading for fluency*  
Partner practice: partner 1 on the left, partner 2 on the right. Partner 1 reads first as partner 2 follows the text. If they need support, Special Friends, Fred Talk, Read the Word is used as a prompt. Partners may be a TA if needed and possible.  
or  
My Turn Your Turn reading: teacher models reading again, one sentence at a time whilst children track with bookmarks and repeat.  
then  
Independent Read: children have their 60 second timed read with the timer on board. Teacher to walk the room – monitor. Children circle the word they reach at the end of the 60 seconds. If they complete it before time, record time remaining and re-read.
- **Model It** *Teaching Comprehension Skills for Vocabulary*  
Teaching vocabulary questions will comprise of 20% of total questions asked at all levels of reading. Teacher models reading and answering one vocabulary question. This demonstrates skills such as key word identification, skimming, scanning, reading around the word. The teacher will highlight the word in the text as a part of the strategy being taught.
- **Practice It** *Vocabulary*  
Children will mirror strategies taught. (including highlighting) The children will answer one similarly structured vocabulary question independently.
- **Model It** *Teaching Skills for Retrieval/Inference*  
Teacher models answering the question under the visualiser like before. They children can see the modelled example of scanning, marking and sentence structuring on the board. The teacher will model how to skim, scan, re-read to identify the answer in the text. They will model how to answer this question: single word, sentence circle the word etc. Children copy the answer onto their sheet.
- **Practice It** *Retrieval/Inference*  
Children will mirror strategies taught. The children will answer 2-3 similarly structured questions independently
- **Recap It** *Teaching Comprehension Skills for Vocabulary*  
Revisit vocabulary from previous lessons and new vocabulary for today. My turn, your turn reading. True or false definition game or similar.

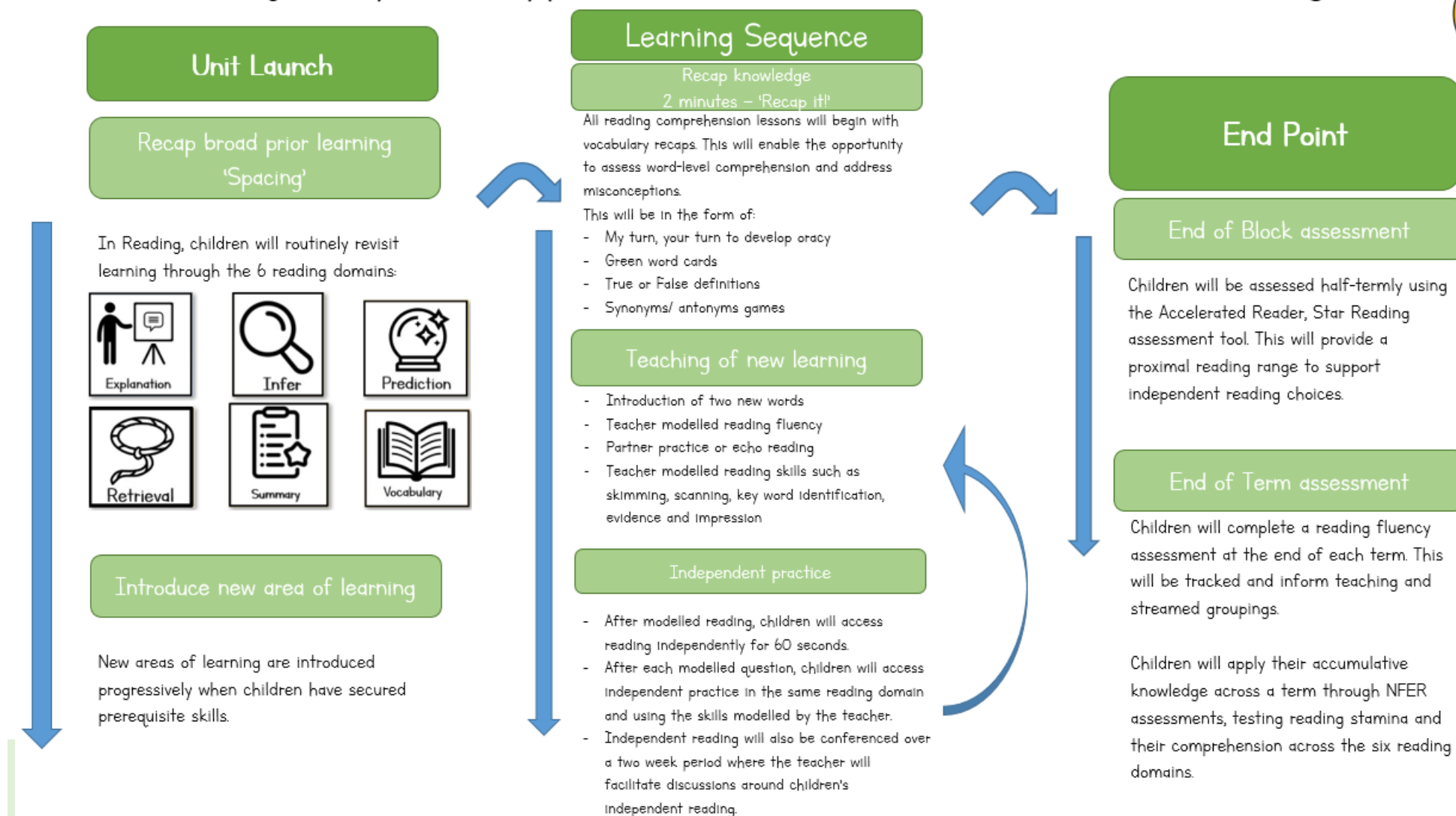
# Assessment

## A Subject Specific Approach to Assessment and Feedback: Phonics



## Assessment after phonics:

# A Subject Specific Approach to Assessment and Feedback: Reading





# SEND Adaptations

## Communication and Interaction

SLCN (Speech, language and communication needs)

- Pre-teach and reteach of vocabulary prior to new learning
- Early identification of children with SCLN needs in Early Years using data from pre school settings and home visits.
- Use photographs of the provision as visual prompts.
- Simplify and slow down language using two or three key words. if appropriate.
- Explicitly teach vocabulary using a visual prompt.
- SALT Interventions (small group and 1:1)
- 1:1 intervention under the direction of a SALT therapist
- Ensure that all instructions are broken down and supported visually where necessary
- Awareness through staff training that children with SCLN often find English/Language learning challenging
- Provide lots of repetition of activities and particularly vocabulary.
- Provide a low distraction/quiet environment so that the child can focus on communication when other children are in louder discussion.
- Invite children to comment on key issues, reformulating it to check understanding.
- Discuss with the child how you could explain a History topic to another person using alternative forms of communication (e.g. drawings, paintings, role-play).

Autism

- Target learning around the child's area of interest
- Provide a low-distraction environment for reading activities
- Try not to use idioms and figurative language and be aware that children with ASD may find learning in this area challenging
- Adults to be aware that children with ASD may find reading comprehension activities difficult - provide specific intervention in this area where necessary
- Use of 'visuals' to support verbal and written information that has been given
- Use of structures and routines for writing and recording ideas
- Stories can bring the past to life. Encourage story writing to promote empathy with people in the past and to encourage the discussion of interpretations or sources; Some children often feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Starting with the known allows children to feel confident and new ideas to be shaped and modified. Build on the child's understanding. Start with child's own knowledge, views and understanding and identify their preconceptions and misconceptions – e.g. "What rights do you as year 6 have today?" as a starting point for the status and rights of people in history.
- Use a range of different questions to elicit causation, understanding, empathy, judgement etc. Careful
- planning can help children with ASD to develop higher level reasoning, e.g. by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-tutoring of lesson content.
- Recognise that the language of history may be challenging and cause barriers for some children, e.g.:
- the specific use in history of an everyday word, e.g. 'party', 'church', 'state'; the use of history-specific terms, e.g. 'chronological', 'artefact' the use of abstract terms, e.g. 'power', 'belief'.

## Cognition and Learning

Dyslexia

- All children to have access to Dyslexia Friendly resources – overlays, coloured paper, highlighters
- Targeted intervention (Precision Teaching) to learn/retain new information (phonics, word reading and word spelling)
- Consider colour coding/highlighting different sections of text – text in one colour, questions in another

Dyspraxia	<ul style="list-style-type: none"> <li>● Provide task management boards to encourage children to complete learning task independently</li> <li>● Consider alternative methods of record written information - Clicker, iPad, Chrome book</li> <li>● Checklists of equipment required for learning</li> <li>● Access to a writing slope</li> <li>● Regular breaks in writing activities as children with Dyspraxia will tire easily</li> <li>● Use a bank of motor movement activities to</li> </ul>
SEMH	
Trauma/Anxiety	<ul style="list-style-type: none"> <li>● Ensure choice of texts does not contain content that will add to the child's trauma and / or remind them of their trauma</li> </ul>
ADHD	<ul style="list-style-type: none"> <li>● Use of high level interest literature</li> <li>● Use of a reading ruler/bookmark to help the child keep their place on a page</li> <li>● Teaching of 'active reading' strategies such as highlighting, underpinning and note taking</li> <li>● Pre-teaching of new vocabulary</li> <li>● Allow additional time when reading</li> <li>● Use of voice recording technology to support retention of ideas</li> <li>● use reading fluency strategies of my turn, your turn</li> </ul>
Physical and sensory difficulties	
Visual Impairment	<ul style="list-style-type: none"> <li>● Bespoke advice from the VI team to be followed</li> <li>● Carefully selected reading material – clear pictures and good visual contrast</li> <li>● Access to books written in Braille</li> <li>● Access to 'screen reading' technology</li> <li>● Include as many multi-sensory real life experiences as possible to enable blind and partially sighted children to develop a shared understanding of the world</li> <li>● Establish clear turn-taking rules and a hands-up or non-interruption rule for class and small group discussions</li> <li>● Use of electronic texts</li> <li>● Systematic approach to the learning of spellings</li> </ul>
Hearing Impairment	<ul style="list-style-type: none"> <li>● Bespoke advice from the HI team to be followed</li> <li>● Pre teach vocabulary for upcoming lessons in context</li> </ul>
Physical Disability	<ul style="list-style-type: none"> <li>● This is very specific to the needs of the children and advice will be followed form the relevant agency (physiotherapy, OT, Disability service)</li> <li>● Range of writing implements</li> <li>● Alternatives to written recording of information</li> <li>● Speak to text technologies</li> <li>● Adaptive seating</li> </ul>