



The Reading Curriculum at FHIS



Our Unique Reading Culture at FHIS:

At FHIS we build a reading culture that promotes a love for reading. We use the GO Read app at home / school for children to log their home reading and for the parents to keep track of their phonics reading in school. Children also have book review raffle tickets which they fill in at home, return to school and enter the weekly raffle to win a new quality rich reading book.

Every class teacher reads a class chosen novel or picture book daily to the class as part of our daily Storytime the book is a level above the class's reading ability to again promote their rich language acquisition. Every Thursday we also have a whole school story time assembly. Staff and Year 2 children read a chosen story to the whole school during this assembly this again builds our passionate reading culture.

Our Whole class reading uses the KS1 VIPER READING SKILLS to predict, retrieve, sequence, infer, visualise, clarify, question and explore vocabulary. The progression of these skills is shown on our VIPERS Reading Progression of skills documents for Year 1 and Year 2.

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text. 	Make inferences from the text. 	Predict what you think will happen based on the information that you have been given. 	Explain your preferences, thoughts and opinions about the text. 	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence the key events in the story. 
Example questions <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	Example questions <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	Example questions <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	Example questions <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	Example questions <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Alongside our RWI phonics storybooks the children choose a reading for pleasure book from the library every week. Year 2 children who have completed the RWI programme are also now known as 'free readers' and have the opportunity to read rich quality chapter books from the school library too.



Our pupils learn to read effectively and quickly using the Read Write Inc. Phonics programme.



Intent: Read Write Inc. Phonics

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting....
And love reading!

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In EYFS we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.



Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Impact: Outcomes for Children Assessing and Tracking Progress

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to either Read Write Inc. Phonics and Read group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. We have high expectations of our pupils' progress. We attribute this to the programme and to the expectations it builds in.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 15 minutes every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Implementation: Quality of Teaching, Learning and Assessment

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.



In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly.

Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every eight weeks. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

Additional support for Lower-attaining pupils learning to read

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils, the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

RWI Feedback and Marking

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

Home reading

We support pupils to select appropriate books to take home, depending on what support they might receive at home. Pupils who receive little help take home books that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary. We encourage children to read widely and often.

We use the Go READ app as an online reading record.



Quality of Teaching and Pupils' progress

The headteacher and reading leader monitor pupils' progress together until every child can read.

No child is left behind to struggle! We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MTTT, TTYP. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. In Literacy and Language, pupils read widely and often at home.
7. Teaching is monitored thoroughly (see Leadership and Management).

Personal Development, Behaviour and Welfare

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics, help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first and second language learners, assertive and reticent pupils, and pupils of different ages learn to get on together. Potential bullying is explored and discussed so pupils know how this can develop and how to deal with it if it does.

Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils. Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

Attendance



The programmes are intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. One of the teachers acts as the attendance manager, Miss Giles, She arranges a meeting with the reading leader or headteacher and the parents of the pupils who have poor attendance and low reading ability.

1. All staff use the Management signals consistently in and out of lessons.
2. Partner work is modelled and practised until pupils work willingly and supportively with pupils who are not their friends.
3. Praise is fundamental in helping pupils make progress and behave courteously.
4. Staff are consistently kind, considerate to each other and to pupils – no shouting, shushing and nagging.
5. Pupils attend every day, unless poorly.

Effectiveness of Leadership and Management: Our Shared RWI Vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she/he works closely with the reading leader/ Literacy and Language leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants). The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils follow the Literacy and Language programme by the end of term 1 Year 2.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through masterclasses, coaching/ observation and face-to-face feedback).

Mrs Knox can give this support every day because she does not teach a group herself. All Staff alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of good teachers and LSAs who each teach a group of pupils at the same reading level. Our LSAs generally teach small groups of four to eight.



Professional Development

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days. We hold at least two Development Days every year to ensure we are aware of up-to-date practice. Literacy and Language teachers have had an additional two-day training and are also supported through Development Days.

In weekly masterclasses staff analyse teaching and behaviour steps that set the agenda for the next week's observation and feedback schedule.

1. All staff are trained and the school books regular Development Days.
2. The reading leader does not have a reading group.
3. The reading leader spends every Read Write Inc. lesson coaching and observing reading teachers - and keeps records.
4. The Literacy and Language leader is released for fortnightly observations/ coaching and face-to-face feedback.
5. The headteacher observes lessons with the reading leader/Literacy and Language leader. They discuss pupil progress and the teacher tracker every week.
6. The reading leader meets with the reading team every week for a 30-minute masterclass – focusing on one activity.
7. The Literacy and Language leader meets with teachers fortnightly for a 30-minute masterclass – focusing on one activity.
8. The reading leader organises regular workshops with parents.