

## Reading

### Sandown's 5 Key Methods to Teach Reading:

1. Core Text – a quality text, sometimes linked with the wider curriculum, which can be a vehicle to teach the fluency (PEPS) and comprehension strategies (VIPERS).
2. Class Reader ('Read Aloud' baskets) – the daily, alternative bedtime story: "Are you sitting comfortably? Then I will begin."
3. Individual Reading Book – in KS1, this is their RWI book. In KS2, children select a book from within their ZPD range in the Accelerated Reader library. This enables them to develop word reading, fluency, vocabulary and apply comprehension skills.
4. Reading for Pleasure/Book Club - a time to select a book from the library/Book Corner and to share and talk about books.
5. Reading in the Curriculum - an opportunity to apply reading skills for a purpose in other areas of the curriculum.

### The 5 Building Blocks of Reading



EYFS and KS1 use Read Write Inc to teach phonics.

KS2, and children who have been assessed as **beyond Grey (RWI)**, use Star Reading as an assessment tool and Accelerated Reader to ensure children read a book matched with their ability daily.



### RWI Phonics

We use the government approved phonics-based programme called Read Write Inc. Phonics to teach our children to read, whilst also developing a wide range of vocabulary, raising comprehension skills, spelling ability and encouraging a love of stories. Most children complete the RWI programme in Year 2. However, Year 3 and 4 children who still need on-going support with phonics can continue to follow the programme; struggling readers in Year 5 and 6 follow a similar programme called Fresh Start. Through daily RWI lessons we aim to ensure that all pupils can:

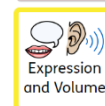
- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge
- Read common exception words on sight (referred to as red words)
- Understand what they read
- Read aloud with increasing fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation and handwriting skills (also taught in discrete handwriting lessons)

## Whole Class Reading

### PEPS Reading Elements (Fluency)

Explicit teaching of how to read fluently is a key component of our approach to teaching reading: 'A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text,' (EEF, Improving Literacy in KS2, 2021).

We use four reading fluency elements - PEPS (**P**hrasing, **E**xpression and Volume, **P**ace and **S**moothness) - to support pupils develop their reading fluency. These strategies are taught during whole class reading lessons. They are then consolidated and applied during Accelerated Reader when children are working with a book matching their reading ability.



### VIPERS Reading Strategies (Comprehension)

'Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension,' (EEF, Improving Literacy in KS2, 2021).

We use the VIPERS (**V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval, **S**ummarise/ or **S**equences) reading comprehension strategies to support children to develop their understanding of texts. These strategies are taught during whole class reading lessons. They are then consolidated and applied during Accelerated Reader when children are working with a book matching their reading ability. Children need to be taught the strategies and know:

- What the strategies are
- How the strategies can be used
- Why and when to use each strategy



vocabulary

inference

prediction

explanation

retrieval

summarise

sequence


## Core Texts

These are quality texts, which sometimes link to the class driver topic. This includes a range of fiction, non-fiction, poetry and play scripts. These texts are used to teach fluency and comprehension strategies in whole class reading lessons or they may be shared and enjoyed in daily story time.

An overview of our class texts from Nursery-Year 6 can be found [here](#).

## Vocabulary

### WHAT EVERY TEACHER SHOULD KNOW ABOUT TEACHING VOCAB



VOCABULARY IS THE BEST SINGLE INDICATOR OF INTELLECTUAL ABILITY AND AN ACCURATE PREDICTOR OF SUCCESS AT SCHOOL.  
-- W.B. ELLY

**Most vocabulary is learned indirectly. Some must be taught directly.**


**INDIRECT LEARNING**

- ORAL LANGUAGE
- LISTENING TO READING
- INDEPENDENT READING

**DIRECT LEARNING**

- TEACH SPECIFIC WORDS
- WORD-LEARNING STRATEGIES

Words are divided into three tiers. Most vocabulary instruction should focus on tier 2 words.

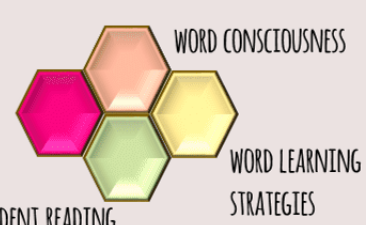


**TIER 3** — DIFFICULT, DOMAIN-SPECIFIC WORDS THAT ARE RARELY USED

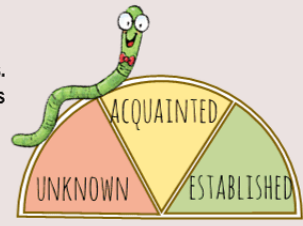
**TIER 2** — ACADEMIC LANGUAGE THAT APPEARS FREQUENTLY

**TIER 1** — SIMPLE WORDS THAT RARELY REQUIRE FOCUSED INSTRUCTION

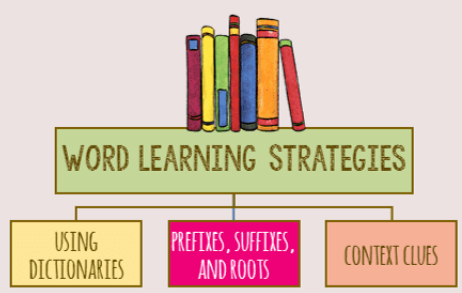
Four elements of good vocabulary program:




Students do not either know or not know words. Rather, they know words to varying degrees.



**WORD LEARNING STRATEGIES**



**THE CLASSROOM KEY**

Vocabulary Strategies				
Capturing vocabulary from the Class Text	Vocabulary 'Ping Pong'	Daily class story time to model and expose children to new vocabulary	Investigating words, e.g. prefixes, suffixes, root words, rhyme, synonyms and antonyms	Subject vocabulary mats using Communicate in Print and topic word banks
Pre-teaching vocabulary in whole class reading lessons	VIPERS - Vocabulary focused whole class reading lessons	Teaching vocabulary through RWI and spelling lessons	Daily independent reading	
In addition, Nursery-Y6 use the Word Aware approach to teach vocabulary. All staff are trained in how to implement the approach by a specialist speech and language therapist.				
All pupils are assessed using Language Link – Speech and Language support is given to those children requiring direct learning of predominately Tier 1 (Anchor) words.				
This work is supported by our speech and language therapist two days a week and our dedicated speech and language TA daily.				

## Writing

In September 2024, we begun our Talk for Writing journey by becoming a Talk for Writing school. We are working closely with a local Talk for Writing training centre to implement this approach with fidelity from Nursery to Year 6. Talk for Writing was developed by the teacher, author and poet Pie Corbett and is based on the key principles of how children learn. This creative, yet rigorous approach enables children to imitate the key language patterns they need for a particular text type orally before they try reading and analysing it. Through fun activities that help them to rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

Talk for Writing has three key phases which work together to develop knowledge, confidence and independence in writing:

1. **Imitation** - During this phase, the children create actions to accompany the oral re-telling of the model text. They also create story maps, using pictures and symbols, to depict actions and events from the text. The key to success is that the pupils internalise the text type through repetition and rehearsal. They also begin to look closely at the language and text features that have been used.
2. **Innovation** - During this phase, the teacher and the children begin to change aspects of the model text using their own ideas. They explore the text using different characters, settings or events and new ideas for descriptive language, whilst sticking closely to the underlying structure. During this phase, spelling and grammar is taught in the context of the model text. This process enables the pupils to write their own versions of the model text.
3. **Invention** – During this final phase, the children plan and write their own text based on the text type they have been learning. They experiment with ideas and begin to explore their own style of writing, using sentence types from the model text, before finally writing their own version.

## Spelling

EYFS and Y1	Y2-Y6
Spelling forms a key component of the Read Write Inc phonics scheme. Every day, children practise spelling words containing the sound that has been taught during their speed sounds lesson.	Read Write Inc Spelling. This is a whole-class online scheme with accompanying workbooks. It consists of a 10-15 minute session 3 times per week.
Spelling home learning is set weekly on DoodleSpell for years 1-6.	
Teachers must have high expectations for spelling when writing by providing vocabulary mats, word cards and word banks. When words are not available, the children are expected to apply known phonics and spelling patterns/rules as well as ask their peers. When the children are ready, they may use dictionaries; however, it is important that in Y3 and Y4 the children have plenty of opportunities to practise using a dictionary.	

# English Curriculum

## Handwriting

EYFS and Y1	Y2-Y6
Essential Key Strengths Pre-handwriting – Wiggle Me Into a Squiggle, Squiggle While You Wiggle, Dough Disco RWI handwriting scheme Stage 1.	RWI handwriting scheme Stage 3. Children begin to join-up their handwriting and are expected to develop a fluent and legible script.
Handwriting Badge – In Year 2, once children have mastered correct letter formation, they earn their 'Handwriting Badge'.	
Pen Licence – In Year 3 and 4, children begin to practise writing in pen during Spelling lessons in order to earn their 'Pen Licence'. In Y5 and Y6, all children are expected to write in pen in most subjects.	

Time Allocation
<p><u>Reception</u> 5 x 30 minute RWI Phonics lessons for Groups 1a, 1b, 1c and Ditty. 40 minute lessons for children in all other groups. Talk for Writing for all pupils. Handwriting is taught daily.</p> <p><u>Y1</u> 5 x 40 minute RWI Phonics lessons, 5 x 10 minute speed sound lessons and 5 x 45 minute English lessons (using Talk for Writing) per week. For children who have been assessed as <b>beyond Grey</b>, they will have 5 x reading lessons (using KS2 whole class reading structure) alongside their 5 English lessons. Handwriting is taught in Read, Write Inc and daily at the beginning of English lessons.</p> <p><u>Y2</u> 5 x 40 minute RWI Phonics lessons, 5 x 10 minute speed sound lessons, 3 x 10-15 minute RWI Spelling lessons and 5 x English lessons (using Talk for Writing) per week for any children who are <b>Grey or below</b>. For children who have been assessed as <b>beyond Grey</b>, they will have 5 x reading lessons (using KS2 structure) alongside their English and Spelling lessons. In Term 1, 15 minutes of each reading lesson is spent reading their Accelerated Reader book. This can then become part of Early Morning Work as more children progress off the RWI scheme. Handwriting is taught in Read, Write Inc and daily at the beginning of English lessons.</p> <p><u>KS2</u> 4 x 20 minute Accelerated Reader sessions per week 4 x 30 minute whole class reading lessons per week 1 x 30 minute Book Club session per week 4-5 x 45 minute English lessons per week (using Talk for Writing) 3 x 10-15 minute spelling sessions per week (RWI Spelling) 3 x 10-15 minute handwriting lessons per week</p> <p>Children who have not passed their phonics screening or completed the RWI scheme <b>up to Blue/Grey</b>, will be given targeted support (e.g. daily RWI lessons or 1:1 tutoring depending on the need of the child).</p> <p>Daily whole class story time (15-20 minutes) for all year groups. One of these sessions may be Book Club.</p> <p>All classes visit the school library once a week.</p> <p>There will be weeks when these allocations will not be achievable due to curriculum enrichment activities.</p>