

## What will reading look like in our school?

### **Phonics: Little Wandle 'My Letters and Sounds' Systematic Synthetic Programme**

Lesson Structure	Environment	Learners	Adults
Revisit and review	Consistent phonic resources	Correct pronunciation of phonemes	Modelling correct articulation of phonemes/words
Teach and practise	Grapheme and tricky word displays	Reading words/sentence containing focus phonemes/tricky words.	Modelling correct formation of graphemes
Practise and apply	Spelling patterns and phonic families when appropriate	Writing words/sentences containing focus phonemes/tricky words.	Supporting pupils to access their phase of learning
Read decodable books – (see LW reading practice sessions timetable sheets)  (see LW termly overview sheets )	Phoneme mats/tricky word mats	Tracking words for reading  mnemonics	
<p>Phonic interventions: Small phonic groups to meet needs and individual support when needed using Little Wandle 'Keep Up' and SEND resources.</p> <p>For pupils in Year 2 and above, Little Wandle Rapid Catch Up is used.</p> <p>Handwriting: In Reception, we teach letter formation using our formation phrases, which make a link between the mnemonic and the letter. As per the Department for Education guidance we do not teach cursive. Time is given to teach handwriting outside the phonics lesson.</p>			

## Reading: Whole Class Reading for Comprehension

Lesson Structure	Environment	Pupil Work Books	Learners	Adults
<p><b>VIPERS:</b></p> <p><b>Vocabulary:</b> e.g. Read, develop word choices</p> <p><b>Infer:</b> e.g. Inference from the text: character, mood and atmosphere.</p> <p><b>Predict:</b> e.g. What might happen next – in the book, next paragraph, next chapter?</p> <p><b>Explain:</b> e.g. why is the text arranged this way? Why has the author chosen a specific text feature?</p> <p><b>Retrieve:</b> e.g. How did....Who would....Why...When...?</p> <p><b>Summarise:</b> e.g. Order events, what happened....?</p> <p>Fiction/Non-fiction/Poetry</p>	<p>Welcoming, well presented book corner.</p> <p>Stimulating reading material that challenges readers.</p>	<p>Comprehension books</p>	<p>Pupils will use discussion with peers and whole class before commencing written work.</p> <p>Pupils will be given sufficient time to discuss, plan and edit work.</p> <p>Scaffolding/support will be available to meet needs including enlarged text.</p>	<p>Model enthusiasm and love for reading</p>

<p>Class book shared with the class</p> <p>Teacher models reading in class</p>	<p>DEAR - drop and read text</p> <p>Welcoming, well presented book corner.</p> <p>Use of school library</p>	<p>Class books mapped out across school to ensure wide range of genres accessed by pupils.</p>	<p>Have a reading for pleasure book with them at all time.</p> <p>Join Book Club.</p>	<p>Share favourite books.</p> <p>Engage in conversation about books.</p> <p>Lead Book Club.</p>
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‘Reading into Writing’ - we firmly believe that reading is the key focal point of good writing – it encourages curious writers who use a range ambitious vocabulary and written techniques to create purposeful final pieces. To support Reading into Writing, we use a range of resources including Book Talk and VIPERS for developing reading comprehension skills. For develop writing, resources include The Write Stuff, colourful semantics (including The Mighty Writer) and Literacy Shed.

Lesson Structure	Environment	Pupil Work Books	Learners	Adults
Recap of previous learning  Reading of text  Discussion of text: - Using .... -  Modelling of writing	Key text and images are displayed on front wall.  Related texts displayed when appropriate.  Writing Examples of ‘sentence stacking’  Key vocabulary linked to Year group spellings and common exception words.  Learning toolkits or word mats.	WALTs in books  Range of immersion activities – oral, text, film, pictorial.  Range of scaffolding to support pupils: word banks, sentence starters, enlarged templates.  Book lines appropriate to age and need.  Write on a line, miss a line.  Teacher response in green/pink pen. Pupil editing in purple pen	To support writing, pupils will use: Toolkits, Working wall Word mats Vocabulary on the wall Dictionaries Thesaurus	Modelling writing especially in Sentence Stacking lessons.  Modelling reading and sharing a love of books.  Encouraging an application of spellings and phonics.
Phonic interventions: Keep up and Rapid Catch up in small groups to meet needs. Reading Doctor or 1:1 intervention for pupils who need more intensive support.				
Spelling: Jane Consadine Spelling approach				
Discrete Grammar sessions planned by class teacher to address specific needs of class. These are then applied within writing lessons.				
Handwriting – planned by teacher in line with National Curriculum expectations. Intervention – Fizzy activities (gross and fine motor skills)/Write from the Start/needs led group or 1:1				