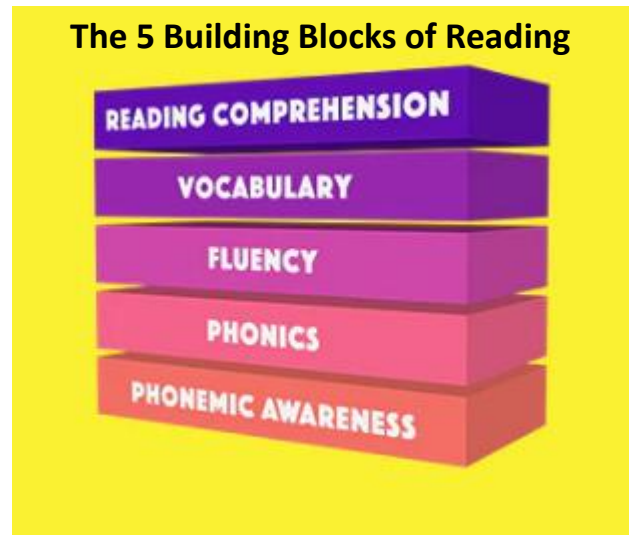


## Reading

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

1. Class Text - often links with the class topic and can be a vehicle to teach the fluency (PEPS) and comprehension strategies (VIPERS).
2. Class Reader - the 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 - a time to select a book from the library 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.



EYFS and KS1 use Read Write Inc to teach phonics.



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

## Whole Class Reading

### PEPS reading strategies (fluency)

'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).

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.

Phrasing

Expression and volume

Pace

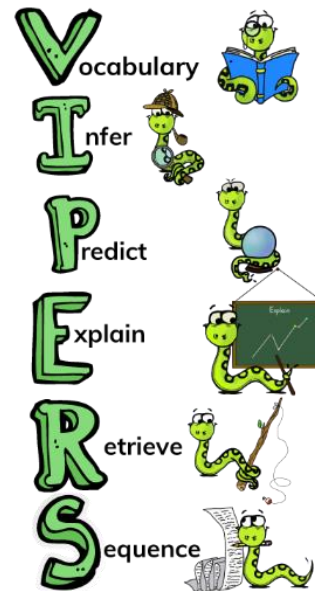
Smoothness

## 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).

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



## Class texts


These texts usually link to the class driver topic. They can be used to teach fluency and comprehension strategies in whole class reading lessons or they may be used as a stimulus for writing.

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. ELLEY

**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.



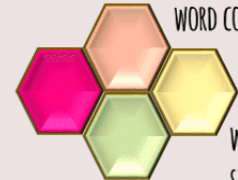
**TIER 3** — DIFFICULT, DOMAIN-SPECIFIC WORDS THAT ARE RARELY USED

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

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

Four elements of good vocabulary program:

SPECIFIC WORD INSTRUCTION



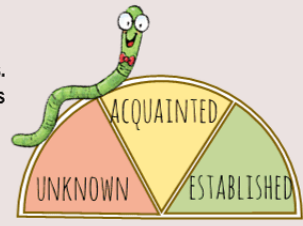
WORD CONSCIOUSNESS

INDEPENDENT READING


WORD LEARNING STRATEGIES

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




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**WORD LEARNING STRATEGIES**

USING DICTIONARIES

PREFIXES, SUFFIXES, AND ROOTS

CONTEXT CLUES

**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.				

# English Curriculum

## Writing

The driving focus for each writing project is **audience** and **purpose**. This focus enables teachers and pupils to make appropriate choices about language, tone and structure. Across each term, teachers plan writing projects with varied audiences and purposes and these are then revisited across the year.

Writing for a Purpose documents are used to support teachers with their planning:

<O:\Curriculum\Curriculum Subjects\English\Writing\Writing Purposes Posters.pdf>

Teachers select the stimulus for writing. This could be, for example, an experience, a text, learning in another curriculum subject or a film.

When the stimulus for our writing is a text, we use our school-developed **READER** approach:

R - Read	E – Engage	A – Analyse	D- Draft	E- Edit	R- Review
Read the text.	Engage in the class text through speaking and listening activities, PEPS reading strategies and exploration of language. Introduce inspired ideas for writing.	Analyse the text type to be used in the writing phase including structure, grammatical features and language. Rehearse ideas orally and in writing.	Draft the writing. This will usually start with a plan whether that be a picture, story map, story mountain or paragraph notes.	Edit and proofread the writing for spelling and punctuation, grammatical and language choices as well as consistency and cohesion.	Review your writing. Share your writing with your peers, teacher or planned audiences.

When the stimulus is not a text, the READER approach is adapted and applied accordingly.

## 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 15-minutes-a-day, whole-class online scheme with accompanying workbooks.
Spelling home learning is sent home on the school spelling and handwriting sheet on Fridays and returned on the following Wednesday.	
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 – 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, children begin to learn to join. Once they have mastered this, 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

### Reception

5 x 30 minute RWI Phonics lessons for Groups 1a, 1b, 1c and Ditty. 1 hour lessons for children in all other groups.

### Y1

5 x 1 hour RWI Phonics lessons and 5 x 10 minute speed sound lessons per week. For children who have been assessed as **beyond Grey**, they will have 2 x reading lessons (using KS2 structure) and 3 x 1 hour English lessons (in a **Year 1** English group).

### Y2

5 x 1 hour lessons RWI Phonics lessons and 5 x 10 minute speed sound lessons per week for any children who are **Grey or below**.

For children who have been assessed as **beyond Grey**, they will have 2 x reading lessons (using KS2 structure) and 3 x 1 hour English lessons per week with a writing focus (in a **Year 2** English group). In Term 1, 15 minutes of each lesson is spent reading their Accelerated Reader book. This then becomes part of Early Morning Work as more children progress off the RWI scheme.

### KS2

4-5 x 20 minute Accelerated Reader sessions per week

2 x whole class reading lessons per week

2 x writing focus lessons per week

Children who have not passed their phonics screening or completed the RWI scheme **up to Blue/Grey**, will be given targeted support (e.g. daily RWI lessons or 1:1 tutoring depending on the need of the child).

Daily whole class story time (15-20 minutes) for all year groups.

All classes visit the school library once a week.

There will be weeks when these allocations will not be achievable due to curriculum enrichment activities.