

SPPS Reading Policy 2023-24



Shoreditch Park
Primary School

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Our Intent:

Why we teach what we teach



At Shoreditch Park Primary School our ASPIRE values underpin everything we do, and our teaching and learning of reading is no exception to this. We believe reading is at the foundation of all learning across our curriculum, and through ASPIRE reading we aim to give every child a successful start by developing positive learning dispositions, promoting the highest levels of academic achievement, as well as fostering a genuine love for reading amongst all our children.

This journey starts in EYFS where children develop initial phonological awareness and word recognition through the Read Write Inc phonics programme, as well as through the enjoyment of sharing and listening to a wide range of stories. Moving into KS1, our pupils continue to learn to read effectively and quickly using the Read Write Inc Phonics programme. Finally, as the children transition into KS2, they are taught explicit reading strategies through the Hackney-wide reading programme Destination Reader.

In addition to this, our English curriculum is centred around key high-quality texts recommended within the Power of Reading programme, so that the valuable experience of learning through real, high-quality literature is deeply embedded in the way children learn to read and write. Using this scheme, teachers plan a wide range of activities linked to our chosen texts to ensure that the decoding and comprehension skills needed for reading, as well as the technical skills needed for writing, are given a purpose.

Furthermore, our teaching and learning of reading is complemented by our strong reading for pleasure provision. As part of this, protected story time is timetabled for the end of each day across the whole school. Additionally, our pupils are able to borrow books from a carefully curated range of high-quality and inclusive literature within our expansive library and classroom book corners. Moreover, in each class the children borrow books from their inviting and well-stocked book corners. In order to further foster a love of learning, children are encouraged to share their positive reading experiences through their individual reading journals and our online reading blog.

Intent Overview

- ♦ **For all children to become confident, independent readers, in line with our ASPIRE values.**
- ♦ **For children to become enthusiastic readers who read books, from a range of genres, chosen by themselves.**
- ♦ **To cultivate strong comprehension skills which enable the children to engage with texts at a deeper level.**
- ♦ **To enable children on an EHCP or with SEND needs to make good progress from their starting points through carefully targeted intervention.**
- ♦ **For our children to be part of an active reading community.**

Our Implementation:

Read Write Inc Phonics (RWI)



Introduction

The systematic teaching of phonics has high priority in Foundation Stage and Key Stage 1. During this time, we group children by their reading progress for 45 minutes a day (20 to 45 minutes in Reception) and re-assess children at least every term so we can place them in the group where they'll make the most progress. All our staff are phonics trained and receive regular coaching and modelling to ensure they are expert phonics teachers.

Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and engaging. The phonic knowledge is split into two parts. First, we teach children one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help all children, especially slower-starters, to read the sounds easily. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word. Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay, may I play, a-e – make a cake?

We give children books we know they can read – without any guessing. (We read lots of other stories to them, but do not expect them to read these yet.) Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky red' words, and tell them a thought-provoking introduction to get them excited about the story. Then, over four days, children read the story four times: first to focus on reading the words carefully; then to help them read the story fluently; and finally, we talk about the story together, for example, how the characters might be feeling and why. By the time children read the story at home, they will be able to read it confidently with expression.

We make sure every child can read the last set of phonic stories before they progress to our higher-level programme, Destination Reader.

Children who need extra support with reading receive daily tutoring sessions. Children are regularly assessed to ensure tutoring sessions are purposeful and target phonics gaps.



Our Implementation:

Read Write Inc Phonics (RWI)



Our SPSS Phonics Reading Timetable

A standard RWI phonics timetable follows a structured approach, beginning with the development of children's decoding skills, progressing to building fluency, and ultimately focusing on comprehension. Each day, the Speed Sounds lesson aims to teach or review a particular sound, which the children then apply in their spelling practice.

Day 1	Day 2	Day 3	Day 4
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the storybook – teaching using class grapheme chart	Spelling	Spelling	Speed Sounds from the storybook – teaching using class grapheme chart
Story Green words	Speed Sounds from the storybook – teaching using class grapheme chart	Speed Sounds from the storybook – teaching using class grapheme chart	Red Words and Speedy Green Words
Red Words	Story Green Words	Speedy Green Words – Oxford Owl	Vocabulary Think About the Story (Voice Choice)
Partner Practice – Speed Sounds, Story Green Words and	Red Words	Red Words	Vocabulary & Fourth Read – comprehension
Story Introduction and vocabulary	Partner Practice – Speed Sounds, Story Green Words and Red Words	Partner Practice – Red Words and Speedy Green Words	Questions to Talk About
First Read – decode	Vocabulary & Second Read – fluency	Third Read – fluency	Linked text
Read Aloud - teacher	Read Aloud - teacher	Questions to Read and Answer	
Linked text	Linked text	Linked text	

Our Implementation:

Read Write Inc Phonics (RWI)



What do RWI lessons look like at SPPS?

RWI lessons focus on teaching the key skills for early readers to read and comprehend phonetically decodable texts.

Story Green Words - to practise reading sounds in the story.

Red Words - to read words containing irregular sounds.

Introduction and Vocabulary - to introduce new vocabulary and the new text.

Speedy Green Words – to read the Story Green Words speedily.

Question to Talk About - to answer comprehension questions about the story.

Questions to Read and Answer - to questions about the story with a partner.

Linked Text - teacher to read aloud a linked text.

Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

Fox Red Hen stick pond

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

I	the	me
go	are	he
be	you	your
my	of	put

Questions to talk about

Ask children to TYP each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.9 (FF) What does Mama hen feel about egg 6, and why?
- p.10 (FF) Which two words describe chicks 1–5?
- p.11 (HaT) Why is Mama hen so shocked when egg 6 hatches?
- p.12 (FF) How is the duckchick different to chicks 1–5?
- p.13 (FF) What do the other chicks do while the duckchick is in the pond?
- p.14 (FF) What do all the chicks say when they fall in the pond?
- p.15 (FF) What does the duckchick do to keep the chicks safe?

Questions to read and answer

(Children complete without your help.)

- What did Mama hen sit on?
Mama hen sat on a **bed / nest / log**.
- How many eggs did Mama hen have?
Mama hen had **ten / six / seven** eggs.
- What did Mama hen jump onto?
Mama hen jumped onto a **fox / log / dog**.
- Who was watching the chicks?
A dog / man / fox was watching the chicks.
- Who swam to help the chicks?
The **fox / dog / duckchick** swam to help the chicks.

Our Implementation:

Destination Reader (DR)



Introduction

DR is our approach to teaching reading in KS2. It involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems. The approach encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum. It also builds a culture of reading for pleasure and purpose.

In KS2, DR lessons will focus on either a different fiction, non-fiction or poetry text every half-term. Our reading sets are streamed so that each child can receive the targeted support and level of challenge they need. Each set's progression through the book bands follows our Book Band Progression Map in the Impact section of this handbook.

Our SPPS KS2 Reading Timetable

A typical week follows the timetable below, with Monday's reading slot dedicated to teaching spelling using the Read Write Inc spelling programme, Tuesday to Thursday focussing on teaching DR Stems, and on Friday the children explore a Cracking Comprehension, in which they can put their comprehension skills to practice.

Monday	RWI Spelling
Tuesday	DR—Selfie
Wednesday	DR—Selfie
Thursday	DR—Selfie
Friday	Big Picture/Cracking Comprehension (alternating weeks)

Our Implementation:

Destination Reader (DR)



What do DR lessons look like at SPPS?

Destination Reader lessons focus on explicitly teaching one of these seven DR stems:

Predicting - Using background knowledge, the text or context.

Asking Questions - Asking (not just answering) open questions to deepen understanding.

Clarifying - Recognising when words, phrases or the text is not understood and using a toolkit to help.

Summarising - Identifying key information or ideas, digesting and reducing .

Inferring - Being a detective and using clues which often relates to characters, settings or mood.

Making Connections - Using personal experience and knowledge of other texts/the world.

Evaluating - Thinking about the author's technique, use of features, language, spelling, punctuation and grammar.

DR lessons are 50 minutes long and will typically follow this structure:

Before Reading Whole Class (10 minutes)	• Introduce or revise lesson strategy / focus and stems • Model strategy through think aloud with displayed text • Partners practising strategy
Independent Reading Independent or Partner Reading (25 minutes)	• Focussing on strategy where possible • Teachers to monitor ratio of reading / talk so that children build up reading stamina on longer texts. Talk may be during reading or during a plenary. Teachers to focus on specific children
After Reading Whole Class (10 minutes)	• Celebrate good use of the strategies • Children complete Selfie • Clarify tricky vocabulary • Children evaluate their use of the learning behaviours.

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Although the focus of DR is very much on pupil reading, the children will be given a task to complete each lesson to check their comprehension and/or practice the specific DR stem they have been learning. These come in the following forms:

A shorter task to be completed at the end of each lesson which is relevant to the lesson's focus DR stem. This can come in various forms, such as a prediction task, vocabulary clarification or a 3 mark comprehension question.

[illegible]



Date: 20.11.18

Summative – Sophie's Adventures



Which of the following would be the most suitable summary of the whole text.

Tick one

This book is about a girl who goes on lots of adventures to different places in the country.	☐
This book is about a girl who loves school and it is the most important thing to her.	☐
This book is about a girl who really wants to be a farmer and it is the most important thing to her.	☐
This book is about a girl and her family, who all live on a farm, with many stories about what happens on the farm.	☐

Explain the reasons for your choice.




Date: **28.11.18**

Circle the word Task




With bones like frozen plumbing, He lay in the blue morning.
 Circle the word which best describes the mood of this section...

Joyful
Angry
Tense
Light-hearted

How has the poet used figurative language effectively? Give an example in your response.

These lesson-long comprehension activities happen every fortnight and will incorporate a range of previously taught DR stems. The children will answer questions on either an extract from their text or an unseen piece.

DN Picture 8.13.12.18- The Sultane Kid

The following questions are based on the chapter 'G is for Garden'.

12) Using information from the text put a tick in the correct box to show whether the statement is true or false

	True	False
Andrea goes home alone from school now.	✓	
Andrea sees a mullberry tree on her way home from school.	✓	
Andrea wants to move school so she has to leave her mum's house.		✓
Andrea has never eaten a mullberry off the tree.		✓

13) Do you think Andrea prefers her dad's house or her mum's house?

☐ Yes ☐ No ☐ Yes and No

Tick one and use evidence for the text to support your answer

I think yes & no because she claimed her father's house but said she because she does not like to see Andy but she likes her mum. Can't I just say that?

14) Look at the paragraph beginning: 'There's only one good thing...'

What does George mean?

Kindness means when something is very kind over other people very old.

15) What evidence is there that Andrea's mum wants Andrea to live with her permanently? Find two pieces of evidence.

The way that Andrea is not with her permanently because she wants to live to go to her school and she wants to live with her.

16) Do you predict that Andy will still want her parents to get back together? Explain your answer fully using evidence from the text.

I think that Andy will not get together because Andrea's been crying every day so he kept Andrea for her dad. I don't think so.

Question number

Mark(s)

Clarifying

Revealing

Inference

Evaluating

2 marks

2

Clarifying

Revealing

Inference

Evaluating

1 mark

1

Clarifying

Revealing

Inference

Evaluating

1 mark

1

Clarifying

Revealing

Inference

Evaluating

2 marks

2

Predicting

2 marks

1

Our Implementation:

Reading for SEND Pupils



Alternatives to RWI

The school is fully committed to the RWI programme and uses systematic phonics to teach all children to read, including those with additional needs. However, for a very small number of children in the school, Read Write Inc is not 100% successful in helping them to be fluent readers. This may be because:

- Some children struggle with auditory discrimination (common with children with ASD or DLD) and therefore need a word paired with image approach in addition to a systematic phonics approach.
- Children have made slow progress and have completed all of the available books in the RWI scheme (either at their reading level or within the whole programme).
- The RWI books are not engaging or motivating for the child because of their age (for upper KS2 pupils particularly).
- Pupils' comprehension skills are significantly lower than their decoding and fluency skills (more than 1 year)

The school uses several alternatives to Read Write Inc, as detailed below. The decision to move a child to an alternative pathway would be through a meeting with the Reading Lead and the Inclusion lead/SENCo. The school have sought advice from Hackney Educational Psychology team to support reading strategy for struggling or reluctant readers.

Toe by Toe

Toe By Toe is a systematic, phonics-based decoding program that helps students struggling to read. The programme takes pupils back to the basics of phonic knowledge and consolidates their understanding of spelling rules and syllable division. Throughout the duration of the program, students develop a sound understanding of how to decode text, allowing them to improve not only their reading, but also their comprehension, writing and spelling skills. The programme uses a multi-sensory approach to learning specific words or sounds that the individual pupil finds challenging. Toe by Toe requires 20 minutes of coaching per day.

Shoreditch Park runs Toe by Toe for individual pupils who are not making the expected levels of progress in RWI.

Our Implementation:

Reading for SEND Pupils



Rapid Reading

Rapid reading is a reading intervention for children who are reluctant or struggling with reading. It is a programme that was developed for SEN readers and focuses on improving children's:

- Decoding skills (ability to read familiar and unfamiliar words with fluency)
- Comprehension skills (understanding of what they are reading)
- Confidence and pleasure in reading

It is different to RWI in that it has:

- * Motivating topics and themes that are more appropriate to older readers.
- * Limited number of words within each text.
- * Chunked text boxes that divide the text, making information easier to process.
- * Thematically linked fiction and non-fiction texts.
- * A greater focus on comprehension, making them more suitable for children with good decoding skills but poor comprehension skills.

An independent study by the National Foundation for Educational Research (NFER) in the UK told us that children using Rapid make more than twice the normal rate of progress in reading.

Shoreditch Park Primary School use Rapid Reading for several small groups of children in the school, mostly within the autism resource provision. Currently many children in the ARP have good decoding skills but comprehension skills 2-3 years below their chronological age. The EP service have supported in developing comprehension teaching and assessing alongside this programme in the ARP.

At Shoreditch Park we combine Rapid Reading with the RWI phonics programme, by teaching a speed sound lesson alongside the text. This ensures pupils continue to access systematic phonics teaching whilst also working on comprehension skills.

Fresh Start

Read Write Inc. Fresh Start is a catch-up and intervention programme with proven results, for 9 to 13-year-olds still learning to read. Shoreditch Park use Fresh Start for pupils in upper KS2 who are still learning to read and who still benefit from the RWI style of teaching. These pupils may have made slow progress or had a gap in education, and require age appropriate books using the same scheme.

Developed by Ruth Miskin, Fresh Start teaches students at their challenge point, so they learn to read accurately and fluently. They will also develop good comprehension, spelling and punctuation skills through targeted activities.

Resources are age-appropriate, matched to students' increasing knowledge of phonics, and finely levelled to accelerate progress.

Our Implementation:

Reading for SEND Pupils



Teaching comprehension in the ARP

Many students with autism spectrum disorder demonstrate difficulties in reading comprehension. These difficulties may be attributed to deficits in Theory of Mind, Weak Central Coherence, and Executive Functioning (Chiang & Lin, 2007; Nation, Clarke, Wright, & Williams, 2006; O'Conner & Klein, 2004; Whalon & Hart, 2011a, 2011b). Some students with ASD demonstrate the ability to decode text quickly and, many times, outperform their neurotypical peers (Newman et al., 2007). Around age 8, however, many children with ASD begin to be outperformed by their peers in terms of comprehension abilities. This is the current trend for pupils in the school's ARP and so we have worked along side the Educational Psychologist to develop an evidence based approach to teaching comprehension to autistic pupils. This approach is based on the national curriculum pre-key stage standards and Blanks (date) level questioning.

Step 1: Pre- teach vocabulary, through the use of images and discussion. Make connections to known topics or self.

Step 2: Complete a picture walk through the text.

Step 3: Adult read the text with expression.

Step 4: Pupils to sort key vocabulary into categories using a colourful semanicts approach

Step 5: Pupils to answer questions with visual supports for question words (e.g 'who')

The 'questions' being asked will depend on the level of the child. The school uses Blooms Solo taxonomy for assessment for learning and questioning. However, many of our ASD pupils are stuck at the first level (knowledge) and so this has been broken down further through the use of Blank levelled questioning. The ARP manager will assess the pupils and decide on the level of questioning they are working on to develop comprehension skills.

Level 1: What is that?" "What can you see?" "Find one like this" "What is — doing?" "Is it a —?" (yes/no response)	Level 3: Begin to use higher-order thinking skills "What will happen next?" "How do you think he feels?" "How do I make... (a sandwich)?" "How are these the same?" "What is a ...?" (definitions)
Level 2: "What is happening in this picture?" "Who is" "Where is the...?" (requires a location response not just pointing) "Find something that is ...(red) and ...(spiky)" "How are these different?" "Which one is ... (a fruit)?"	Level 4: Involve problem solving, predictions, solutions and explanations. Predicting changes: "What will happen if...?" Solutions: "What should we do now?" Causes: "How did that happen?" Justifying: "Why can't we ...eat ice-cream with a knife and fork?" Explanations: "How can we tell he is sad?"

Our Implementation:

Wider Reading at SPSS



Reading for Pleasure

Reading for pleasure is a key part of our reading provision across SPSS. It is no secret that good reading skills benefit learning across the wider curriculum, as it exposes them to new vocabulary, inspires excellent writing and strengthens memory and concentration.

All pupils have access to our extensive range of books in classroom book corners and our library. When purchasing new books, we are mindful that the books reflect our diverse school community. This includes books by diverse authors, as well as diversity of characters, settings and different family types in texts.

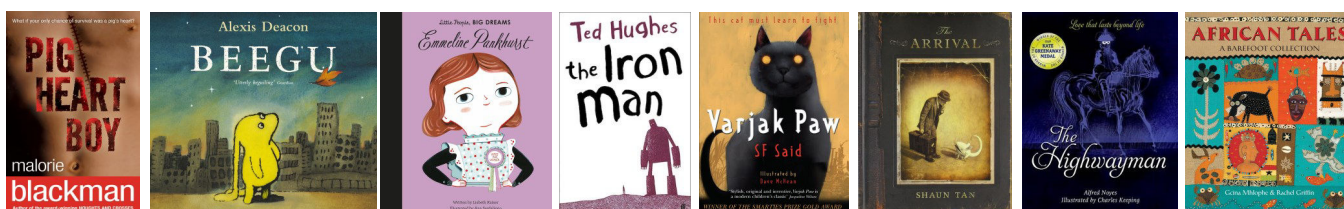
Our children are allocated time in the school's library, in which the class will share a story and have a chance to borrow a book from our diverse collection. Also, children are expected to take one book to read at home from their classroom's book corner. In each classroom's book corner, the books have all been colour-coded to ensure that children are selecting books closely matched to their level in RWI Phonics or Destination Reader. To help children with book choices, our dedicated Hackney Reading Champions from Year 6 are on hand to make recommendations and promote reading for pleasure in and beyond the classroom. Home reading is monitored through reading journals and it is expected that children do at least 20 minutes reading a day.



In addition to borrowing books to read for pleasure, each class has a timetabled story time, in which the teacher will share a book with their class that has been voted for by the children.

Power of Reading

Our English curriculum follows the Power of Reading scheme of work. Central to this curriculum, each year group will focus on a different high-quality text every half-term, which has been proven to boost engagement in reading, language acquisition and writing skills. More details can be found in the Power of Reading handbook.



Our Impact:

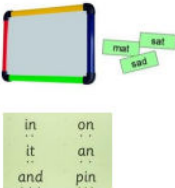
Read Write Inc Phonics (RWI)



Read Write Inc Progression Map

Below is the book progression map for the RWI programme. This shows how children progress through the programme from Reception until the end of KS1. Children who need additional support stay on the programme until they are fluent readers.

First we teach the 'pure sounds' of individual letters. Children will learn to read Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck. Watch the sound video on the [Shoreditch Park Primary](https://www.shoreditchparkprimary.co.uk/) website

	End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
Reception						
Focus Sounds	Teach: m a s d t i n p g o c k u b f e l h r j v y w z x Blend sounds into words orally. Assisted blending.	Teach: sh th ch qu ng nk ck Independent blending (green word cards)	Teach: Ditty Sheets Consolidate: set 1 sounds	Teach: Ditty Storybooks Consolidate: set 1 sounds	Teach: Green Storybooks Consolidate: set 1 sounds and ck	Teach: Purple Storybooks Teach: ay ee igh ow oo ck wh
Common Exception Words			I of my to the	I of my to	the your said you my I he are of no	the of to I my me go he baby said are you your he put
Progress Checkpoint	- Read 26+ sounds. - Blend sounds into words orally. 1:1 assessment.	- Read all Set 1 single-letter sounds speedily. - Read Word Time 1.1 to 1.4 words with Fred Talk. 1:1 assessment.	- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - 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). 1:1 assessment.	- 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. 1:1 assessment.	- Read Word Time 1.6 and 1.7 Phonics Green Words speedily. 1:1 assessment.	- Read the first six Set 2 sounds - ay ee igh ow oo oo speedily. 1:1 assessment.

National Curriculum	- Apply phonic knowledge and skills as the route to decode words - Develop pleasure in reading - Predict what might happen on the basis of what has been read so far.	- Develop pleasure in reading and motivation to read. - Recognise and join in with predictable phrases.	- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Make inferences on the basis of what is being said and done.	- Read books aloud, accurately that are consistent with their developing phonic knowledge. - Develop pleasure in reading, and motivation to read.	Become very familiar with key stories, fairy stories and traditional tales.	- Develop pleasure in reading, motivation to read, vocabulary and understanding. - Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
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Our Impact:

Read Write Inc Phonics (RWI)



	End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
YEAR 1						
Focus Sounds	Teach: ar or air ir ou oy	Teach: ea oi a-e i-e o-e u-e aw are	Teach: ur er ow ai oa ew ire ear ure	Teach additional sounds: ue ie au e-e kn ph	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps
Common Exception words	the of to I my me go he baby said are you your he put	all my the like I've want you call we be no her are of me said he she to washing some be there so put	what they do said you the me be want my go he no old are we so was be of all put she	one saw to go the all was some she be he they watch watches me put said my want you school are of small do by wall there what your who tall call brother I'm I've there any fall were	one saw to go the all was some she be he they watch watches me said my want you school are of small do by wall there what your who tall call brother I'm I've there any fall were	any other two one all there said could they would want their watch some anyone over who does school through once here son you're here why brother were humans whole what was small tall
Progress Checkpoint	- 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. 1:1 assessment.	- 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. 1:1 assessment. - NFER Assessment.	- Read Set 2 Sounds in nonsense words. - Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily. 1:1 assessment.	1:1 assessment. - NFER Assessment.	- 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. 1:1 assessment.	- Read a passage at 60-70 words per minute, attempting intonation to show comprehension. 1:1 assessment. - NFER Assessment.
National Curriculum	- Apply phonic knowledge and skills as the route to decode words. - Being encouraged to link what they read or hear read to their own experiences. - Make inferences on the basis of what is being said.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	- Re-read these books to build up their fluency and confidence in word reading. - Read other words of more than one syllable that contain taught GPCs. - Discussing word meanings, linking new meanings to those already known.

As children's sound knowledge progresses, they read books with new and challenging words. We never ask children to read books containing sounds they haven't yet learnt!

Children read each Read Write Inc storybook three times in class with their partner.

Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension. They love reading and want to read because they can read all of the words in the storybook. We do not send phonics stories home the children cannot read because we always want them to be set up to succeed in their reading. We want to make sure they enjoy reading so that they want to read.

The more they read, the faster progress they will make.

Our Impact:

Read Write Inc Phonics (RWI)



	End of Autumn 1	End of Autumn Term	End of Spring 1	End of Spring Term	End of Summer 1	End of Summer Term
YEAR 2						
Focus Sounds	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps	Consolidate all sounds and close gaps	Consolidate all sounds and teach gaps	Consolidate all sounds and teach gaps
Common Exception Words	any other two one all there said could they would want their watch some anyone over who does school through once here son you're here why brother were humans whole what was small tall	any other two one all there said could they would want their watch some anyone over who does school through once here son you're here why brother were humans whole what was small tall	should were there call want come one through many could are other was to who you said your what school mother to they father watch anyone whole water great brother above where here someone another walk what small any here son would	should were there call want come one through many could are other was to who you said your what school mother to they father watch anyone whole water great brother above where here someone another walk what small any here son would	Consolidate	Consolidate
Progress Checkpoint	1:1 assessment.	- 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 1:1 assessment. - NFER Assessment.	1:1 assessment.	- 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. - NFER Assessment.	- 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.	KS1 SATS.

National Curriculum	Checking that the text makes sense to them as they read and correcting inaccurate reading.	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	- Being introduced to non-fiction books that are structured in different ways. - Answering and asking questions. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	- Recognising simple recurring literary language in stories and poetry. - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
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Our Impact:

Read Write Inc Phonics (RWI)



Assessment

Each half term or term, children undergo a reading assessment using the RWI assessment tool. This assessment assesses the children's understanding of phonics, as well as their ability to apply sound knowledge in increasingly complex words. Additionally, the fluency of the children's reading is also monitored. The RWI assessment process is integral to the overall reading progress of the children, as it facilitates the grouping of children ensuring children are grouped homogenously. This also ensures that children who require further reading practice are provided with 1:1 tutoring, ensuring all children make progress from their starting points.

Oral blending

Set 1 Sounds Group C

d-u-g ch-a-t t-e-n p-o-t t-i-n

Reading words using 'Special Friends, Fred Talk'

Ditty Group (Photocopy Masters 1-10)



in am red bin yes

Red Group



chip mash pink thin



fas gip guk rab

How can you help at home?

First of all, come to our 'Share a Story' mornings. We hold these each half term.

We appreciate you're busy but here are two things that will make the biggest difference to your child's progress. Every night:

1. Read a bedtime story to your child.

Your child will bring home lovely books from their class book corner. Read these stories to your child – don't ask them to read the story themselves as this is beyond their current reading stage. There is some really good advice about how to make bedtime storytime fun on the [Read Write Inc. parent page](#).

Our Impact:

Read Write Inc Phonics (RWI)



2. Listen to your child read the storybook we send home.

Your child will bring home a RWI book each week. They will be able to read this book confidently because they have already read it two or three times. Please do not say ***“This book is too easy!”*** Praise your child for how well they read it – celebrate what a great reader they are. They’ll also bring home a decodable reader called a Book Bag Book, we never ask children to read books containing sounds they haven’t been taught.



Shoreditch Park
Primary School

Each term, formative assessment is conducted across the school. The data from this is uploaded to Target Tracker and is then used to inform planning and allocation of further support or intervention; this ensures that all children continue to make good progress from their starting points.

[illegible]

Our DR book sets are colour coded so that books are allocated to match each ability set across all years. Below is the banding system we use across the school.

Yr. Grp	Mid-year Colour Band	End of year Colour Band
1	Green	Turquoise
2	Gold	White Lime
3	Lime Purple	Brown
4	Brown	Grey
5	Magenta	Magenta Black
6	Magenta Black	Black Silver

Our Impact:

Destination Reader (DR)



Appendix 1: Book Progression Maps

Below are the book progression maps for each set. This shows how children progress through the year in terms of their starting booking band, while also providing suggestions for focus texts.

Year 2 HA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected End of Y5	Black						
	Magenta						
Expected End of Y4	Grey						
Expected End of Y3	Brown					 Journey into the Rainforest – Tim Knight (non-fiction)	 The Iron Man – Ted Hughes (fiction)  The boy with the Magic Numbers – Sally Gardner (fiction)
	Lime			 Emily's Legs – Dick King-Smith (Fiction)  Walking the bridge of your nose – various (poetry)	 Dogman – Dav Pilkey (Comic book fiction)  Incredible Insects – Claire Leweslyn (non-fiction)  Space Race – Malorie Blackman (fiction)	 Wings of Icarus – Jenny Oatfield (Greek myth)	
Expected End of Y2	White	 Cudweed in outer space – Marcus Sedgwick (Fiction)	 Unusual day – Sandra Toksvig (Fiction)  Grella's Day – Borge G. Das (non-fiction)  What I like – Gervase Rhine (poetry)				
	Gold	 The man who walked between the towers – Matilda Gerslitz (Fiction based on real life)  Bones – Claire Leweslyn (non-fiction)					

Our Impact:

Destination Reader (DR)



Year 3 LA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1 POETRY FOCUS	Spring 2	Summer 1	Summer 2
Expected End Of Y4	Grey						
Expected End of Y3	Brown						Possibly a few brown books.
	Lime					Dogman (comic) Jumanji (fiction) Walking the bridge of your nose (poetry) Creepy crawlies (non-fiction) Emily's legs (fiction) Predators (non-fiction)	Incredible insects (non-fiction) Wings of Icarus (fiction) Horrid Henry's Car Journey (fiction)
Expected End of Y2	White		What I like (poetry) Cake girl (fiction) Geeta's Day (non-fiction) St George and the Dragon (fiction)	Year 3 Poetry text- Please Mrs Butler – Allan ~~Roberts~~ I never know how poems start (poetry) When Jessie came across the sea (fiction)	Four feet, two sandals (!) The gremlins, the trickster and the Hamster (play script) Dear Greenpeace (fiction) The gift of the sun (fiction)		
	Gold	Anansi and Tiger's Stew (fiction) Petar's Song (fiction) Bones (non-fiction)	The man who walked between two towers (fiction) The village of round and square houses (Fiction) Angry Arthur (fiction) What are volcanoes?(non-fiction)				
	Purple	The Lonely Giraffe (fiction) The three pigs (fiction) Dr Xargle's Book of Earthlets (fiction) The True Story of the three pigs by A.Wolf (fiction) The friend, the king and the enchantress (Play script)					

101 ways to save the Earth (non-fiction)- magenta – read in autumn term

Year 3 HA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected End of Y5	Black						
	Magenta						
Expected End Of Y4	Grey					 	 
Expected End of Y3	Brown	  The owl who is afraid of the dark- Jill Tomlinson (Fiction), Tutankhamun (non-fiction)	  My funny family – Chris Huggins (fiction) Tom's Sausage Lion- Michael Morpurgo (Fiction) George's Marvellous Medicine- Roald Dahl (Fiction)	  Amazing Creatures (non-fiction) The boy with the Magic Numbers – Sally Gardner (fiction)	 Making the past into Presents (non-fiction instructional)		
	Lime	Jumanji (Fiction) Horrid Henry's car journey (Fiction)					

Our Impact:

Destination Reader (DR)



Year 4 LA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected End of Y5	Black						
	Magenta						
Expected End of Y4	Grey				 Sophie's adventures- Dick King-Smith (fiction)	 Life in Space- David Glover (non-fiction) Cosmic Disco- Grace Nichols(Poetry)	 The Magic Faraway Tree- Enid Blyton (fiction) Operation Marmalade- Malorie Blackman (fiction)
Expected End of Y3	Brown		 The boy with the Magic Numbers- Sally Gardner (fiction) Journey into the Rainforest -- Tim Knight (Non-Fiction)	 Georges Marvellous Medicine -- Roald Dahl (Fiction) The Owl Who Was Afraid of the Dark -- Jill Tomlinson (Fiction)	 Hodgeheg- Dick King-Smith (fiction) Amazing Creatures- Lynn Huggins- Cooper (non-fiction)		
	Time	 Cameron (Fiction) Space Race -- Malorie Blackman (Fiction) Predators -- L.J. Tacosas (Non-Fiction) Emily's Legs -- Dick King-Smith (Fiction)	 Jumanji -- Chris Van Allsburg				
Expected End of Y2	White						
	Gold						

Year 4 HA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected End of Y6	Silver						
Expected End of Y5	Black						
	Magenta				 The Witch and the Wanderer -- C.S. Lewis (Fiction) 101 Ways to Save the Earth -- David Bellamy	 Worm - Julian Barnes (Fiction) Extracts from Diary -- Malorie Blackman (Non-Fiction)	 In the Rainforest (Non-Fiction) The Lost Words -- Robert MacFarlane (Poetry)
Expected End of Y4	Grey		 Sophie's adventures- Dick King-Smith (fiction)	 Fairy Tales- Terry Jones (fiction) The Magic Faraway Tree- Enid Blyton (fiction)	 Mr Gum - Andy Stanton (Fiction)	 Cosmic Disco- Grace Nichols(Poetry) Operation Marmalade- Malorie Blackman (Fiction)	 Counting on Leroy -- Steve Mills and Harry Kolt (Fiction) Life in Space- David Glover (non-fiction)
Expected End of Y3	Brown	 The boy with the Magic Numbers- Sally Gardner (fiction) Journey into the rainforest	 Amazing Creatures- Lynn Huggins- Cooper (non-fiction)				

Our Impact:

Destination Reader (DR)



Year 5 LA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected End Of Y6	Silver						
Expected End of Y5	Black						
	Magenta				 Coming to England - Florence Benjamin (Fiction) Extracts from Zlata's Diary - Zlata Filipovic (Non-Fiction)	 In the Rainforest (Non-Fiction) The Lost Words - Robert MacFarlane (Poetry)	 The Lion the Witch and the Wardrobe - C.S. Lewis (Fiction) 101 Ways to Save the Earth - David Bellamy (Non-Fiction)
Expected End Of Y4	Grey		 The Quick and Easy Cook Book for Kids - Roz Denny (Non-Fiction)				
Expected End of Y3	Brown						
	Lime						

Year 5 HA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected End Of Y6	Silver						
Expected End of Y5	Black					 The London Eye Mystery: Siobhan Dowd (Non-fiction) 2020: Vision (Non-fiction)	 Quakes and Floods (Non-fiction) Diary of a Wimpy Kid: Jeff Kinney
	Magenta	 Danny Champion of the World (fiction) Stuart Little: E.B. White (Fiction)	 Pillow Talk: Roger McGough (Poetry) Alfred The Great & The Anglo Saxons (Non-fiction)	 Cosmic Disco: Grace Nichols (Poetry) Seasons of Splendour (fiction)	 An Evacuee's Journey (Non-fiction) The Lion the witch and the wardrobe (fiction)		
Expected End Of Y4	Grey						
Expected End of Y3	Brown						

Our Impact:

Destination Reader (DR)



Year 6 LA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Challenge End of Y6	Cream						
Expected End Of Y6	Silver					Vikings (non-fiction) My sister lives on the mantelpiece – Annabel Pitcher (fiction)  	World's fastest cars (non-fiction) Outlaw – Michael Morpurgo (fiction)  
Expected End of Y5	Black			The Navigator – Tell me more (non-fiction) Dark Sky Park – (poetry)  	Quakes, Floods and other disasters – Fred Martin (non-fiction) Thief! – Malorie Blackman (fiction)  		
	Magenta	Suitcase Kid – Jacqueline Wilson How to be an Ancient Greek – Scola Anderson - (non-fiction)  	The Firework-maker's Daughter – Phillip Pullman (fiction) I Was a Rat! - Phillip Pullman (fiction) Focus on making connections between the two texts  				

Year 6 HA Set

Link to specific year groups if applicable	Book Band	Start of Year	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Challenge End of Y6	Cream						The Deadly Dare Mysteries – Malorie Blackman (fiction) 
Expected End Of Y6	Silver			The other side of truth – Beverly Naidoo (Fiction) Dark Sky Park – poetry  	Vikings (non-fiction) My sister lives on the mantelpiece – Annabel Pitcher (fiction)  	World's fastest cars (non-fiction) Outlaw – Michael Morpurgo (fiction)  	Billionaire Boy – David Walliams (fiction) 
Expected End of Y5	Black	Kensuke's Kingdom – Michael Morpurgo (fiction) 	The Navigator – Tell me more (non-fiction) The Jungle Book – Rudyard Kipling (fiction)  	Quakes, Floods and other disasters – Fred Martin (non-fiction) 			
	Magenta						
Expected End Of Y4	Grey						
Expected	Brown						

Our Impact:

Destination Reader (DR)



Appendix 2: Progression of Reading KS2

Part A

Reading – Word Reading	KS2			
	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			
Range of Reading	Identifies themes and conventions in a wide range of books, increasing familiarity with fairy stories and myths and legends (retelling these orally)	Identifies themes and conventions in a wide range of books, increasing familiarity with fairy stories and myths and legends (retelling these orally)	Identifies and discusses themes and conventions in and across a wide range of writing, providing reasons and justifications for their views.	Identifies and discusses themes and conventions in and across a wide range of writing, providing reasons and justifications for their views.

Part B

Reading – Comprehension	KS2			
	Year 3	Year 4	Year 5	Year 6
Comparing, Contrasting and Commenting	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person, or the use of presentational devices such as numbering and headings).	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to	To read for pleasure, discussing, comparing, and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates.
Words in Context and Authorial Choice	To check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminologies such as metaphor, simile, analogy, imagery, style, and effect.
Inference and Prediction	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts, and motives that justify their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts, and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record, and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record, and discuss information from fiction and non-fiction texts.	To retrieve, record, and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography, and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



Introduction

Children in Year Groups 3 – 6 are taught the national spelling curriculum using the RWI spelling program. This version has been adapted to suit the needs of Shoreditch Park Primary school.

Intent

At Shoreditch Park Primary School, we inspire our pupils to think and write innovatively, be brave with their use of language, and write with clear purpose and pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. Children who can spell feel confident and are able to write with satisfaction. We want our pupils to be equipped with the knowledge and range of strategies for learning to spell and to be able to apply their strategies when spelling words in their independent writing.

Implementation

These aims are embedded across our curriculum, particularly within literacy planning. Our English curriculum provides many purposeful opportunities for spelling development. As children progress from RWI Phonics they begin to engage in RWI Spelling from Y3 through to Year 6 focussing on the National curriculum spelling objectives. The spelling curriculum is mapped so that all rules and words are taught across cycle one then within cycle two, all rules are revisited to ensure they are embedded. Furthermore, regular consolidation sessions allow teachers and children to review previously taught spelling rules in a different context. Regular assessment opportunities take place across the year.

What do children learn?

Year 3

In Year 3, children will learn to spell more complex word forms and will start to use dictionaries. This includes:

- * spelling lots of homophones correctly
- * spelling words that are often misspelt
- * Using the possessive apostrophe with regular and irregular plurals.

Year 4

In Year 4, the National Curriculum expectations for spelling are similar to what they are in Year 3. So children will build upon their learning by continuing to spell more complex word forms and to use dictionaries. This includes:

- * Spelling lots of homophones correctly
- * Spelling words that are often misspelt (see our Spelling word list for Year 3 and Year 4)
- * Using the possessive apostrophe with regular and irregular plurals.

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



Implementation continued...

Year 5

In Year 5, children will learn to spell words that don't fit easy spelling rules and will use dictionaries and thesauruses. This includes:

- * Spelling words with 'silent letters'
- * Knowing the difference between uncommon homophones and other confusing words
- * Using morphology and etymology in spelling
- * Using a thesaurus to expand their vocabulary.

Year 6

In Year 6, the National Curriculum expectations for spelling are similar to what they are in Year 5. So, children will build upon their learning by continuing to spell words that don't fit easy spelling rules and to use dictionaries and thesauruses. This includes:

- * Spelling words with 'silent letters'
- * Knowing the difference between uncommon homophones and other confusing words
- * Using morphology and etymology in spelling
- * Using a thesaurus to expand their vocabulary.

See Appendix 1 for full curriculum overview

Teaching and Learning

In order for children to achieve a high standard of spelling, they need to be explicitly taught the knowledge and skills needed. Weekly spelling lessons take place from Y3 – 6 following the spelling rules and expectations set out in the National Curriculum English Appendix 1: Spelling Our focus on teaching spelling embraces the knowledge of spelling conventions, patterns and rules. A range of teaching strategies is used in our spelling sessions including:

- * **Dots and Dashes** – Building on the knowledge learnt from the RWI phonics programme and applying the speed sounds chart to new words and vocabulary.
- * **Word Changers** – Exploring understanding of root words prefixes and suffixes to support meaning.
- * **Choose the right word** – Applying newly learnt words into sentences to ensure the meaning is embedded.
- * **Oral Rehearsal** – Linked to our oracy curriculum, children discuss word meaning and pronunciation.
- * **Orange Words** – Learning words that do not tend to fit into normal spelling rules (a range of the above strategies support this)

Further to the above, vocabulary and language acquisition is highly profiled across the curriculum with each subject display regularly building in newly learnt words onto 'bull's-eyes' for children to learn, use both orally and within their writing.

Lessons are taught for 45 minutes every Monday; they begin with a test from the previous week's spellings. The teachers use a template for spelling lessons which is the same from Year 3 – 6 to ensure consistency for all children.

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



Implementation continued...

New words are added to the English working wall alongside the spelling rule and any supporting materials, these act as a reference point throughout the week to allow teachers to drip the rule and words into spoken and written work.

Every classroom at SPPS has a 'Speed Sounds Chart' this is used throughout the week to support children with spelling and choosing the correct sounds within their spelling. Teachers reference this daily, in addition, teachers add any sounds not included to the chart using post-it notes.

Organisation

From Y3 – 6 discrete spelling lessons should take place once a week and should last for a minimum of 45 minutes.

Spelling Session Timings

Spelling test	15 minutes
Introduce new rule	5-10 minutes
Dots and Dashes	5 minutes
Word Changers	5 minutes
Choose the Right Word (Written in books)	10 minutes

Parents

We recognise and appreciate the huge part that parents play in their child's progress in spelling and all of our children are given spellings to learn as part of their weekly homework. We believe that the learning undertaken at home should be an extension to the practise at school and in order to fully support their children, parents will be kept informed of our approaches to teaching spelling through our half termly curriculum meetings and parental workshops where relevant.

In order to ensure success and enable deeper learning, we give our children spelling lists to learn at home. We encourage our children to spend some time every day learning these spellings. Spelling homework reflects the strategies being used in the classroom.

Should we have any concerns about a child's progress in spelling, we speak to parents at the earliest opportunity to discuss how their child might best be supported.

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



Impact

Our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils acquire the knowledge and learn the skills to apply their spelling, grammar and punctuation skills to a variety of purposes in a range of cross-curricular contexts. Our pupils are encouraged to think creatively, be adventurous with their use of language, and write with a clear purpose. When spelling, our pupils:

- * Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling.
- * Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing.
- * Write with confidence and creativity, while developing the skills to self-edit, correct and improve.
- * Are encouraged to be imaginative, creative and challenge themselves.

Children also achieve high results during the SATs at the end of KS2, in which children's spelling is assessed. Outcomes of written work further evidence the children's confidence and accuracy in spelling across the school. Alongside closed spelling tasks which test children's knowledge and how well the spelling rules are embedded.

Assessment

Assessment opportunities are frequent and precise to ensure progress is steady and maintained. Weekly assessments take place against the rule taught during that weekly cycle. Spelling is consistently delivered in an unseen dictated sentence.

- * Spellings in an unseen, dictated sentence
- * Spellings in independent writing
- * Results of weekly spelling tests
- * Results of each practice revision test.

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



Shoreditch Park
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Appendices

Read Write Inc. Spelling Years 3–4 Curriculum in England matching chart

National Curriculum English programmes of study Year 3/4	Read Write Inc. Spelling
Reading - word reading	
<i>Pupils should be taught to:</i>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
The /ɪ/ sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short i sound spelt with the letter y
The /ʌ/ sound spelt ou	Year 4 Special focus 1 The short u sound spelt ou
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and in- Year 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix re- Year 3 Unit 12 (anti-) Adding the prefix anti- Year 3 Unit 13 (super-) Adding the prefix super- Year 3 Unit 14 (sub-) Adding the prefix sub- Year 4 Unit 1 (mis-) Adding the prefix mis- Year 4 Unit 3 (auto-) Adding the prefix auto- Year 4 Unit 5 (inter-) Adding the prefix inter- Year 4 Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un- , in- , mis- and dis- Year 4 Unit 12 (ir-) Adding ir- to words beginning with r
The suffix -ation	Year 3 Unit 6 Adding -ation to verbs to form nouns
The suffix -ly	Year 3 Unit 4 Adding the suffix -ly (to adjectives to form adverbs)

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



Shoreditch Park
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	Year 4 Unit 4 Adding the suffix -ly (to adjectives to form adverbs)
Words with endings sounding like /ʒə/ or /tʃə/	Year 3 Unit 5 Words ending in -ture Year 4 Unit 2 Words ending in <i>zhuh</i> spelt -sure
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in <i>zhun</i> spelt -sion
The suffix -ous	Year 3 Unit 3 Adding the suffix -ous Year 4 Unit 7 Words ending in -ous
Endings which sound like /ʃən/, spelt -tion , -sion , -ssion , -cian	Year 3 Unit 9 Adding the suffix -ion (to root words ending in t or te) Year 3 Unit 10 Adding the suffix -ian (to root words ending in c or cs) Year 4 Unit 13 Adding the prefix super- Year 4 Unit 14 Adding the prefix sub-
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the <i>c</i> sound spelt ch
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the <i>sh</i> sound spelt ch
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	Year 4 Unit 11 The <i>c</i> sound spelt -que and the <i>g</i> sound spelt -gue
Words with the /s/ sound spelt sc (Latin in origin)	Year 4 Unit 8 Words with the <i>s</i> sound spelt sc
Words with the /ei/ sound spelt ei , eigh , or ey	Year 4 Unit 6 Words with the <i>ay</i> sound spelt ei , eigh , ey
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



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Read Write Inc. Spelling Years 5–6 Curriculum in England matching chart

National Curriculum English programmes of study Year 5 & 6	Read Write Inc. Spelling
Reading - word reading	
Pupils should be taught to:	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 and Year 6 programmes
Writing - transcription	
Spelling (see English Appendix 1)	
Pupils should be taught to:	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 and Year 6 Practice Books.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



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English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Spelling
Endings which sound like /ʃəs/ spelt -cious or -tious.	Year 5 Unit 10 Words ending in shus spelt -cious Year 5 Unit 11 Words ending in shus spelt -tious
Endings which sound like /ʃəl/.	Year 5 Unit 12 Words ending in shul spelt -cial or -tial
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.	Year 5 Unit 6 Words ending in -ent Year 5 Unit 7 Words ending in -ence Year 5 Unit 9 Words ending in -ant , -ance and -ancy
Words ending in -able and -ible.	Year 5 Unit 2 Words ending in -ible Year 5 Unit 3 Words ending in -able
Words ending in -ably and -ibly.	Year 5 Unit 5 Words ending in -ibly and -ably Year 6 Unit 10 Words ending in -ible and -able
Adding suffixes beginning with vowel letters to words ending in -fer.	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
Use of the hyphen.	Year 6 Special focus 9 Hyphens
Words with the /i:/ sound spelt ei after c.	Year 5 Unit 8 The ee sound spelt ei Year 6 Unit 9 The spellings ei and ie
Words containing the letter-string ough.	Year 5 Special focus 1 Words that contain the letter-string ough Year 6 Special focus 1 Words containing the letter-string ough
Words with 'silent' letters.	Year 5 Unit 1 Words with silent letter b Year 5 Unit 4 Words with silent letter t Year 6 Unit 8 Silent letters (<i>silent k, g, l, n</i>)
Homophones.	Year 5 Special focus 2 Homophones Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
Years 5 and 6 word list.	Year 5 Special focus 1 (Orange words) Year 5 Special focus 3 (Orange words) Year 5 Special focus 4 (Orange words) Year 5 Special focus 6 (Orange words) Year 5 Special focus 7 (Orange words) Year 5 Special focus 9 (Orange words) Year 5 Special focus 10 (Orange words) Year 5 Special focus 11 (Orange words) Year 5 Special focus 12 (Orange words) Year 6 Special focus 2 (Orange words) Year 6 Special focus 4 (Orange words) Year 6 Special focus 5 (Orange words) Year 6 Special focus 7 (Orange words)

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



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	Year 6 Special focus 8 (Orange words) Year 6 Special focus 11 (Orange words) Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.
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Spelling:

Years 3-6 progression from Read, Write Inc Phonics



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Year 3 and 4 Word List

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Spelling:

Years 3-6 progression from Read, Write Inc Phonics



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Year 5 and 6 Word List

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht