



# How we teach PHONICS & READING at Lozells School

# Contents Page

1. Subject Vision Statement – Page 3
2. Building on the school curriculum drivers - Page 4
3. Meeting the aims of the national curriculum – Pages 5-8
4. Intended progression through the Phonics curriculum – Pages 9-10
5. Growing a Love of Reading – Page 11
6. Accelerated Reader – Page 12
7. Intended progression through the Reading curriculum – Pages 13 - 14
8. Implementation through CUSP – evidence-based practice – Page 15 - 16
9. Developing English speaking skills and reading fluency – Page 17 - 18
10. Equality of access and effective support for children with SEND – Page 19
11. Analysing the impact of our Phonics and Reading curriculum through assessment – Page 20 - 22
12. Teacher CPD and subject development priorities – Page 23

## Our vision:

*To teach and nurture the children of our community is a privilege.  
Our families and children are ambitious for themselves and supportive of one another in a way that simply defines 'community'.*

*Our vision is for all our children to know that they are valued, can make a difference and can achieve great things through hard work and perseverance.*

## Our ethos is:

*Everyone is entitled to be the best they can be.  
We will enable children to learn, challenge them to think hard and guide their growth as young people.*

*They are their own future, their family's future, our future.  
Our children have differences, character and voices and we encourage this!*

# 1. SUBJECT VISION STATEMENT

We aim to develop and deliver a curriculum that encourages independent thinking and autonomy in the classroom. Through our broad and varied CUSP curriculum, we seek to provide context to our children's learning to ensure that it is purposeful and tangible. We want our children to continue to be enthused by the curriculum and strive to be confident and capable learners. We will work to develop good reading habits across the school that will draw on a range of cultural inspiration, subsequently encouraging a wide and varied vocabulary and a strong command of grammar. We seek to foster a love of reading for pleasure within our children and build on from this to develop good accuracy, automaticity and prosody to enable our children to become fluent readers.

At Lozells Primary, we believe that all our pupils can become confident and strong readers by the end of year 2, enabling them to access the whole curriculum as well the world around them. We all have an understanding that reading opens doors to a world of knowledge and it is within the reach of every child. This is achievable through being able to access regular, high quality, consistent and engaging Phonics teaching. We begin our early reading journey from Nursery, where we introduce Phonics through rhymes and music, acting as an essential stepping stone towards becoming an accomplished reader and writer. Our Phonics teaching follows the progression and the systematic approach through the use of our SSP 'Floppy's Phonics', which builds children's speaking and listening skills and prepares them for learning to read, write and spell.

Our primary aim is to develop the children's phonological awareness, their ability to blend and segment words and read tricky/CEW words, in order to become fluent readers. In their phonics lessons, children learn the relationship between letters and the different sounds they may represent and will begin to blend them together to read words and segment them to spell words. We support and consolidate the children's application of Phonics by using various stimulating, decodable reading books at school and at home, where they can then apply their knowledge of letter sounds and grapheme and phoneme correspondences. We are committed in developing positive attitudes towards reading and understand the importance of using phonics to build lifelong reading skills, which are central to children's ability to understand, interpret and communicate with one another.

## 2. BUILDING ON THE SCHOOL CURRICULUM DRIVERS

### Healthy Advocates

Our children understand what it means to be a healthy, fit and happy both physically and mentally and will value this; taking positive action for themselves and supporting their peers with this.

### Respectful Citizens

Our children have respect for themselves and the voice, thoughts, feelings and beliefs of others; respecting the diversity our wonderful world has. Our children will gain an understanding of their emotions and have skills to resolve disagreements. Our children will be responsible citizens and know how to speak up against prejudice or injustice.

### Confident Communicators

Our children communicate their thoughts, ideas and opinions in a clear and confident manner through speech, writing and the safe use of online platforms. Our children are bold enough to say what is fair, make mistakes and unravel new learning through discussion with their peers. Our children understand how to listen and facilitate a respectful space for others to communicate also.

### Aspirational Learners

Our children have self-belief and high expectations of themselves; setting goals and working hard to achieve them both in school and at home. Our children know that mistakes = learning and understand that learning should be challenging. Our children are passionate about life-long learning and understand that great achievement starts with aiming high and believing we will.

### Knowledgeable Scholars

Our children have gained and understood a range of important foundational knowledge across all subjects which they will be able to build future learning upon. Our children strive to learn more, know more and put their knowledge into practice. Our children are curious about sources of knowledge and understand bias, perspective and influence. Our children have explored how knowledge has changed the world and how great inventions have come from a place of expertise.

### Successful Achievers

Our children understand the learning process, reflect on their own learning and are self-motivated to learn more and work to remember more. Our children work hard to be the best that they can be, have bold ambitions and overcome challenges through perseverance and determination. Our children take pride in their personal accomplishments and celebrate the achievements of their peers, providing motivation and

With mental health and well-being at the centre of our practice, our children are given a Reading for pleasure session half-hourly per week. Within this session they are encouraged to bring in their own books to share with the class or share books from our classroom library to encourage children to enjoy reading without any outside pressures.

With phonics being a priority in our school, we want our children to be confident readers which will help build a positive mental attitude towards their learning.

With the rich and diverse literature spine that CUSP has to offer, our children are regularly exposed to stories from other cultures and diverse authors. Children will occasionally come across sensitive issues and will understand to approach these with respect.

Floppy's Phonics provides opportunities to develop speaking and listening skills therefore children are encouraged to express themselves in various situations.

Our CUSP curriculum creates many opportunities for our children to communicate their thoughts and ideas. Once a week within Reading, the session focuses on oracy and articulation with a view of the children talking through their thoughts and opinions of what they have read with a peer and/ teacher. Additionally, once per unit, the focus is personal response wherein the children are invited to provide their own personal responses to what they have read.

Our CUSP literature spine is filled with a wide range of stimulating and challenging texts. Many of the texts exhibit prose that which our children are being exposed to for the first time and therefore the expectations are high. The children are not expected to master reading these texts fluently and with automaticity in the very first instance but the idea is that with time and practice, our children will develop a love for these texts and an exposure to the type of vocabulary that will enrich and complement their own spoken language and understanding.

Children continuously use their phonics knowledge across all subjects. They decode new information and become knowledgeable about new and interesting things around them.

CUSP links to and draws on all areas of the curriculum as sources of inspiration and stimuli.

Phonics celebrates the children's reading success as they achieve new skills that opens their world of learning.

Two key aspects of the CUSP curriculum are 'rehearse' and 'review'. Our children are aware of the guided approach that we adopt towards their learning and are constantly exposed to the thinking process and journey towards finding the answers. Through understanding that learning is not a linear process, the children are encouraged to reflect on their own practice and are therefore motivated to learn. They understand that learning is an ongoing journey rather than a finished article.

### 3. MEETING THE AIMS OF THE NATIONAL CURRICULUM

'READING IS THE GATEWAY SKILL THAT MAKES ALL  
OTHER LEARNING POSSIBLE.'  
BARACK OBAMA

#### The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- ♣ word reading
- ♣ comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. At Lozells, we use the Floppy's Phonics Programme which focuses on teaching children two sounds per week so as to work at a steady pace and consolidate but not overwhelm.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Following the CUSP curriculum, children are read to and have a chance to read high quality texts every single day during both Reading sessions as well as during class novel wherein the same text is revisited. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## **Phonics in the English National Curriculum**

The Department for Education national curriculum for England has clearly defined goals for the development of pupils' English skills. Key elements in the reading curriculum are aimed at enabling all pupils to read fluently by the completion of their primary education. An important goal of the writing programme is to improve pupils' spelling by teaching them the relationship between sounds and letters. A crucial component in achieving these goals is phonics, which at Lozells starts from EYFS and continues into KS1 and KS2 as interventions for the lowest 20% readers. The purpose of incorporating phonics in EYFS and KS1 is to enable our children to connect spoken sounds (phonemes) with written symbols (graphemes).

## **Floppy's Phonics at Lozells school:**

Phonics is recognised as a key element in supporting children's spelling and handwriting. The overt teaching of letter/s-sound correspondences and the concept word reading and spelling are reversible and supports children's reading, writing and spelling as their GPC knowledge increases. With complete fidelity to our SSP, we can clearly see how reading has been developed through using a high quality and consistent approach. Floppy's phonics songs and mnemonics really help children with remembering the correct GPCs in their reading and writing. The Alphabetic code clearly demonstrates to our children that there are over 44 phonemes in English speech but have only 26 letters in the alphabet to represent these sounds for the writing purpose (encoding). Children are taught that there are many spelling alternatives (graphemes) as code for the sounds and various graphemes can be pronounced in more than one way. For writing, children are taught to translate or encode the sounds of our speech into print. Alongside the teaching of the Alphabetic code, there is a key focus on teaching the three core skills of blending for reading, segmenting for spelling and handwriting.

Floppy's Phonics activity books are introduced from the beginning of the child's phonics journey. The children practise their reading and writing skills through the activities in the booklets such as letter tracing, saying the sounds and key word, blending to read words, vocabulary enrichment, writing the grapheme and key words, orally segmenting words and writing sentences with the focus GPC. All these phonics skills are then transferred into the wider curriculum as the children feel confident to use their skills to read and decode new texts and to write words and sentences by using the correct GPCs that have been taught. The use of the Alphabetic code is continued alongside CUSP spelling as the rules will cover aspects of familiar and newly code. Using the Floppy's Phonics Teaching and Learning sequence, children have the opportunity to regularly read cumulative texts to apply their new skills. They are also provided with decodable phonics books linked to their phonics level to help build fluency and reading confidence. Floppy's Phonics exposes children to rich vocabulary in order to build language comprehension and to help close the vocabulary gap. Ultimately, our children can access all the rich and stimulating books from our CUSP literature spine, helping encourage a real thirst of reading for pleasure



## **Early Years Foundation Stage**

In Early Years Foundation Stage, children are introduced to phonics in order to help them 'crack the reading code' using Floppy's Phonics. They are encouraged to link letters with sounds and to decode words in order to read them aloud. Using engaging songs and mnemonics alongside the Floppy's Phonics sequence of teaching, children are able to learn and remember the taught GPCs. They learn at a steady pace that allows valuable time to constantly review and consolidate. They begin to read words and simple sentences and use their phonics skills and knowledge to decode regular words. As beginning writers, they are not expected to spell words correctly, but rather to use the rules they learn to spell words according to their taught GPCs.

## **Key Stage 1**

### **Reading**

Building on the phonic knowledge gained in their Foundation Year, pupils practice sounding out and blending together the sounds of unfamiliar words, and increase their reading abilities by learning more GPCs. They eventually transition from the simple code to a more complex code whereby they learn various alternative GPCs. They will learn to use Floppy's Phonics Alphabetic code to help them understand and use the complex code. As they continue to practice their sounding out and blending skills, these become easier and less overt, and their decoding becomes smoother and more fluent.

When they enter Year 2, pupils are expected to be able to read common words by sight without needing to blend sounds, to be familiar with common exception words such as 'you', 'many' and 'people', and to sound out unfamiliar words fluently based on their familiarity with common graphemes. If a pupil's knowledge of phonics is not sufficiently developed for Year 2, we will help them to catch up by using Floppy's Phonics as an intervention. The focus of Year 2 is to build on pupil's prior knowledge to improve their reading accuracy and fluency. Through our SSP and Reading CUSP curriculum, children listen to and discuss a wide range of stories, poems, plays and information books. This helps children increase their vocabulary, comprehension and their knowledge across the wider curriculum.

## **How we assess children's phonic skills**

Phonics Tracker is an instant assessment and tracking program for phonics, high frequency words and the phonics screening check. It enables teachers to assess each pupil's phonics ability by instantly recording whether a child can successfully pronounce the phoneme or word. Results for each assessment are recorded in class/phonic groups, which in turn tracks pupils' phonics ability over time to allow teachers to monitor and implement targeted intervention to aid phonic progression.

## Floppy's Phonics and the National Curriculum in England

Floppy's Phonics supports teachers who are following the National Curriculum in England as outlined below.

Early Years Foundation Stage framework Early learning goals: Literacy		National Curriculum in England: Year 1	
Reading	How Floppy's Phonics supports this	Reading – word reading	How Floppy's Phonics supports this
<ul style="list-style-type: none"> <li>Children read and understand simple sentences.</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>They also read some common irregular words.</li> </ul>	<p><i>Floppy's Phonics</i> is a systematic synthetic phonics teaching programme which equips children with the knowledge they need in order to read.</p> <p>Sounds and graphemes are taught using the Flashcards and <i>Floppy's Phonics Online</i> activities.</p> <p>Children put their phonic knowledge into practice by reading poems, sentences and short stories in the <i>Sounds Books</i> and Cumulative Texts.</p> <p>The <i>Helpful Words Poster</i> provides a constant point of reference for words which are common but may have tricky parts, so that children become familiar with these words.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>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</li> </ul>	<p>Sounds and graphemes are taught using the Flashcards and <i>Floppy's Phonics Online</i> activities and a consistent programme ensures children read using their phonics knowledge.</p> <p>Children put their phonic knowledge into practice by reading poems, sentences and short stories in the <i>Sounds Books</i> and Cumulative Texts.</p> <p>The <i>Helpful Words Poster</i> provides a constant point of reference for words which are common but may have tricky parts, so that children become familiar with these words.</p> <p>Alternative spellings are introduced from the outset so that children become familiar and comfortable with the concept of multiple graphemes for the same sound.</p> <p>From Oxford Level 1+, children can read <i>Floppy's Phonics</i> decodable readers when they have learned all the sounds and graphemes in an Oxford Level. These books are decodable and are matched to the children's phonic knowledge.</p>
Writing	How Floppy's Phonics supports this		
<ul style="list-style-type: none"> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>They also write some irregular common words.</li> <li>They write simple sentences which can be read by themselves and others.</li> </ul>	<p>The Activity Sheets in <i>Teaching Handbook 1</i> allow children to practise writing focus graphemes as they learn to read them, including decodable words and sentences featuring the focus grapheme.</p>		

Writing – transcription	How Floppy's Phonics supports this
<p><b>Spelling</b></p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<p>Spelling is an integral part of the <i>Floppy's Phonics</i> programme. The Grapheme Posters, Flashcards and spelling activities on <i>Floppy's Phonics Online</i> all help to ensure that the teaching of spelling is taught in tandem with the teaching of reading.</p> <p>The <i>Helpful Words Poster</i> provides a constant point of reference for words which are common but may have tricky parts, so that children become familiar with these words.</p> <p>Similarly, the <i>Alphabet Poster</i> provides a constant point of reference for children of both lower case and capital letters in the alphabet, so that the names of the letters can be taught and remembered.</p>
Handwriting	How Floppy's Phonics supports this
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> </ul>	<p><i>Floppy's Phonics</i> provides a routine for handwriting, which includes how to hold the pencil correctly.</p> <p>Letter-formation videos on <i>Floppy's Phonics Online</i> demonstrate how each grapheme is written.</p>



# 4. INTENDED PROGRESSION THROUGH THE CURRICULUM

## PHONICS

### EYFS

Following our Phonics LTP and commitment to our Floppy's Phonics programme, each class in Reception are taught phonics as a discrete lesson every day and will include phonics as part of teaching and learning throughout other curriculum lessons. From the very start of Reception, children are exposed to Phonics and begin with Oxford level 1+ (Phase 2), building on their experience and knowledge of Oxford level 1 (Phase 1). The structure of each lesson and the journey of Phonics across the week enables all aspects of the blending and segmenting of phonemes/graphemes; lessons are uniquely planned and tailored to meet the needs of all our learners.

Children are provided with stimulating experiences and opportunities to motivate them, using a range of reading resources to engage every learner. They are also provided with many opportunities to apply their phonics skills whilst reading cumulative texts and decodable Phonics books at school and home.

### KEY STAGE 1

In Key Stage 1, all children continue to be taught daily phonics lessons using our Floppy's Phonics programme. They are provided with many opportunities to apply their phonics skills through reading decodable books at home and school and through more challenging texts in their CUSP reading lessons. Oxford Levels 4 and 5 (phase 4 and 5) are taught from year 1 and further revision is provided in year 2, particularly during the Autumn term. This is to enable all children are confident and fluent in decoding many familiar and unfamiliar words using their phonics skills. After revision of level 5 in year 2 Autumn term, children then begin to build their fluency as a reader and accuracy with spelling using CUSP Spelling and Reading.

As they progress through each phonic phase, children will become fluent readers through the use of high-quality fiction and non-fiction books. Each fully decodable book is expertly aligned to each child's phonics journey to ensure all pupils in EYFS and KS1 move from decoding words to reading fluently and for pleasure. Each pupil's reading journey is tracked to ensure systematic progression for each pupil by their class teacher.

### KEY STAGE 2

Pupils in Key Stage 2 receive a daily diet of excellent reading teaching which is supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community. 45 minutes per day is dedicated to the effective teaching of Reading and developing skills in fluency and comprehension. Similar to Key Stage 1, children are exposed to high quality, age-related texts and are asked to explore key themes and contextual ideas at a deeper level. Reading at home is supplemented by our Accelerated Readers programme which focuses on assigning children books to read that fall within their Zone of Proximal Development.

Phonics is also continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need. These sessions are delivered through weekly interventions with a clear focus on GPC gaps, as identified through Phonics assessments.

# Floppy's Phonics Progression overview

Year \ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>Oxford Level 1 (Phase 1):</b> <i>Aspects 1-6</i> <b>Floppy's Phonics</b>				<b>Oxford level 1(Phase 1):</b> <i>Aspects 1-7</i> Focus particularly on <u>Aspect 4</u> (rhyme) and <u>Aspect 7</u> (oral blending & segmenting) <b>Floppy's Phonics</b>	
Reception	<b>Oxford level 1+ (Phase 2)</b> <b>Floppy's Phonics</b>	<b>Oxford level 1+ (Phase 2)</b> <b>Floppy's Phonics</b>	<b>Oxford level 2 (Phase 3)</b> <b>Floppy's Phonics</b>	<b>Oxford level 2 (Phase 3)</b> <b>Floppy's Phonics</b>	<b>Oxford level 3 (Phase 3)</b> <b>Floppy's Phonics</b>	<b>Oxford level 3 (Phase 3)</b> <b>Floppy's Phonics</b>
Year 1	<b>Oxford level 4 (Phase 4 with 5)</b> <b>Floppy's Phonics</b>	<b>Oxford level 4 (Phase 4 with 5)</b> <b>Floppy's Phonics</b>	<b>Oxford level 5 (Phase 5)</b> <b>Floppy's Phonics</b>	<b>Oxford level 5 (Phase 5)</b> <b>Floppy's Phonics</b>	<b>Oxford level 5 (Phase 5)</b> <b>Floppy's Phonics</b>	<b>Oxford level 5 (Phase 5)</b> <b>Floppy's Phonics</b>
Year 2	<b>REVISIT</b> <b>Oxford level 5 (Phase 5)</b> <b>Floppy's Phonics</b>	<b>Phase 6 – Spelling patterns/rules</b> <b>CUSP spellings</b>				

# 5. GROWING A LOVE OF READING

## CUSP Literature Spine

Following the CUSP Curriculum, children are exposed to high quality age-related texts and are asked to explore key themes and contextual ideas throughout each unit whilst drawing comparisons through other key, similar extracts. This wide range of fiction, non-fiction and poetry then becomes the stimuli for their independent approaches to mastering key Reading skills and developing their fluency and comprehension.

## World Book Day enrichment activities



## Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Block 1:</b> Greta and the Giants	<b>Block 4:</b> Leon and the Place Between	<b>Block 7:</b> Sam Wu is Not Afraid of the Dark	<b>Block 10:</b> Operation Gadgetman	<b>Block 13:</b> The Dancing Bear	<b>Block 16:</b> The Magician's Nephew
<b>Block 2:</b> The Pebble in My Pocket	<b>Block 5:</b> Leon and the Place Between	<b>Block 8:</b> Sam Wu is Not Afraid of the Dark	<b>Block 11:</b> Operation Gadgetman	<b>Block 14:</b> The Dancing Bear	<b>Block 17:</b> The Magician's Nephew
<b>Block 3:</b> The Pebble in My Pocket	<b>Block 6:</b> 'Twas the Night before Christmas Anon.	<b>Block 9:</b> Sam Wu is Not Afraid of the Dark & My Shadow Robert Louis Stephenson	<b>Block 12:</b> Operation Gadgetman	<b>Block 15:</b> The Dancing Bear	<b>Block 18:</b> The Magician's Nephew
<b>Agile modules:</b> The Little Prince – Antoine De Saint-Exupéry					



© Copyright 2022 Unity Schools Partnership / Greenfields Education Ltd

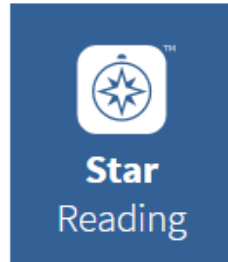


Nurturing a love of reading is an important priority at Lozells. Children in all year groups are free to choose a 'Reading for Pleasure' book alongside their designated Phonics or Accelerated Reader book. Class libraries are stocked with a variety of texts which interest children.

In addition to a specific Reading lesson, children in Key Stage 2 also have 'Accelerated Reader' time where they can complete quizzes and change their books.

We now also have an 'After Lunch' transition reading 10 minute slot in which children are enjoying sharing their books with lunchtime supervisors/

# 9. ACCELERATED READER – RENAISSANCE LEARNING

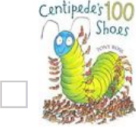







## Accelerated Reader

### Accelerated Reader

Moving from phonics, Accelerated Reader continues to support each child's love of reading, as well as continue to develop their fluency through their primary education. Accelerated Reader is a programme we use to ensure that each child in KS2 has a reading book that will comfortably challenge pupils of all ages and abilities, while continuing to support their vocabulary acquisition and fluency of reading.

Each half term, pupils undertake a short assessment called a 'Star Test' on a computer, in order to inform their class teacher of their level of comprehension, which in turn allows their teacher to help each child set goals and direct ongoing reading practice. Half termly, each child will be given a new ZPD (Zone of Proximal Development) range from which they can select their daily class reading books within. After each book they read within their ZPD range, they will complete an online quiz and receive immediate feedback on their comprehension of the book, which motivates them to make progress with their reading skills.

	<b>Centipede's 100 Shoes</b> Author: Tony Ross Quiz: 208734 EN Fiction Quiz Type: Reading Practice A little centipede buys shoes to protect his feet, but finds that they are a lot [...]  Visible to Students	Level: 2.8 LY Points: 0.5
	<b>Dirty Bertie</b> Author: David Roberts Quiz: 206902 EN Fiction Quiz Type: Reading Practice Meet Bertie, a little boy with a host of horrible habits!  Visible to Students	Level: 1.6 LY Points: 0.5

<b>Charlotte's Web</b> Author: E.B. White Quiz: 200004 EN Quiz Type: Reading Practice  Visible to Students	<a href="#">Take Sample Quiz</a> Level: 4.4 MY Fiction Points: 5.0 Number of Questions: 10 Word Count: 31938
<b>Charlie and the Chocolate Factory</b> Author: Roald Dahl Quiz: 200005 EN Quiz Type: Reading Practice  Visible to Students	<a href="#">Take Sample Quiz</a> Level: 4.8 MY Fiction Points: 5.0 Number of Questions: 10 Word Count: 30644

# Reading through CUSP- skills progression overview

Year 1 example.

## READING PROGRESSION YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<u>Beegu</u> – Alexis Deacon. (Block 1) Where the Wild Things Are – Maurice Sendak. (Block 2/3)	The Storm Whale – Benji Davies. (Block 4) The Owl and the Pussy-cat – Edward Lear. (Block 5) The Boy who cried <u>Wolf</u> . – Usborne Aesop Fables. (Block 6)	The Tale of Peter Rabbit – Beatrix Potter. (Block 7/8) Look Up – Nathan Bryon. (Block 9)	Here we are - Oliver Jeffers (Block 10/11) Chocolate Cake – Michael Rosen. (Block 12)	There's a Ran -Tan in my bedroom – James Sellick (Blocks 13/14) And Tango makes Three (Block 15)	The Lion Inside (Block 16) Aesop Fables – The Hare and the Tortoise. (Block 17) The Proudest Blue. <u>Ibtihaj</u> Muhammad (Block 18)
Retrieve	Can recall the main points of a story. B1 Can retrieve a fact from a sentence. B1 Can retrieve information from pictures. B2 Can find and say words with a similar meaning. B3	Can use the question words to help determine what type of information to retrieve. B4 Can retrieve specific words. B5 Can retrieve items from a text. B6	Can retrieve multiple items to label a diagram. B7 Can retrieve multiple items to complete a fact file. B7 Can retrieve words with similar meanings. B8 Can retrieve information from a text to prove statements true or false. B9 Can use clue words in the question to help find the answer. B9	Can retrieve multiple items. B10 Can retrieve the main fact from a small section of text. B10 Can retrieve items from a text. B10 Can retrieve information from pictures. B11 Can make notes from illustrations. B11 Can extract the key message. B11 Can recall details from a poetry performance. B12 Can retrieve the relevant onomatopoeia. B12	Can use visual clues to retrieve information from the text. B13 Can use sub-headings to easily retrieve information. B13 Can find the meaning of unknown words. B14 Can use the question words in the question to support retrieval of key facts. B15	Can retrieve details about a character. B16 Can distinguish between character and appearance descriptions. B16 Can use the context to find the meaning of a word. B16 Can retrieve specific facts from a body of text. B17 Can find and copy words with a similar meaning. B18 Can select the key words in a sentence to answer recall questions. B18



Infer	Can infer a character's feelings and <u>their</u> character from pictures. B1 Can infer the meaning of unknown words from the context. B2 Can infer character traits from what is said. B3	Can infer characters' thoughts and feelings. B4 Can make an inference based on what we know. B5 Can infer actions. B6	Can infer the danger ahead. B7 Can determine the most likely inference. B8 Can match personality types to an activity. B9	Can infer the reasons for characters' actions. B10 Can infer what may have happened before a given outcome. B11 Can use clues to infer the meaning of unknown words. B12	Can infer the emotions an advert is appealing to. B13 Can use the question words in the question to support retrieval of key facts. B14 Can infer meaning from the tone used. B14 Can infer what characters are feeling. B15	Can identify clues to support inferences. B16 Can infer a character's personality by what they say. B17 Can infer characters' feelings from pictures. B18
Sequence	Can sequence events in the order that they happened. B2 Can link events to the different parts of a plot. B3	Can use numbering to sequence events in the order they happened. B6	Can sequence events in chronological order. B8			Can order events in the order they happened on a timeline. B17
Summarise	Can summarise text into an image. B2 Can say a summary sentence for an image. B3	Can identify the main idea in each verse. B4 Can list objects to summarise a section of text. B5	Can retrieve a fact from a verse. B8	Can summarise the key message of each speaker. B11	Can determine the main point of an extract. B13 Can identify key information to say a summary. B14	Can retrieve the main fact from a sentence. B16 Can recall the main points from a text. B17
Predict	Can use pictures and text to make a prediction. B1	Can retrieve evidence to support a statement. B5 Can make predictions about a character's actions. B6	Can make a prediction supported with evidence. B7	Can use clues and empathy to predict characters' actions. B12	Can make a prediction supported by evidence (clues) from the pictures or the text. B15	Can use the title, pictures, text and personal experiences to make a prediction. B18
Personal Response	Can explore a character further by placing themselves in the role of that character. B1 Can compare characters from different texts. B2 Can begin to recognise a common theme between two texts. B3 Can recall and represent an event in a freeze frame. B3	Can take inspiration from a text to campaign for a cause. B4 Can experiment with nonsense words. B5 Can use a text to reflect on my own values. B6	Can find similarities and differences between two texts. B9 Can begin to explore the relationship between cause and effect. B7 Can take inspiration from a text to discuss moral issues. B8 Can reflect on the lessons learnt from a narrative. B9	Can reflect on our environmental responsibilities. B10 Can recognise similarities and uniqueness between people. B10 Can present the author's purpose for a text. B11 Can take inspiration from a poem. B12	Can compose music to reflect the rhythm and rhyme of a text. B13 Can take inspiration from a text for actions in their own life. B14 Can form their own point of view on a topic inspired by their reading. B15	Can respond to the actions of the main character. B16 Can respond to a literary technique used in a text. B17 Can respond to the key message of a text. B18

# 5. IMPLEMENTATION OF ENGLISH READING THROUGH CUSP – EVIDENCE-BASED PRACTICE

## Built on evidence

- [Shanahan](#) and [Rasinski](#) - Fluency instruction
- [Rosenshine](#) - Explicit strategy instruction
- [Law et al](#) - Explicit vocabulary instruction
- [Lemov, Didau](#) ... - Deep, rich and ambitious texts
- [Pankin and Mayer](#) - Building schema

## KS2 Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class reader <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Summarising/ comparing/ predicting</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Retrieval skills</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>• Timed practice</li> <li>• Explicit vocabulary instruction</li> <li>• Retrieval skills</li> </ul>	Multiple text study, inc. Class reader <ul style="list-style-type: none"> <li>• Explicit vocabulary instruction</li> <li>• Retrieval skills</li> </ul>	Class reader <ul style="list-style-type: none"> <li>• Understanding themes</li> <li>• Authorial intent</li> <li>• Personal response</li> </ul>
Week 2	Class reader <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Summarising/ comparing/ predicting</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Inference skills</li> </ul>	Extract based teaching <ul style="list-style-type: none"> <li>• Timed practice</li> <li>• Explicit vocabulary instruction</li> <li>• Inference skills</li> </ul>	Multiple text study, inc. Class reader <ul style="list-style-type: none"> <li>• Explicit vocabulary instruction</li> <li>• Inference skills</li> </ul>	Class reader <ul style="list-style-type: none"> <li>• Understanding themes</li> <li>• Authorial intent</li> <li>• Personal response</li> </ul>

18 x 2 week blocks

## KS1 Structure

KS1	Day 1	Day 2	Day 3
Week 1	<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Summarising/ predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Retrieval/ sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Retrieval/ sequencing</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Inference</li> </ul>	<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Personal response/ Understanding themes</li> </ul>	<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Explicit vocabulary instruction</li> <li>• Retrieval/ sequencing</li> </ul>
Daily Phonics teaching			

18 x 2 week blocks

10 English lessons over 2 weeks, 5R/5W + Daily Phonics



Intellectual content and design copyright © 2019 Unity Schools Partnership, Curriculum structure and principles © Greenfields Education Ltd



Intellectual content and design copyright © 2019 Unity Schools Partnership, Curriculum structure and principles © Greenfields Education Ltd



## Teacher notes


- This is a two-week unit.
- The unit is set in the context of *Boy in the Tower* by Polly Ho-Yen.
- Additional texts supplied are: a poem, a fact file, a set of instructions, a speech, a section of dialogue and a report.
- The outline and structure of the unit is as follows:

Week 1	Week 2	At the end of this unit, pupils will ...	
		Know:	Be able to:
Focus on the core text for comparing and a personal response	Focus on the core text for predicting and authorial intent	Some stock phrases to support interpreting evidence	Identify some techniques used in poetry and explain their intended effect
Focus on a poem, a fact file and a set of instructions for retrieval	Focus on a speech, a section of dialogue and a report for inference	A range of techniques used to end chapters and motivate the reader to read on	Use inference to support summarising a paragraph

## KS2 Lesson Sequence

Explicit Vocabulary Instruction – 5 minutes	Explicit Fluency instruction 5 – 10 minutes	Direct strategy Instruction 15 – 20 minutes
Multi-faceted approach to explicit vocabulary instruction	Prosody instruction including repeated reading	Explain – core concept Example – my turn Attempt – our turn Apply – your turn Challenge – go deeper

## Pupil Tasks: Y1 Chocolate Cake

Week 2, Lesson 1: Infer	Week 2, Lesson 2: Personal Response
<p><b>Explain:</b> Eliminate means ...</p> <p><b>Example:</b> (say)</p> <p>1. Circle the most likely name for Sin 1. Discuss the reason for your choice.</p> <p>pride    wrath    sloth</p> <p><b>Attempt:</b> (say)</p> <p>2. Circle the most likely name for Sin 2. Discuss the reason for your choice.</p> <p>greed    envy    pride</p> <p><b>Apply:</b> (say)</p> <p>Leo matched the different sins to their names. Has he got them all correct. If not, can you help fix this for him?</p> <div style="display: flex; justify-content: space-around;"> <div> <p>sloth</p> <p>gluttony</p> <p>envy</p> <p>greed</p> </div> <div> <p>Sin 3</p> <p>Sin 4</p> <p>Sin 5</p> <p>Sin 6</p> </div> </div> <p><b>Challenge:</b> (say)</p> <p>Which sin do you think is the worst? Explain the reason for your choice.</p>	<p>Write your own funny poem about a time you gave in to temptation. Don't forget to describe how it felt.</p>  <p>Perform your poem to a friend.</p> <p>If you find the poem a little tricky, draw a cartoon strip of your temptation with speech bubbles to explain your feelings.</p> <p><b>Answers: Week 2, Lesson 1</b></p> <p><b>Example:</b></p> <p>1.    wrath</p> <p><b>Attempt:</b></p> <p>2.    pride</p> <p><b>Apply:</b></p> <p>No, he mixed up Sin 3 and Sin 4.</p> <div style="display: flex; justify-content: space-around;"> <div> <p>sloth</p> <p>gluttony</p> <p>envy</p> <p>greed</p> </div> <div> <p>Sin 3</p> <p>Sin 4</p> <p>Sin 5</p> <p>Sin 6</p> </div> </div>

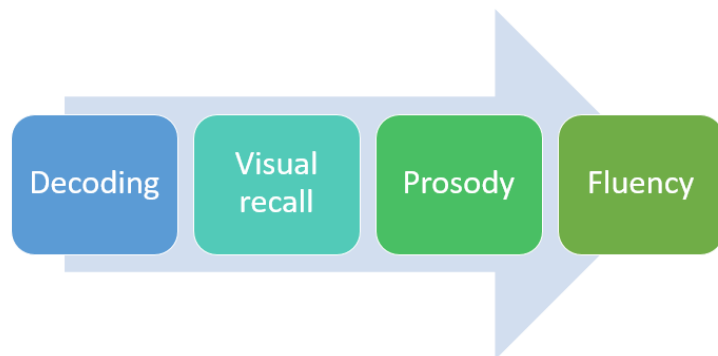
Knowledge and understanding of the subject are developed through use of the **Knowledge Notes** which provide children with the recipe for success. Each of their key learning intentions is broken down into palatable chunks for them to understand and emulate within their own independent writing through the use of examples in context.

## 6. DEVELOPING ENGLISH SPEAKING SKILLS

### Developing Speaking skills through Floppy's Phonics

The Floppy's Phonics interactive resources and accompanying Sounds Books are excellent tools in developing speaking and listening skills. The rich, action packed illustrations provide exciting scenarios for developing language comprehension. The well-known characters (Biff, Chip and Kipper) accompany our children every step of the way from learning phonics to enjoying their decodable reading books by ORT. Children's' reading fluency enables them to access these books and experience magic and drama and as a result, inspire a real love of reading.

### Comprehension



### Developing Speaking Skills through Reading lessons

Model texts are read repeatedly by children using a variety of reading strategies to allow children to internalise the grammatical structures, syntax and vocabulary within these.

Staff have been trained in strategies to develop children's reading fluency – opportunities for Echo Reading, Choral Reading and Paired reading are an important foundation of each lesson.

## Building Reading Fluency – examples of planning Year 5

Echo Read – We are going to echo read Chapter 1 of *Boy in the Tower*.

Listen to how I read this text and you copy afterwards.

I'm going to read aloud a short section at a time modelling appropriate prosody and fluency. The reasons for adjusting pace, volume and tone to emphasis how something is being said. Listen out for this.



Text marking of Extract 3, Instructions

Can you text mark all of the superlatives, e.g. strongest. They then read the text out loud, emphasising the marked words and varying tone, pace and expression as appropriate.

Choral reading

Each table is going to be allocated a couple of lines to read. You will need to consider an appropriate tone, volume and pace for your verse. Your group will need to rehearse and then you will read it out loud to the class.

Timed Practice – How far can you read the text in one minute?

I will time you and then you need to mark on the text the point you read up to. We will try again and see if you can read further the second time.

Class reading: We are going to read chapter 6 of *The Boy In The Tower*



Focus on varying your pace. For example, point out the contrast in pace between the action at the bottom of p36 *I couldn't look Mum in the eye ...* (faster) and the description at the top of p37 *Every step ...* (slower).



## 7. EQUALITY OF ACCESS AND EFFECTIVE SUPPORT FOR CHILDREN WITH SEND AND CHILDREN UNDERACHIEVING IN READING

In Reading, some of the methods used include but are not limited to:

- Providing children with the text prior to the lesson for them to pre-read
- Highlighting key parts of the text to help guide the children towards the answer
- Highlighting key parts of the question to direct the children with the parts to focus on
- Providing definitions for tier 2/3 vocabulary

In Phonics, some of the methods used include, but are not limited to:

At our school, we teach Phonics to all our children, whatever their ability and individual needs. All children need to learn the same alphabetic code knowledge and the three core skills, outlined by Floppy's Phonics. The resources used, are designed with differentiation and specific needs in mind. Children enjoy the benefits of whole class Phonics, followed by opportunities where they are able to fully concentrate on their own learning.

Floppy's Phonics resources provide a comprehensive multi-sensory experience to engage all learners. The interactive activities are helpful in involving all children through the use of simultaneous visual, auditory and kinaesthetic activities involving. For example, physical movement to copy letters shapes, listening to sounds and corresponding words to blend and investigating rich pictures to teach the phoneme effectively. The programme also has a colourful, child-friendly mnemonic system based on key exemplar words and pictures, which act as prompts to recall the phonemes. By using this mnemonic system, is motivates and provides confidence to all learners to crack the alphabetical code.

Individual children that need additional time for revision of past GPCs may need small group interventions, using Floppy's phonics resources, which provide extra practice. Using data from our regular assessments, children who fall significantly outside the expected range for early reading, are provided with additional, differentiated small group support to enable the child to learn more effectively and at a pace that suits them. Additionally, activity sheets on the weekly focus GPCs are sent home as extra practice and a further way of involving parents/carers.

## 8. ANALYSING THE IMPACT OF OUR READING CURRICULUM TO INCLUDE ASSESSMENT

Assessment in Reading is in line with the aims of our whole school assessment priorities: to be purposeful, inclusive, formative, diagnostic and helpful for our children so they understand what they need to do next to improve their understanding and work.

Assessment in Reading is on-going and teaching is responsive to the needs of children. School has a structured assessment plan to ensure close monitoring of pupil achievement.

### Assessment of children's achievement in Reading includes:

<p>On-going formative teacher assessment through the teaching of lessons.</p> <p><b>Live marking and effective questioning enable immediate feedback to address misconceptions, clarify learning or provide further modelling.</b></p>	<p>Effective use of Knowledge Notes to facilitate pupil self-assessment.</p> <p><b>Facilitates teacher – child assessment discussions.</b></p>	<p>Whole class reading block assessments – teachers document assessment of pupils' achievement throughout the block and then in an evaluative way at the end</p> <p><b>Identification of children requiring further scaffolding, modelling or an opportunity to consolidate in subsequent lessons or as targeted intervention to 'keep up'.</b></p> <p><b>Identification of next steps to support adaption of planning for subsequent units.</b></p>	<p>Termly completion of age appropriate standardised assessments – NTS reading tests.</p> <p><b>Enables evaluation of success across a range of key reading skills when applied to unseen age-appropriate texts.</b></p> <p><b>Supports creation of Teacher assessment judgements.</b></p> <p><b>Facilitates moderation and pupil progress conversations.</b></p>	<p>Teacher Judgement evaluations – teachers assess children's overall achievement against school descriptors.</p> <p><b>Identification of children at risk of falling behind with their year group expectations. Facilitates pupil progress conversations alongside review of pupil writing over time.</b></p>
Daily within lessons		End of a unit	Termly	Termly

# ANALYSING THE IMPACT OF OUR PHONICS CURRICULUM TO INCLUDE ASSESSMENT

Phonics assessments are completed using an online tracker called 'Phonics Tracker'. Staff have been provided with a timetable to ensure that they complete assessments periodically to ensure progress is tracked and gaps are identified early. We assess how well they can identify individual GPCS as well as their blending skills. This offers us a great insight into how well the children have retained taught sounds and how well they can read them within words.


In year 1, mock PSC are completed each term. This enables children to become familiar with the check and for staff to track progress. This data allows us to predict scores and implement additional support for those at the risk of not passing. Any year 2 children who need to retake their PSC, will follow the same assessment process as above.

Additionally, children also use the 'say the sounds' posters and sound mats to review and consolidate taught GPCs. This allows children as well as teachers to clearly identify confidence and fluency using familiar GCPs.

# ANALYSING THE IMPACT OF OUR READING CURRICULUM – SUBJECT LEADER TERMLY PUPIL BOOK STUDIES

The focus for Pupil Book Study involves these keys aspects:

- asking the children a set of key questions linked to their prior learning in the subject to determine how well they have remembered what they have been taught and to assess which aspects of their learning they can recall
- asking children to showcase the work that they are most proud of. This is to determine which aspects of the curriculum are most effective and enjoyable for the children and create the most memorable moments
- analysing what is helping and what is hindering learning and progress within the curriculum
- evaluating at the teaching sequence, the tasks set and the use of positive and constructive feedback and how well the children understand this

 <b>PUPIL BOOK STUDY PREPARATION</b>			
<b>Term/Date:</b> Autumn <b>Year/Class:</b> Year 5 <b>Teacher:</b> SC/HR		<b>Subject:</b> Reading <b>Study/unit:</b> Shackleton's Journey <b>Children:</b>	<b>Prompts/images on table:</b>
Consider age appropriateness Questions	Guidance	Questions <u>Analyse/Define/Connect/Use</u>	Notes
1. Content and knowledge	<b>Do they reactivate knowledge to explain what they know?</b> Consideration of <u>Sweller's cognitive load theory?</u> Use of <u>Rosenshine's Principles of effective instruction?</u>	So, you have been reading <u>Shackleton's Journey</u> in your Reading sessions.  What can you tell me about this story?  When is the story set?  Tell me about the boat. What is it called? Why do you think this name was chosen?	Chn knew lots about this text and could tell me a great deal about when it was set and where it was set. They told me all about the boat and the voyage across Antarctica.

## 9. TEACHER CPD AND SUBJECT DEVELOPMENT PRIORITIES

Key priorities for READING and Phonics this year are:

Priority/Actions	Impact
<ul style="list-style-type: none"> <li>• Reading is prioritised to allow pupils to access the full curriculum.</li> <li>• The lowest 20% of readers are listened to daily.</li> <li>• Embed use of Floppy's Phonics across Reception and Key Stage 1.</li> <li>• Ensure pupils in Key Stage 2 needing continued phonics receive effective teaching through Floppy's Phonics/Direct Phonics as appropriate.</li> <li>• Additional daily phonics sessions within key stage 1 to ensure coverage of phase 5 grapheme/phonemes.</li> <li>• Continued implementation of CUSP English curriculum and Literature spine.</li> <li>• Leaders and teachers work with the English consultant to embed reading and writing approaches in school around CUSP curriculum</li> <li>• Professional Judgements to be moderated regularly by subject leads/whole-school as per the school monitoring cycle and class teachers are to be included in dialogue about this. Prior to assessment window ensures accuracy of judgements.</li> <li>• Pupil progress/data analysis identify next steps to accelerate pupil progress.</li> <li>• Phonics and Early Reading leads work with the Literacy Hub to improve the teaching of early reading.</li> <li>• Teachers and leaders work closely with the SEND lead to ensure inclusive approaches to reading are implemented in light of new CUSP English approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher proportion of pupils achieve age-related expectations</li> <li>• Higher proportion of SEND pupils make 3 bands progress on the continuum</li> <li>• Consistent approach to the teaching and assessment of reading</li> <li>• Teacher judgements are secure and accurate</li> </ul>