



READING AT RYEFIELD



At Ryefield Primary School we aim to make all of our pupils readers. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature. The ability to read with fluency, understanding and enjoyment is paramount in ensuring children’s ability to access learning across the curriculum.



PHONICS

- Daily phonics – using RWI programme
- Stage not age support and groups.
- Application of phonics to blend for reading.
- One-to- one tuition used throughout Reception and KS1 to close gaps.
- Lexia Core 5 targeted support for marginal pupils in Y1 and Y2.
- Phonics part of literacy lessons – reading and writing.
- Interactive display and enhanced provision for pupils.



CURRICULUM

- Power of Reading curriculum places quality texts at the heart of literacy lessons.
- Opening Doors has been recently introduced to provide stretch and challenge via extracts from classical texts.
- Regular guided reading sessions
- Reading rich environment evident with book sheds available to pupils and their parents, alongside a book vending machine.
- RWI books are used in EYFS and KS1 before moving on to Big Cat books in KS2.



PROGRESS

- EYFS progress in reading is marked on EYFS tracker.
- Tracking of Key Words & Phonics Scores/Phase.
- Lexia Core 5 tracks individual pupil progress, identifying areas for further development.
- Biannual WIATT testing for all pupils.
- Guided reading progress formatively assessed via Sonar.
- Summative assessments via PiXL papers and previous SATs papers generate comparative data against an emerging National picture.



INTERVENTION

- A range of interventions are used across the Key Stages, these include:
- Precision teaching
 - Book talk
 - Lexia Core 5
 - Lexonik for Year 5 and 6
 - 1:1 tuition for RWI in KS1 (keep up not catch up)
 - Expert learners: pupil mentors supporting younger learners
 - Reading Booster groups
 - Read Write Inc. groups



Love of Reading

WRITING AT RYEFIELD



EARLY WRITING

Positive attitudes to writing are fostered throughout the Early Years Foundation Stage (EYFS). Writing may show marks, squiggles, wavy lines across the page. Opportunities for experimental and freely produced early writing demonstrates the changes, from marks and symbols to groups of letters or even words, as the children's understanding of letter formation and phonics develops. As children's phonetical knowledge develops they will begin to write cvc/ cvcc/ccvc words in a variety of contexts. They are encouraged to attempt writing using their 'Fred Fingers' to sound out words to support them in their composition of words.

At Ryefield Primary School we incorporate both CLPE's Power of Reading and Bob Cox's Opening Doors on Quality Texts into the teaching of writing.

Children are taught writing skills through studying a range of both fiction and non-fiction texts including teacher produced models.



OPENING DOORS

The strategy utilises literary heritage texts written by famous authors in our past which still influence the world today. By introducing our children to illustrious writing, they learn literary techniques from great authors on how to write imaginatively and effectively. The extracts chosen are challenging, so expectations of the children's responses are high while they are immersed in inspiring ideas and concepts. Poetry and prose is explored in creative ways to develop a love of reading and a mastery of language. The learning journey moves from reading and oracy towards maximising the potential for high quality writing. The outcome is that children will have explored literature at a higher and deeper level.



VOCABULARY

By using materials devised by 'Mrs Wordsmith' children are exposed to the most common 1500 storytelling words in the English language, through humorous characters and cartoons. Meaning is attached to the target word through an engaging, memorable, visual image accompanied by a definition of the word. Word pairs create further examples where the word can be used so that the children understand how to use the word in context. Synonyms of the word explore alternative word choices and the nuances between those words. The words are displayed in the classroom so that children can apply them in their own writing.

CONTENT & SEQUENCING



KS2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3	Gregory Cool Hummingbird	Iron Man Crag & the sea	Charlotte's Web Black Beauty	Mouse, Bird, Snake, Wolf Snake	Where the river meets the sea Whirlpools	The day I swapped my dad for 2 goldfish Peter Pan
4	Moon Dragons Rapunzel (a Groovy Fairy Tale) Wizard of Oz	Five children and It Krinklekrax	The Secret Garden The Tin Forest	Hot Like Fire Mufaro's Beautiful Daughters	Lonely Street The Miraculous Journey of Edward Tulane	The Water Babies The Story of the Blue Planet
5	The Viewer Spooky Scientists	Ice Trap Shackleton's journey Fifty Degrees Below Zero	Aspirations and Dreams Poetry Keeping Fit and Healthy	Migration The Highwayman	Stormbreaker Kraken	Stormbreaker Journey to the Centre of the Earth
6	Little Freak Animation The Island Prince Kano	Street Child Hound of the Baskervilles A Christmas Carol	Survivors The Undefeated A Caged Bird Sings	High Flight Rose Blanche	Macbeth The Torpor of Death	Pix/ Opening Doors Transition Package.



PROGRESS

Formative assessment takes place during the lesson and feedback and next steps are provided either verbally or via written comments. Pupils complete a termly summative assessment to inform teacher judgement.

Through a combination of formative and summative assessment a holistic understanding of pupil achievement is formed. Gaps in learning, which may be potential barriers to progress, are identified at both a pupil and class level. This is discussed at pupil progress meetings and interventions are put in place to improve outcomes.



SUPPORT

Quality first teaching seeks to ensure that the pupils receive the support and guidance needed in class. A positive mind-set is encouraged as children can underperform in Writing because they think that they either 'can't do it', or are not naturally good at it.

Additional practice supports pupils in consolidating their understanding and becoming sufficiently fluent in genres previously covered in class.



Phonics at Ryefield



CONTENT & SEQUENCING



Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Power of Reading and Opening Doors once they can read with accuracy and speed.

Group	In Speed Sounds lessons teach children to:		
Set 1 Sounds Group A	Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers		Purple igh Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers
Set 1 Sounds Group B	Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers		Pink air ea Read Set 2 Sounds and matching Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words
Set 1 Sounds Group C	Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers		Orange a-e Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words
Ditties PCM	Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers		Yellow u-e Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words
Red Dirty Books	Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers		Blue ew Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words
Green	Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers		Grey peanut Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words



READ, WRITE INC.

The programme is for:

- From Nursery to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.
- In Read Write Inc. Phonics pupils:
 - Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
 - Read common exception words on sight
 - Understand what they read
 - Read aloud with fluency and expression
 - Write confidently, with a strong focus on vocabulary and grammar
 - Spell quickly and easily by segmenting the sounds in words
 - Acquire good handwriting



PROGRESS

In Read Write Inc. Phonics, because the pupils are grouped across the phase in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonics lessons help us to focus the teaching and ensure pupils learn to read quickly.

Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every eight weeks. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

We group pupils according to their ability in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less developed.



SUPPORT

Quality first teaching seeks to ensure that the pupils receive the support and guidance needed in class. A positive mind-set is encouraged as children can underperform in Writing because they think that they either 'can't do it', or are not naturally good at it.

Slower progress pupils and those with specific SEN are taught in small homogeneous teaching groups and receive Read Write Inc. one-to-one tutoring

Oracy at Ryefield



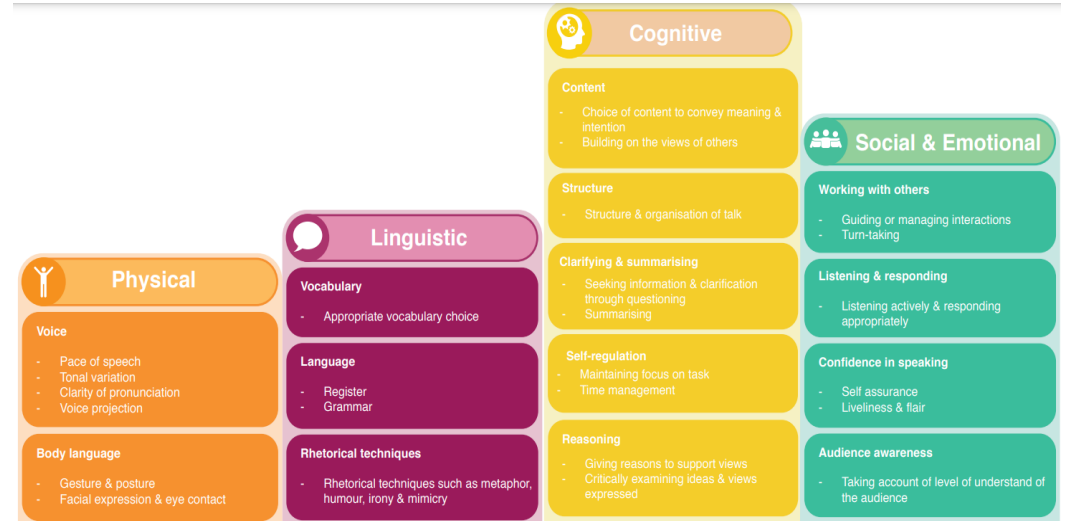
EARLY SPEAKING

Beginning in EYFS we have a strong focus on Communication & Language (a Prime Area of Learning).

The Oracy framework and Ryefield aims to develop the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. All children are expected to speak in full sentences and are provided sentence stems to support them. By providing pupils with the opportunity to talk their ideas through, they can get a better understanding of their ideas before beginning the writing process.



CONTENT & SEQUENCING



At Ryefield, we approach Oracy in two different ways: learning through talk and learning to talk. We use a discrete scheme of work in Key Stage 2, which teaches children the craft of writing, editing and delivering a public speech on a subject they are passionate about.

Throughout the whole school, Oracy techniques are used to engage and motivate all learners and allow all pupils to feedback and discuss idea with their peers.



LET'S THINK

Let's Think in English is a teaching programme created to help young people develop the reasoning skills needed for success in English. They are largely oracy based sessions focusing on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills and metacognition (structured reflection). This makes pupils more aware of their thinking processes and how they think most effectively. The lessons stimulate the reasoning patterns which underpin deeper understanding of English relating to the writer's intentions narrative structure, figurative language, symbolism, genre, etc.



VOCABULARY

Pupil will be expected to speak in full sentences using appropriate sentence starters.

Instigator, 'To begin let's talk about...'

Builder, 'Linking to your point ...'

Challenger, 'I hear what you are saying but have you thought about...'

Clarifier, 'What do you mean when you say?'

Prober, 'What evidence do you have to support that?'

Summariser, 'Overall, the main points covered were....'



PROGRESS

Pupils will develop their ability to maintain a specific role when talking. These roles instigator, builder, challenger, clarifier, prober and summariser.

As pupils progress through the school they will have ample opportunity to develop these skills across the curriculum and share their skills in a variety of competitions.



SUPPORT

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Additional practice supports pupils in consolidating their understanding and becoming sufficiently fluent in genres previously covered in class.