

## Intent

Reading is the greatest gift we can give to children to support their academic success. At Woodford Primary School, reading grows the potential in all children to be fluent, confident and independent learners, providing them with skills they can use beyond their time at primary school. As soon as they start in Foundation, they are immersed into the rigorous RWI scheme. This ensures children learn phonics at an ambitious rate. In every year group, children will be provided with a range of high quality texts carefully planned and sequenced. Our curriculum ensures that all children are exposed to increasingly complex texts across a variety of genres, gain new knowledge and develop fluency and comprehension. As children progress, reading is taught through three different 'phases' that include teacher modelling, questioning, collaborative learning talk, supportive scaffolding and independent application of new knowledge.

## Social Structures

- Silent signals
- Talk partners
- Choral rehearsal of vocabulary and text
- Shared discussion
- Using oracy sentence stems to give detailed answers.
- Follow clear lesson structure and routine through consistent language.

## Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We use learning walls to promote vocabulary and connect knowledge to build schema in the long-term memory.



## Expectations

- Daily RWI sessions taught in ability groups based on half termly assessments.
- 3 phase teaching approach: teacher instruction, guided practice and independent responses.
- Language rich environment where vocabulary underpins all learning.
- Retrieval: regular practice of acquired sounds, words and vocabulary.
- Assessment data in RWI and Accelerated Reader informs teachers, children and parents of progress and next steps.
- Reading is taught from 9 to 9.30am.
- Staff awareness of 'spotlight'/lowest 20% children.
- Class stories at the end of the day.
- Modelling reading strategies.

## Opportunities

- Class texts read every afternoon.
- Author visits to school.
- Summer Reading Challenge
- Plymouth Library Services and topic books.
- Reading certificates awarded and celebrated.
- KS2 Library Leaders
- Parent support with reading and our libraries.
- Half termly delivery of new books from up-and-coming authors.
- Sharing of text in assemblies.
- World Book Day celebrations.

## Adaptations

- 1 to 1 or small group tutoring using RWI and Freshstart materials to support children to keep up with our high expectations.
- 1 to 1 daily readers with the lowest 20%.
- RWI resources used across key stage 2 to support reading and writing.
- Consistency and approaches in reading and phonic sessions.
- Chunked text, enlarged text, visual overlays.
- Pre-teach.
- Widgeit symbols.
- PT teaching for fluency.

## Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by the British values and ensuring our pupils are well rounded individuals who will impact positively on society.

### Individual liberty:

Providing our children with the freedom and a safe space to make their own choices and form their own opinions about text read to enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves.

### Mutual respect and tolerance:

Exposure to a range of books that either reflect their own life and also glimpse into the life of others. (Mirrors and Windows.)

### Democracy:

Working together to build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief on multiple scales using a range of texts.

### The rule of Law:

Knowledge of how reading shapes the way we live today through a deeper understanding of language, communication and interpretation.

CURRICULUM DELIVERY			
Grow the potential for all children - children secure new knowledge and achieve.			
Enact the planned curriculum content.			
Entry	Consistent Approach	Common Language	Teacher/TA Role
	Ready for learning: <ul style="list-style-type: none"> <li>• Meet and greet/welcome.</li> <li>• Calm and silent</li> <li>• Magnet eyes</li> <li>• Prepared (equipment, see-teach)</li> </ul>	Positive Cues "Ready to learn," "1, 2, 3"	Meet and greet. Set expectations for learning.
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge.	Narrated modelling Vocabulary Questioning Thinking Call Calling Oral rehearsal "MTY" "TTP" "Magnet eyes" "Choral war"	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High quality collaborative learner talk. High quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Components Connections Scaffold Small steps 8 Talk Moves Choral responses "Do it, do it again, do it yet again." "Say it again better" "TTP" "MTY"	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback "Show what you know" "Do it, do it again, do it yet again."	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure "Tell me what you have understood."	Check knowledge. How well have all children secured curriculum content?
All children included in learning and have access to the curriculum content - Equity. All children secure new knowledge and progress with learning.			