

# Early Reading



## The Inspire Multi Academy Trust (South West)



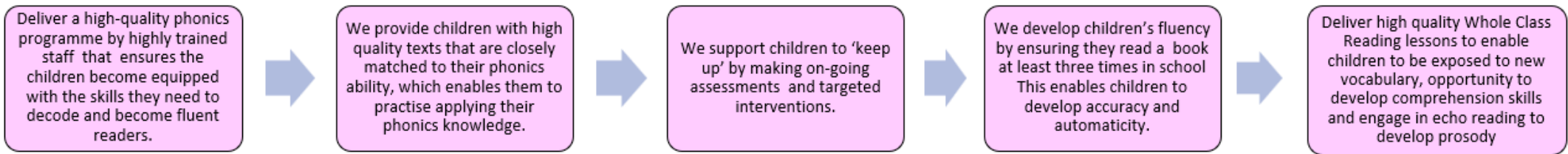
# SUBJECT ON A PAGE

# Early Reading

AT THE INSPIRE MULTI ACADEMY TRUST WE...



## Intent



## Implementation



### PHONICS IS A PRIORITY

We want children to develop a love of reading and to ensure this we make the teaching of phonics a priority. Before children start with us in Reception, we provide parents with information on the first steps in becoming a reader. When children start in September, we ensure we give them the strongest start possible by developing those early oral blending skills. We ensure that phonics lessons, happen daily across Reception and Key Stage 1. When children enter Key Stage 2, if they have yet to master the skills for decoding then they continue on the phonics programme until they are fluent readers.



### A SYSTEMATIC APPROACH

To ensure we are giving our children the best start in learning to read we have chosen the DfE validated synthetic phonics programme called **Read Write Inc.** This systematic, synthetic phonics programme has clear termly expectations for all learners from Reception through to Key Stage 2 pupils. It provides high quality training programmes for all staff, to ensure we are maintaining complete fidelity to the scheme.



### ACCESS TO HIGH QUALITY BOOKS

Integrated into the Read Write Inc. phonics programme are high quality reading books that match closely to the sounds children are learning in their daily sessions. The books allow the children to practice their decoding skills, read familiar words 'at a glance' and recall common exception words.



# Implementation continued

## COACHING



The Reading Leader coaches all RWI teachers to ensure teaching remains of the highest quality. Areas for development are shared and RWI teachers have access to training videos to reflect and develop their practice.

## ASSESSMENTS



Each half term, all children on the Read Write Inc. phonics programme are formally assessed by the Reading Leader. This ensures that children are consistently being taught at the correct stage for their development and any gaps in learning can be highlighted and addressed. In addition to this Read Write Inc. teachers informally assess on a daily basis and again any gaps in learning are addressed through 1:1 sessions.

## READ WRITE INC. COMPREHENSION

Once children have completed the Read Write Inc. phonics programme, in Year 2, they progress onto Read Write Inc. Comprehension. This programme, taught daily, enables them to develop their comprehension skills through discussing and responding to questions based on a text.

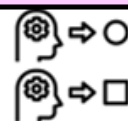
**Read Write Inc.**  
Comprehension

## HOME LEARNING



We understand the value of school and parents/carers working in partnership to ensure children have the best opportunities to practice what they have learnt in school. As children start in Reception, we hold a meeting to introduce the families to how we teach children to read and how they can support them at home. Then as the children progress through the programme we provide parents with information on the next stage in learning. We also share links to virtual classroom videos that enable the children to engage in sessions that replicate what they have been learning in school. Children take home two high quality books that match their phonic ability each week. Alongside this they have a share and enjoy book that is at a higher reading level but will expose them to new vocabulary which is read to them by a family member.

## SEND



All children, including those pupils identified with SEND, have access to daily high quality phonics teaching. Read Write Inc. plans are adapted to ensure the learning is accessible to all learners, even those with complex needs.

## KEEP UP NOT CATCH UP



The Read Write Inc. motto for children who are falling behind is 'Keep up, not catch up'. We have fully trained Fast Track tutors who support children on a 1:1 or small group basis, to fill any gaps that have been identified from monitoring in phonics lessons or through formal assessments. These interventions are regularly reviewed so children are only having an intervention for as long as it is needed.


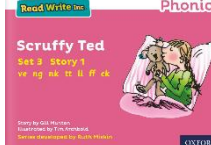
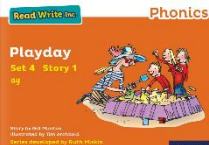

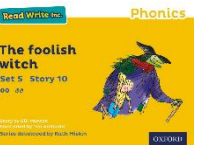

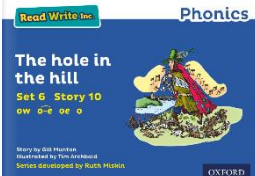

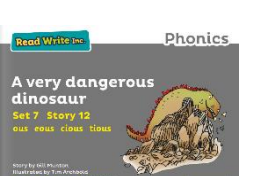

## PHONICS IN KEY STAGE TWO

Children continue to have phonics lessons if they have still not developed the required skills to decode and read fluently at the end of Key Stage 1. Children in Years 3 and 4 remain on the Read Write Inc. phonics programme. Children in Years 5 and 6 transfer across to the Read Write Inc. Fresh Start programme, this still teaches phonics in a systematic way but has materials more suited to older children.





|                      |           | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|----------------------|-----------|---|---|--|---|---|--|
| Expectation per term | Reception | <ul style="list-style-type: none"> <li>Read single-letter Set 1 sounds (first 16)</li> </ul>            | <ul style="list-style-type: none"> <li>Read all Set 1 single letter sounds</li> <li>Blend sounds into words orally</li> </ul>                         | <ul style="list-style-type: none"> <li>Blend sounds to read words</li> <li>Read short Ditty stories</li> </ul> | <ul style="list-style-type: none"> <li>Read Red Storybooks</li> <li>Read Set 1 Special Friends</li> </ul> | <ul style="list-style-type: none"> <li>Read Green Storybooks</li> <li>Read 4 double consonants</li> </ul> | <ul style="list-style-type: none"> <li>Read Green Storybooks</li> <li>Read first 6 Set 2 sounds</li> </ul> |
|                      |           | <p align="center">           m a s d t<br/>           i n p g o<br/>           c k u b e l         </p> | <p align="center">           m a s d t<br/>           i n p g o<br/>           c k u b e<br/>           l h r j v<br/>           y w z x         </p> | <br>   | <br><p align="center">           qu sh ch<br/>           th ng nk         </p>                            | <br><p align="center">           ll ss ff zz         </p>   | <br><p align="center">           ay ee igh<br/>           oa ow oo         </p>                            |

|                      |  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|----------------------|--|--|--|--|--|--|--|
| Expectation per term | Year 1   | <ul style="list-style-type: none"> <li>Read Purple Storybooks</li> <li>Read Set 2 sounds</li> </ul>                                    | <ul style="list-style-type: none"> <li>Read Pink Storybooks</li> <li>Read first 5 Set 3 sounds</li> </ul>          | <ul style="list-style-type: none"> <li>Read Orange Storybooks</li> <li>Read 11 Set 3 sounds</li> </ul> | <ul style="list-style-type: none"> <li>Read Yellow Storybooks</li> <li>Read 17 Set 3 sounds</li> </ul> | <ul style="list-style-type: none"> <li>Read Yellow Storybooks</li> <li>Read 22 Set 3 sounds</li> </ul> | <ul style="list-style-type: none"> <li>Read Blue Storybooks</li> <li>Read all Set 3 sounds and additional graphemes.</li> </ul>  |
|                      |  |  <p>ay ee igh ow oo<br/>oo ar or air ir<br/>ou oy</p> |  <p>ea oi a-e<br/>i-e o-e u-e</p> |                     |                     |                     |  <p>ea oi a-e i-e<br/>o-e u-e aw are<br/>ur er ow ai<br/>oa ew ire ear<br/>ure tion cious<br/>tious au e-e ph<br/>wh kn</p> |
|                      | <ul style="list-style-type: none"> <li>Read Blue Storybooks with increasing fluency and comprehension</li> </ul> | <ul style="list-style-type: none"> <li>Read Grey Storybooks</li> </ul>   | <ul style="list-style-type: none"> <li>Read Grey Storybooks with fluency and comprehension</li> </ul>              | <ul style="list-style-type: none"> <li>Read Write Inc. Comprehension Programme</li> </ul>              |  |  |  |
|                      | Year 2   |   |                                 |                   |                   |  |  |