



Reading at RPA – WHAT WE DO

1. Curriculum

- **EYFS – Year 2** start their reading journey by following the Read Write Inc (RWI) phonics programme.
- **New arrivals in the country/to the school** are assessed using the RWI assessment. Depending on the outcome of the assessment, they will either participate in targeted RWI lessons with KS1, attend Freshstarts intervention in Years 5/6, or participate in whole class reading lessons in KS2.
- **FreshStart** is an intervention programme from RWI that is designed for children in UKS2 and secondary schools. It is a targeted intervention that follows the same principles as the KS1 RWI programme, however it features age-appropriate stories for older children in order to make the programme accessible.
- **By Year 2, in the Summer Term, for those that have completed the RWI programme**, the children are introduced to a comprehension programme where they focus on the following reading strategies: Predicting and Retrieval. Towards the end of the summer term, inference is introduced to the children.
- **KS2** follow the **Destination Reader Curriculum, 4/5 days a week**. Teachers to refer to the simplified and streamlined version of the DR programme that is based on the National Curriculum and to meet the expectations of the statutory end of year assessments.
- To boost reading fluency, all children in KS2 participate in a PIXL Reading Speed assessments at the end of every half term. This assessment allows teachers to identify key children for that half term that participate in daily, 1:1 reading fluency sessions to support reading prosody.
- **Year 5 -6 Ninja Comprehension Group** – Targeted group in Year 5/6. Group is designed to bridge the gap for children between FreshStart and DR. The focus is one text for the whole week where they explore Clarifying, Retrieval, Sequencing and summarising. The questions targeted are designed to support the children access SATs related question styles.

2. Lesson outline – Destination Reader (DR)

A typical reading lesson follows the process below:

- Strand Introduction for the week (Clarifying, Retrieval, Inference, Summarising, Practice).
- Retrieval re-cap, based on the previous day's reading
- Key vocabulary – this remains the same key words all week with a range of tasks covered over the week so that the children use a range of application skills across the week.
 - Day 1 – Class Teacher introduces between 3/4 chosen words
 - Day 2 – dictionary definition
 - Day 3 – synonyms
 - Day 4 – Fastest Finger First
 - Day 5 – write three/four sentences in the context of the story you are reading
- 3 slides that explicitly model how to answer SATs style questions based on I do, We do, You Do.
- Main activity to include explicit reading of the core text, followed by a task explicitly related to the reading strategy based around the following SATs style questions: Find and copy, tabulated, Why do you... (PEE) and short answer responses.
- Answers available on slide for children to self-assess.
- Day 5 of the programme is an unseen comprehension from the designated Ninja Comprehension book for that year group.

3. Curriculum Delivery

All lessons are planned following Rosenshine's Principles of *I do, We do, You do*

I do: New learning is modelled explicitly. Teachers use metacognitive talk to share the learning process and model on the visualiser.

We do: Children practice the new learning with the teacher or in pairs and work on whiteboards to enable formative assessment.

You do: Children show their new learning independently by answering key SATs style questions on their whiteboards to further support formative assessment.

Lessons are adapted to meet the needs of all learners. Teachers use children's individual APDR (Assess, plan, do review) support plans to inform their adaptations.

4. Assessment and Monitoring – refer to feedback policy

- Teachers to use formative assessment and live mark during the lesson to pick up on misconceptions and inform target groups for the following day.
- Following the feedback policy, teachers to identify misconceptions and address with the children through targeted learning and teacher intervention within the lesson where possible.
- Teachers input termly PIXL Reading Fluency Data scores onto the designated Excel spreadsheet, moving onto Insight.
- Support staff input weekly data for targeted children on PIXL spreadsheet. Assessed at the start and end of the week.
- Children sit termly NFER assessments to monitor progress and areas needed to be recovered.
- Year 6 cohort sit mock SATs in the Autumn Term (x1) and in the Spring Term (x2). This replaces the NFER assessments for the year group.

5. Presentation – refer to presentation policy

- Short date to be used
- Skill to be used as a title underneath the date – ruler to be used to underline both
E.G.
05.06.23
Clarifying
- Evidence in their books daily.
- Children can still SA in green pen, but there should be evidence of touch marking from adults as well within a week.
- Misconceptions should be picked up with children responding to feedback in green pen, or working in an adult guided group the next day
- Any printed resources to be trimmed prior to lesson to fit within books.
- Pencil or pen. This is dependent on the child having their pen license.