

Brompton and Sawdon: Long term overview for **Reading Instruction**



Yr Grp/Term	Instruction	Scheme/Approach
Reception Autumn Term	<ul style="list-style-type: none"> ➤ Children are taught the first of their 'Speed Sounds' Set 1 (out of 3 sets), using mnemonics to support. (e.g. m, a, s, d & t) ➤ Children are also taught the letter-sound correspondences through the graphemes. ➤ Children are taught to blend these sounds to say words, using 'Ditty' books to support. ➤ Children are taught the remaining Speed Sounds from Set 1, as well as how to blend and segment them. ➤ Children also write these Speed Sounds. 	Read, Write, Inc. Phonics (Ditties)
Reception Spring Term	<ul style="list-style-type: none"> ➤ Speed Sounds Set 1 is reviewed through the support of Ditty books. ➤ Once children can read Ditties using sound-blending, they are then taught Speed Sounds Set 2 (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy) and apply this to the Green and Purple level reading books. 	Read, Write, Inc. Phonics (Green and Purple level books)
Reception Summer Term	<ul style="list-style-type: none"> ➤ As the above is secured, more Speed Sounds Set 2 are taught which are applied to Pink and Orange level books ➤ Letter names are taught at this stage in preparation for the teaching of Set 3 in the next academic year. 	Read, Write, Inc. Phonics (Pink and Orange level books)
Year 1 Autumn Term	<ul style="list-style-type: none"> ➤ Speed Sounds Set 2 is secured further following the Summer Holidays, supported by reading Orange level books. ➤ Children are then taught to read Speed Sounds Set 3 (without spelling element) 	Read, Write, Inc. Phonics (Orange level books)
Year 1 Spring Term	<ul style="list-style-type: none"> ➤ Once secure with reading Set 3 Speed Sounds, children are then re-taught these alongside the spelling element. ➤ This is supported by children reading Yellow, Blue and Grey level books. 	Read, Write, Inc. Phonics
Year 1 Summer Term	<ul style="list-style-type: none"> ➤ The above continues to be secured with targeted intervention for any children that did not secure or missed learning (if not already addressed previously). ➤ Those children who are very secure phonic knowledge (those who have mastered the Grey level books) are advanced to the beginning of the Read, Write, Inc Spelling scheme, to further apply their phonic knowledge, as well as learn new rules. ➤ Those children who are very secure advance to more complex texts (Oxford Reading Tree Stage 8) 	Read, Write, Inc. Phonics
Year 2 Autumn Term	<ul style="list-style-type: none"> ➤ Children who are not secure with phonic knowledge (and/or did not achieve expected standard in phonics screening) are further supported through Read, Write, Inc. Get Writing Scheme ➤ Children who achieved expected standard in phonics screening begin to apply phonic knowledge to spelling programme, learning new rules and words, including exception words. ➤ Children continue to develop their reading through phonically-matched and/or age-appropriate texts. 	Read, Write, Inc. Get Writing Read, Write, Inc. Spellings Book 2a Scholastic Reading Books

	<ul style="list-style-type: none"> ➤ Children develop reading comprehension through grouped guided reading, using Scholastic Reciprocal Reading Book approaches (Predict, Clarify, Questions, Summarise) 	
Year 2 Spring and Summer Term	<ul style="list-style-type: none"> ➤ All children advance to Read, Write, Inc Spelling Programme (either starting from Book 2a – first book; repeating Book 2a; advancing to Book 2b). <i>The small number of children who are still not phonically secure receive 1:1 tuition appropriate to their needs.</i> ➤ Children continue to progress through the banded book system, learning new words and reading more widely. ➤ Children experience a wider reading diet through their group guided reading sessions, developing their comprehension of texts. 	Read, Write, Inc. Phonics Read, Write, Inc. Spellings Book 2a/2b Scholastic Reading Books
Year 3	<ul style="list-style-type: none"> ➤ Children aim to be secure with Read, Write, Inc Spelling Book 3, applying their phonic knowledge to learn a greater range of words and spelling rules. ➤ As children become more confident readers (in terms of word reading, fluency and comprehension), they advance to selecting their own reading books (age and challenge appropriate) from the school library. ➤ Children experience a wider reading diet through their group guided reading sessions, developing their comprehension of texts. 	Read, Write, Inc. Spellings Book 2b/3 Scholastic Reading Books
Class 3 (Year 4/5/6)	<ul style="list-style-type: none"> ➤ For the small number of individual children (if any) with specific needs that require additional reading instruction, 1:1 intervention is provided using Read, Write, Inc Fresh Start materials and bespoke reading material, according to their needs. ➤ Children’s comprehension is developed through reading more widely, using class and school libraries to select a wider range of books (age/challenge appropriate). Children reflect on this with their own personal reading records. ➤ Children who have difficulties comprehending are supported in small group sessions using ‘Inference Texts’ which are designed to develop children’s comprehension skill. ➤ Children who are reading and comprehending at an age-appropriate level experience whole-class reading tuition using VIPERS approach (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise). Children are exposed to a greater range of texts (and film) to develop their understanding and comprehension. ➤ Children continue to apply their phonic knowledge to new spelling rules until the end of Year 6, through Read, Write, Inc. Spelling Books 4, 5 and 6. 	Whole-class Reading Inference Texts VIPERS Read, Write, Inc Spellings Book 4-6