

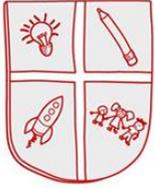
Barrow CEVC
Primary School

Inspire, Create, Discover, Together

ENGLISH

Reading and Phonics

IMPLEMENTATION



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English Implementation

At Barrow Primary we believe that a quality English curriculum should develop children's love of reading and writing. We have an ambitious, fulfilling and rewarding English curriculum that provides many purposeful opportunities for reading and writing. Our English curriculum is taught using CUSP (Curriculum by Unity Schools Partnership) resources and further information about the curriculum can be accessed at <https://www.unity-curriculum.co.uk/clusp/>.

By following the CUSP approach with daily English teaching following a knowledge rich curriculum we at Barrow believe it offers:

- Better cohesion
- Focus on vocabulary
- Long term learning
- Quality modelling
- Improved subject knowledge
- Depth teaching
- Meaningful connections
- Ensures depth, breadth and excellence in the diet for every pupil.
- Provides teachers with the tools to do the job so that they can concentrate on teaching.
- Create a shared identity built on evidence that works.

Our curriculum is based on evidence to provide a rigorous and meaningful English curriculum to all children at Barrow Primary School .

- It is rooted in cognitive Science principles of CUSP.
- It has spaced practice for retention.
- It is based on English Mastery (EEF)
- Allows children to develop prosody – Prof. Tim Rasinski & Herts for Learning impact study,
- Multi- faceted approach to vocabulary instruction
- Domain –led proportionate practice- test frameworks.

Reading

Teaching timetable for reading

In key stage 1 children have 2 reading lessons a week (Each unit is based on 4 lessons, so split over 2 weeks.)

Some are linked to a writing lesson or a foundation subject, others are stand alone.

The first two days in a unit are for **summarising, predicting, retrieval and sequencing**.

The first two days on the second week are for **inference and personal responses**.

All are taught in sequence and build on previous learning.

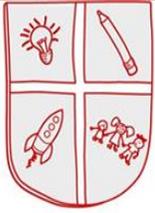
Alongside English is a 20 minute daily phonic lesson for all Key stage 1. (Phonics/ grammar for Year2)

KS1	Day 1	Day 2		Day 1	Day 2
Week 1	-Reading fluency -Explicit vocabulary instruction -Summarising/ predicting	-Reading fluency -Explicit vocabulary instruction -Retrieval sequencing	Week 2	-Reading fluency -Explicit vocabulary instruction -Inference	-Reading fluency -Explicit vocabulary instruction -Personal response/ understanding themes.

Daily Phonics Teaching

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Class reader <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Retrieval skills 	Extract based teaching <ul style="list-style-type: none"> Timed practice Explicit vocabulary instruction Retrieval skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> Explicit vocabulary instruction Retrieval skills 	Class reader <ul style="list-style-type: none"> Understanding themes Authorial intent Personal response
Week 2	Class reader <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Summarising/ comparing/ predicting 	Extract based teaching <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Inference skills 	Extract based teaching <ul style="list-style-type: none"> Timed practice Explicit vocabulary instruction Inference skills 	Multiple text study, inc. Class reader <ul style="list-style-type: none"> Explicit vocabulary instruction Inference skills 	Class reader <ul style="list-style-type: none"> Understanding themes Authorial intent Personal response

In Key stage 2 children have a reading and writing lesson daily, as with Key stage 1 some are linked to a foundation subjects. The lesson are taught in sequence, building on from previous learning.



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Knowledge Organisers and Knowledge Notes

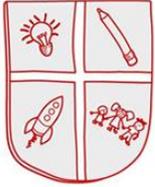
Accompanying each lesson is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each text type. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to previous learning, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

Knowledge Organisers and Knowledge notes are referenced throughout each unit and copies of the Knowledge Organiser are sent home to families to support with home learning. In addition, pupils can access at home key learning platforms that are used in school.

Week 1, Lesson 1: Summarise
Explain: To summarise means ...
Example: (group discussion) p1 – 2 1. List three man-made objects found underground.
Attempt: (say) p2 – 3 2. List three animals found underground.
Apply: (say) p4 3. Circle the odd one out using the text to support the reason for your choice. Objects left behind from hundreds of years ago:
Challenge: Has this diagram been labelled correctly? ← bedrock ← topsoil ← clay

Week 1, Lesson 4: Retrieve
Explain: A connection is ...
Example: 1. Both <i>The Queen's Nose</i> and Extract 1 include ...
Attempt: 2. Both <i>The Queen's Nose</i> and Extract 2 feature ... 3. Both <i>The Queen's Nose</i> Chapter 7 and Extract 3 feature ...
Apply: (say) Explain how Extract 1, Extract 2 and Extract 3 share the connection of something that lasts a long time.
Challenge: Draw a flowchart making connections between books you know. Start with your favourite text at the top. For example:

A Key stage 1 reading lesson Year 2



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Week 1, Lesson 3: Sequence	
Explain: Sequencing is ...	
Example: p89	
1. Number the events in the order that they happened.	
The old man uses a magnifying glass to examine the egg.	<input type="checkbox"/>
The man went to the market.	<input type="checkbox"/>
The man placed the egg on the scales.	<input type="checkbox"/>
Attempt: p90	
2. Number the events in the order that they happened.	
The man bought a donkey and a cart.	<input type="checkbox"/>
The wife tried on dresses.	<input type="checkbox"/>
The man bought a fine suit for himself.	<input type="checkbox"/>
Apply: p86 – 94	
Recall an event from the story so far.	
Your partner then needs to locate this event in the text and tell you an event that happened before this and one that happened after this.	
Swap roles.	
Challenge:	
List the following characters in the order that they first appeared in the story.	
the old man, the goose, the wife, the man	

During the lesson a model text or a story/ non fiction book is read alongside children. These fluency exercises include echo reading, modelled reading or paired reading.

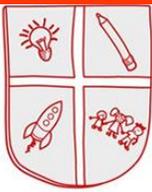
This is an example of a Year 2 reading lesson.

Explanation of the skill taught
Examples alongside the teacher

Attempt a question with adult feedback

Apply / Challenge

independent application of the skill taught during the lesson.



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A Key stage 2 reading lesson Year 4

Week 1, Lesson 1: Summarise

 Explain: A summary is ...

 Example:

Which of these summaries is most accurate?

1. Harmony is sad that her uncle is leaving.
2. Harmony is hoping for a bike from her uncle.

 Attempt:

Which of these summaries is most accurate?

3. Harmony wanted something to remember her uncle by.
4. Harmony was greedy for a fancy present.

 Apply:

Draw a story map of the main events from the story so far.

 Challenge:

Using your story map, write a summary for the story so far in no more than thirty words.

During the lesson a model text or a story/ non fiction book is read alongside children.

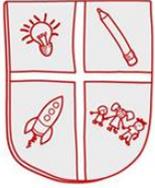
These fluency exercises include echo reading, modelled reading or paired reading.

This is an example of a Year 4 reading lesson.

Explanation of the skill taught
Examples alongside the teacher
Attempt a question with adult feedback

Apply / Challenge independent application of the skill taught during the lesson.

English and Foundation Subjects.

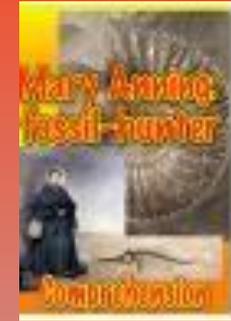


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Reading

In our foundation curriculum we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information from a range of sources. Teachers model reading a range of cross curricular texts and pupils spend time partner reading or reading independently to acquire knowledge or deepen their understanding.



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Vital Vocabulary – words we love and talk about
History: Y5 – Maya civilisation

Word	What it means ?	Clue

Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module and pupils are encouraged to develop their own 'Vital Vocabulary' lists along with dual coding to expand their foundation vocabulary repertoire.

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating the key subject vocabulary.

Academic and elaborative vocabulary (Tier 2)

flourishing	rapidly growing and thriving	expanded	made bigger, growing quickly
declining	becoming less (or worse)	originated	from the start; the point of the beginning
erosion	gradual destruction of something	native	born and raised in a place
population	the people who live in a place	monotheism one + belief	mono = one theism = belief in god = belief in one god
increase	to make greater or more of	polytheistic many + belief	worship more than one god
descendant	an ancestor or relative from the past		

Writing

Pupils are encouraged to write across all areas of the curriculum and teachers model how to write purposefully in each subject using key structures and vocabulary. Pupils are encouraged to use their curriculum books as reference books, using previous work, knowledge organisers and knowledge notes.

Reading for Pleasure



Each class's timetable is organised to enable weekly access to our new library which is stocked with new up to date, relevant books both fiction and non fiction. The selection of books provide quality reading material to enthuse and develop independent and enthusiastic readers who love reading.

The Library was recently restocked after raising £2000 as a school for books, by carrying out a sponsored read.

Throughout the year we also hold holiday reading challenges, invite in local authors and poets and encourage children to read to each other and other classes through paired reading and zoom assemblies. (currently)

Each class has a story time for 20 minutes timetabled at the end of the day to continue to develop reading for pleasure and a love of books.

We have recently launched a half termly library newsletter to share with pupils and parents to keep them up to date with the library and any new stock or features and recommendations.

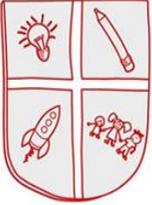


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Quality Texts

Each year groups reading curriculum is based on high quality, diverse texts which are designed to challenge children and provide to rigorous curriculum desired.



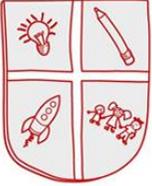
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Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beegu	The Storm Whale	The Tale of Peter Rabbit	Here We Are	There's a Rang-Tan in My Bedroom	The Lion Inside
Where the Wild Things Are	The Owl and the Pussycat Edward Lear	The Tale of Peter Rabbit	Here We Are	There's a Rang-Tan in My Bedroom	Aesop's Fables – The Hare and the Tortoise
Where the Wild Things Are	Aesop's Fables – The Boy who Cried Wolf	Look Up!	Chocolate Cake Michael Rosen	and tango makes three	The Proudest Blue



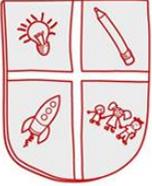
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Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Street Beneath My Feet	Paddington	The Quangle Wangle's Hat Edward Lear	The Rhythm of the Rain	Fantastically Great Women Who Changed the World	Fantastic Mr Fox
Grandad's Island	Paddington	Coming to England	The Rhythm of the Rain	Fantastically Great Women Who Changed the World	Fantastic Mr Fox
Aesop's Fables – The Goose that Laid the Golden Eggs	The Christmas Pine Julia Donaldson	Mrs Noah's Pockets	Little People, Big Dreams David Attenborough	Aesop's Fables – The Sun and the Wind	Fantastic Mr Fox



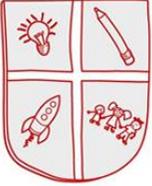
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Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Greta and the Giants	Leon and the Place Between	Sam Wu is Not Afraid of the Dark	Operation Gadgetman	The Dancing Bear	The Magician's Nephew
The Pebble in My Pocket	Leon and the Place Between	Sam Wu is Not Afraid of the Dark	Operation Gadgetman	The Dancing Bear	The Magician's Nephew
The Pebble in My Pocket	'Twas the Night before Christmas Anon	Sam Wu is Not Afraid of the Dark & My Shadow Robert Louis Stephenson	Operation Gadgetman	The Dancing Bear	The Magician's Nephew



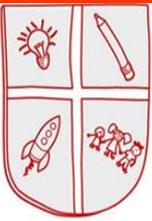
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Queen's Nose	The Boy at the Back of the class	Young, Gifted and Black	The Wind in the Willows	Varjak Paw	The Girl Who Stole an Elephant
The Queen's Nose	The Boy at the Back of the class	Young, Gifted and Black	The Wind in the Willows	Varjak Paw	The Girl Who Stole an Elephant
The Boy at the Back of the class	The Raven Edgar Allen Poe	Young, Gifted and Black & Caged Bird Maya Angelou	The Wind in the Willows & The Walrus and the Carpenter Lewis Carroll	Varjak Paw	The Girl Who Stole an Elephant
Will be delivered as part of Writing Units					Jabberwocky Lewis Carroll



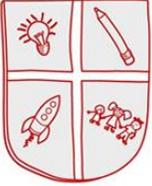
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Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shackleton's Journey	Secrets of a Sun King	A Midsummer Night's Dream	Boy in the Tower	The Explorer	Five Children and IT
Shackleton's Journey	Secrets of a Sun King	I Am Not A Label	Boy in the Tower	The Explorer	Five Children and IT
Shackleton's Journey	Secrets of a Sun King & If Rudyard Kipling	I Am Not A Label	Boy in the Tower & Daffodils William Wordsworth	The Explorer	Five Children and IT



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Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Aboard the Empire Windrush	Introduction to Dickens – Oliver Twist	Pig Heart Boy	Rooftoppers	Skellig	Dare to be You
All Aboard the Empire Windrush	Introduction to Dickens – Oliver Twist	Pig Heart Boy	Rooftoppers	Skellig	Dare to be You
The Island	Introduction to Dickens – Oliver Twist	How to Live Forever	Rooftoppers & The Listeners Walter de la Mare	Skellig & A Carol From Flanders Frederick Niven	Dare to be You
Will be delivered as part of Writing Units	Shakespeare's Sonnets: Sonnet 18				Shakespeare's Sonnets: Sonnet 27

Thematic Mapping

The CLUSP literature spine is broad, rich and agile. Its core purpose is to expose pupils to a range of high-quality literature that gives every child a mirror in which to see themselves and offers a window to children to see a world beyond their own. This has also been reflected within the supporting texts and the thematic mapping is designed to communicate where specific moral, social and ethical issues are indicated or addressed.

Heritage text

BAME author or protagonist

Strong female role model

Specific social, ethical, moral issue

We have a thematic map for each of the key texts studied in reading lessons. This continues to show our diverse, broad and rich literature choice.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Queen's Nose Classic short novel. Notable British Author. A story of magic, adventure and wishes! Entertaining, light humour and a strong female protagonist who challenges stereotypes.</p>	<p>The Boy at the Back of the Class Contemporary narrative telling the story of a Syrian refugee arriving in the UK. The story highlights the importance of kindness and friendship. Themes of bravery, sensitivity, community and a relevant social issue. Written by a female author specialising in interfaith projects.</p>	<p>Young, Gifted and Black A beautifully illustrated anthology celebrating the achievements of black icons from history and the present day. Often detailing hardship, challenges and prejudice, the book offers an opportunity to explore a relevant social issue.</p>	<p>The Wind in the Willows Heritage narrative text. Essential cultural reference. Full of rich, dense and challenging language to explore. A classic adventure story about friendship featuring anthropomorphism.</p>	<p>Varjak Paw Contemporary narrative chapter book. Full of mystery and suspense. The story of a cat who must learn the ways of his ancestors to survive. Themes of tenacity, bravery, self-belief and adventure. Touches on themes around urban living.</p>	<p>The Girl who Stole an Elephant Female Sri Lankan protagonist and author. Thrilling adventure story set in Sri Lanka. Themes of social equality, justice, morality, friendship, political power and loyalty.</p>
<p>The Raven Edgar Allen Poe Heritage poem and seminal poet. Archaic and challenging language to explore. Implicit reference to mental health. A depth study of poetry and seminal poets.</p>		<p>Caged Bird Maya Angelou Seminal American poet and civil rights campaigner. Uses extended metaphor to explore freedom and discrimination in a modern context. A thematic study of poetry and seminal poets.</p>	<p>The Walrus and the Carpenter Lewis Carroll Heritage poem and seminal poet. Archaic language and nonsense words. Builds on the KS1 studies of Edward Lear. Studied within the <i>Critical Analysis of Narrative Poetry</i> Writing unit.</p>		<p>The Jabberwocky Lewis Carroll Heritage poem and seminal poet. Archaic language and nonsense words. Builds on the KS1 studies of Edward Lear. Studied within the <i>Critical Analysis of Narrative Poetry</i> Writing unit.</p>

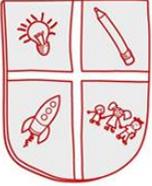
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We have collated these grids so that teachers are aware of the sensitive content that may arise, whilst also having the opportunity to respond to events that are relevant to their contexts and cohorts. Only texts which specifically raise issues are listed on this document.

Year 1:

Core texts:						
There's a Rang-Tan in my bedroom		...and tango makes three		The Lion Inside	Illustrated stories from Aesop	The Proudest Blue
Extracts: 13: a non-chronological report and a persuasive poster 14: a narrative extract and an informal letter 15: an explanation text and a short narrative			Extracts: 16: a fact sheet and a narrative extract 17: an explanation text and a pamphlet to find a home for a pet 18: a poem and an information text			
13	14	15	16	17	18	
Why we need the rainforests Deforestation	Kia and the Compost Recycling	A family surprise Blended families	Cold feet Facing personal fears	Wanted a good home for a tortoise Ethics of keeping exotic pets	Religious Clothing Religious clothing and traditions	
When it's gone it's gone Deforestation	Informal letter Deforestation					

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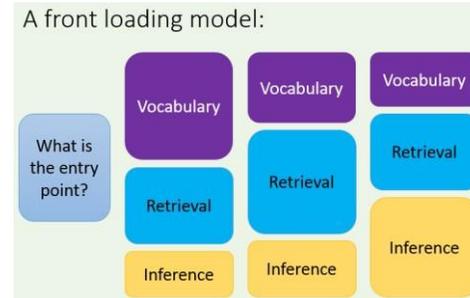
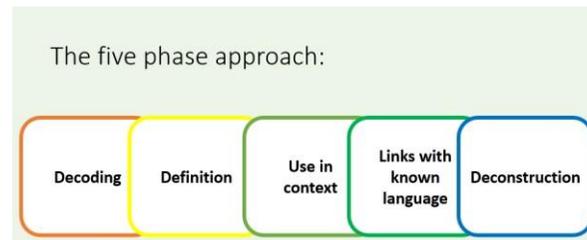
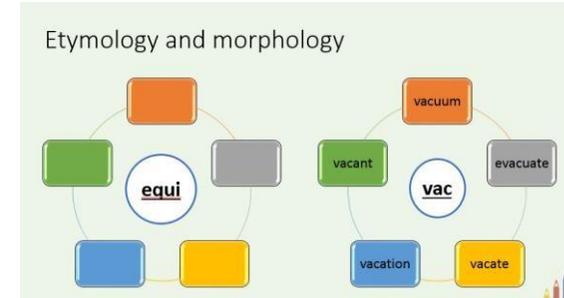
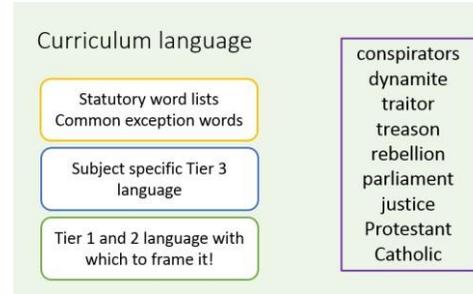
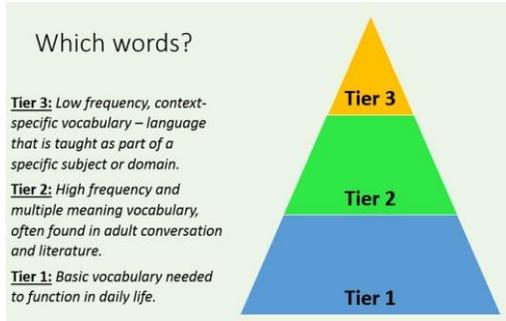
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Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.

In addition, staff have been trained in the Theory of Reading which emphasises the importance of teaching reading across all subjects and how to teach vocabulary – including etymology and morphology.



Teachers are encouraged to develop their subject knowledge by accessing resources and disseminating good practice in school.

There is an on demand online CPD library, to allow teachers to deepen their understanding in various aspects of our English curriculum.

Reading	Writing	VGPS	Vocabulary
<p>Implementation:</p> <ol style="list-style-type: none"> 1. Understanding the curriculum structure 2. Using the skeleton plans 3. Implementing the literature spine 4. Making the best use of the Applied Reading tasks 	<p>Implementation:</p> <ol style="list-style-type: none"> 1. Understanding the curriculum structure 2. Using the skeleton plans 3. Implementing the Knowledge Notes 4. Making the best use of the Applied Writing tasks 	<p>Implementation:</p> <ol style="list-style-type: none"> 1. Understanding the curriculum structure 2. VPGS in Writing 3. Using discrete teaching wisely 4. Approaches to Spelling 	<p>Implementation:</p> <ol style="list-style-type: none"> 1. Understanding the curriculum structure 2. Planning explicit vocabulary instruction 3. Using the CUSP Vocabulary modules
<p>CPD:</p> <ol style="list-style-type: none"> 1. Developmental stages in Reading 2. Pure Phonics subject knowledge 3. Best practice in Phonics teaching 4. Developing Reading Fluency 5. The three umbrellas of Reading comprehension 6. Reading and the wider curriculum 7. Promoting a positive Reading culture 8. Assessment for Impact in Reading 	<p>CPD:</p> <ol style="list-style-type: none"> 1. Developmental stages in Writing 2. The importance of Oracy 3. Transforming transcription 4. Sentence composition 5. Composing cohesive texts 6. Four steps to editing heaven 7. Writing and the wider curriculum 8. Assessment for Impact in Writing 	<p>CPD:</p> <ol style="list-style-type: none"> 1. Securing punctuation – subject knowledge focus 2. Securing tenses – subject knowledge focus 3. Securing grammatical structures and terms – subject knowledge focus 4. Successful Spelling – pedagogy 5. Successful Spelling – subject knowledge 	<p>CPD:</p> <ol style="list-style-type: none"> 1. Why Words Matter – principles and practices of explicit vocabulary instruction 2. Metacognitive scripting – how to frame complex explanations

Phonics

How Phonics is taught daily

Our daily phonics lessons in EYFS and Key Stage One, all follow a similar structure ensuring good consistency in teaching strategies across the school:

- 1. Revisit:** Previously taught graphemes and phonemes/words are practised; the teacher may use flashcards, ask the children to write the graphemes or whole words on whiteboards/outside with chalk/in the air or play bingo to recap these.
- 2. Teach:** A new phoneme, grapheme or spelling rule is introduced. Teachers model the new phoneme/grapheme/word/rule and explain what the children need to know.
- 3. Practise:** The children will have a go at using the new phoneme/grapheme/spelling rule. This part of the lesson should be as active as possible and provide opportunities for children to talk about what they are learning. Children will also be encouraged to practice skills of blending and segmenting.
- 4. Apply and assess:** Children will be given an opportunity to demonstrate whether or not they have understood what they have been taught; they may have to use what they have learnt to read a

There is a clear structure and sequence to the teaching of phonics. It is taught systematically in response to ongoing assessments and the needs of individual children.

Phonics teaching follows a six level programme, starting at EYFS and continuing through KS1. A Phonics overview document is used consistently throughout EYFS and KS1, specifying when children are taught each phase.

Phonics sessions are taught daily through 'Twinkl phonics' which is a systematic, synthetic phonics programme which meets the national curriculum expectations in grapheme-phoneme correspondence and word reading. This ensures that systematic synthetic phonics is the prime approach to decoding print.

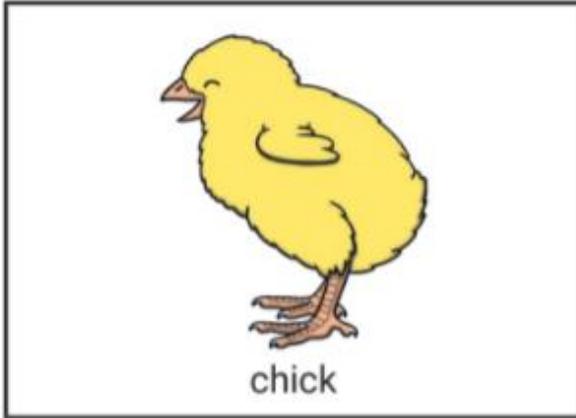
Phonics lessons include opportunities for the children to revisit previous learning, as well as practice and apply new learning. For additional reinforcement and for those falling behind, we signpost parents to the phonics classroom on Google Classroom which contains a series of phonics videos and lessons. Phonics websites are also signposted which provide opportunities for reinforcement and model correct enunciation of sounds.

Today, we have been learning **ch**.



Level 3

Picture



Action



Word List

Can you sound out these words?

chop ■ ● ●	chat ■ ● ●
chip ■ ● ●	check ■ ● ■
rich ● ● ■	chap ■ ● ●

Song

(To the tune of 'Higgledy, Piggledy, My Black Hen'.)

See all the yellow fluffy chicks.
They are running in the barn,
ch - ch - ch - ch - ch - ch - ch
Making a lot of noise
on the farm.

Can you write **ch**?

ch ch ch



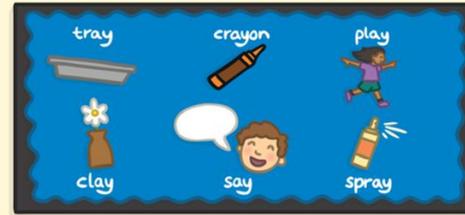
In Early Years and Year 1 each GPS has a picture associated with it, with an action and song alongside. This information is shared with parents weekly in EYFS.

Revisit and Review

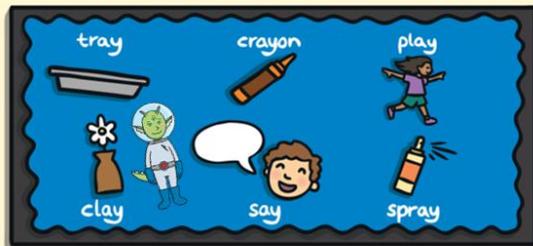
Let's practise Sam's Sounds and Common Exception Words!



Teach



Apply



He was having so much fun playing on the display.

Sound Buttons On/Off

Show



Each phonics lesson has an accompanying powerpoint/activity. The powerpoints follow the revisit and review, teach and apply sequence.