



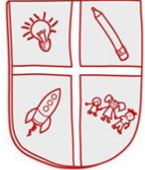
Barrow CEVC
Primary School

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/>.

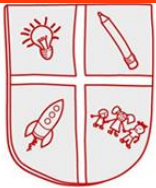
By following the CUSP approach with daily English teaching following a knowledge rich curriculum we at Barrow believe it offers:

- 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



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Teaching timetable for reading

In keystage 1 children have 2 reading lessons a week based on a high quality text, they then have 2 writing lessons a week too. Some weeks are linked to a foundation subject, others are stand alone. Alongside English is a 25 minute daily phonic lesson for all of Keystage 1.

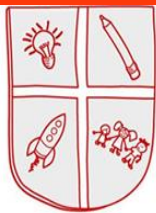
KS1	Day 1	Day 2	week 2 Day 1	Day 2
Week 1	-Reading fluency -Explicit vocabulary instruction -Summarising/ predicting	-Reading fluency -Explicit vocabulary instruction -Retrieval sequencing	-Reading fluency -Explicit vocabulary instruction -Inference	-Reading fluency -Explicit vocabulary instruction -Personal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

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.

	1	2	3	4	5
Week 1	Core text • Reading fluency • Explicit vocabulary instruction • Summarising/ comparing/ predicting	Supplementary text • Reading fluency • Explicit vocabulary instruction	Supplementary text • Timed practice • Explicit vocabulary instruction	Multiple text study • Reading fluency • Explicit vocabulary instruction	Core text • Reading fluency • Explicit vocabulary instruction • Understanding themes • Authorial intent • Personal response
		Understanding the detail of the text			
Week 2		Supplementary text • Reading fluency • Explicit vocabulary instruction	Supplementary text • Timed practice • Explicit vocabulary instruction	Multiple text study • Reading fluency • Explicit vocabulary instruction	
		Thinking deeply about the text			

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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Securing

25-01-24

Week 1, Lesson 3: Retrieve

Explain: (say) Copy means ...

Example:

Find and **copy one** word that means the same as 'sweater'.

She gave me the biggest hug and a blue knitted cardigan to keep me warm.

The word 'sweater' is a noun so I will look at the nouns in the given sentence to help find the answer.

Attempt:

Find and **copy one** word that is similar in meaning to 'accepting'.

But London did not feel very welcoming, and people weren't very kind.

The word 'welcoming' is an adjective so look at the underlined adjectives in the sentence to help find the answer.

Apply:

Read p13 – 14.

Find and **copy** a word from the text that means the same as (is a synonym of) each of the words in the table. One has been done for you.

Word	Synonym
harbour	dock (p14)
finest	
cosy	

Challenge:

Read p18 – 19.

Why do you think the children did not want to play with Floella at first?

Advancing

Week 1, Lesson 3: Retrieve

Explain: (say) Copy means ...

Example:

Find and **copy one** word that means the same as 'sweater'.

She gave me the biggest hug and a blue knitted cardigan to keep me warm.

I know 'sweater' is a noun so I will look at the nouns in the given sentence to help find the answer.

Attempt:

Find and **copy one** word that is similar in meaning to 'accepting'.

But London did not feel very welcoming, and people weren't very kind.

Apply: p13 – 14

Complete the table by finding a synonym for each of these words from the text.

Word	Synonym
harbour	
finest	
cosy	

Challenge:

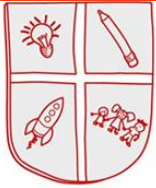
Can you think of a reason why people weren't being kind to Floella and her family?



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 learning note is adapted through **securing** and **advancing**.



A Key stage 1 reading lesson Year 2

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.

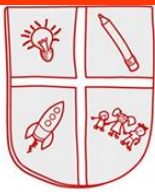
This is an example of a Year 2 reading lesson.

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.

Week 1, Lesson 3: Sequence							
📖 Explain: Sequencing is ...							
📖 Example: p89 1. Number the events in the order that they happened. <table border="1"> <tr> <td>The old man uses a magnifying glass to examine the egg.</td> <td>☐</td> </tr> <tr> <td>The man went to the market.</td> <td>☐</td> </tr> <tr> <td>The man placed the egg on the scales.</td> <td>☐</td> </tr> </table>		The old man uses a magnifying glass to examine the egg.	☐	The man went to the market.	☐	The man placed the egg on the scales.	☐
The old man uses a magnifying glass to examine the egg.	☐						
The man went to the market.	☐						
The man placed the egg on the scales.	☐						
🧠 Attempt: p90 2. Number the events in the order that they happened. <table border="1"> <tr> <td>The man bought a donkey and a cart.</td> <td>☐</td> </tr> <tr> <td>The wife tried on dresses.</td> <td>☐</td> </tr> <tr> <td>The man bought a fine suit for himself.</td> <td>☐</td> </tr> </table>		The man bought a donkey and a cart.	☐	The wife tried on dresses.	☐	The man bought a fine suit for himself.	☐
The man bought a donkey and a cart.	☐						
The wife tried on dresses.	☐						
The man bought a fine suit for himself.	☐						
✍️ 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							



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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.

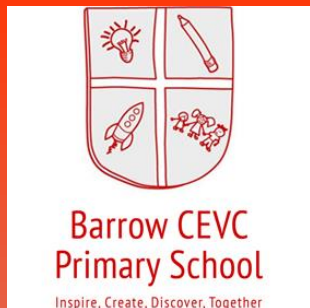
This is an example of a Year 4 reading lesson.

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.

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.



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.

Vital Vocabulary – words we love and talk about History: Y5 – Maya civilisation		
Word	What it means ?	Clue

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	mono = one theism = belief in god = belief in one god
increase	to make greater or more of	polytheistic	many + belief
descendant	an ancestor or relative from the past		worship more than one god

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.

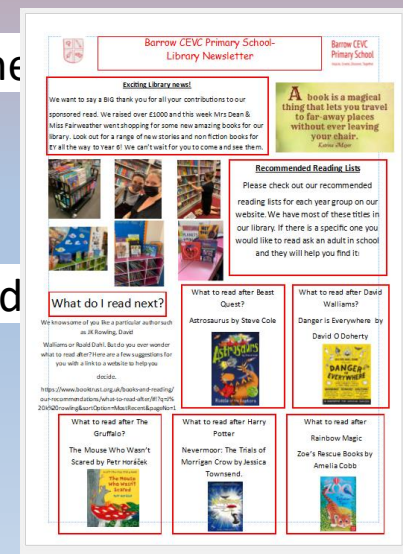
Reading raffle for Years 1-6

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 discovery cafes.

Each class has a story time for 15 minutes timetabled at the end of the continue to develop reading for pleasure and a love of books.

We have recently launched a half termly reading recommendation newsletter to share with pupils and parents to share staff recommend





Reading for Pleasure

Each class follows <https://schoolreadinglist.co.uk/> throughout the year teachers and children try to get through as many books for their year group as possible.

Curriculum visions online books to deepen knowledge in foundation subjects and to aid our curriculum.

Our 'Friends of Barrow' are fundraising for a new reading shed for 2024 to give children to opportunity to read at lunchtime.

Discovery café book tasting planned Autumn term

Reading recommendations in the library

New books using DFE recommendations

Reading recommendations books brown books to share with the class.

Taking children to Waterstones to pick new texts

Librarians – Year 6- tidy the library, help with recommendations.

KS2 taught to use the library system

Book swap half termly .

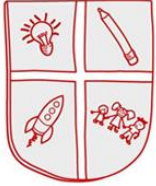


We have collated these grids so that teachers are aware of the sensitive content that may arise, whilst also having the opportunity to respond to events that are relevant to their contexts and cohorts. Only texts which specifically raise issues are listed on this document.

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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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.

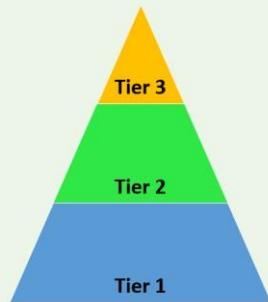
In addition, staff have been trained in the Theory of Reading which emphasises the importance of teaching reading across all subjects and how to teach vocabulary – including etymology and morphology.

Which words?

Tier 3: Low frequency, context-specific vocabulary – language that is taught as part of a specific subject or domain.

Tier 2: High frequency and multiple meaning vocabulary, often found in adult conversation and literature.

Tier 1: Basic vocabulary needed to function in daily life.



Curriculum language

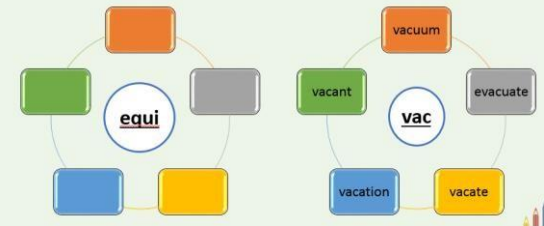
Statutory word lists
Common exception words

Subject specific Tier 3
language

Tier 1 and 2 language with
which to frame it!

conspirators
dynamite
traitor
treason
rebellion
parliament
justice
Protestant
Catholic

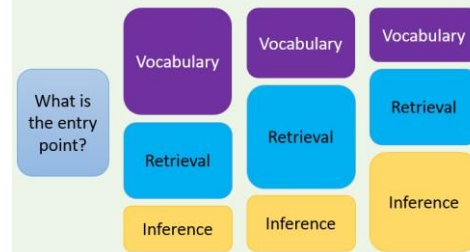
Etymology and morphology



The five phase approach:



A front loading model:



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
Implementation: 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	Implementation: 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	Implementation: 1. Understanding the curriculum structure 2. VPGS in Writing 3. Using discrete teaching wisely 4. Approaches to Spelling	Implementation: 1. Understanding the curriculum structure 2. Planning explicit vocabulary instruction 3. Using the CUSP Vocabulary modules
CPD: 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	CPD: 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	CPD: 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	CPD: 1. Why Words Matter – principles and practices of explicit vocabulary instruction 2. Metacognitive scripting – how to frame complex explanations

Early years books used in story time to link with our Barrow Big Ideas

 Barrow CEVC Primary School Inspire, Create, Discover, Together		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES		MARVELOUS ME, MY FRIENDS AND FAMILY!	FUN, FOOD AND CELEBRATIONS!	WE LOVE STORIES!	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
OUR BARROW BIG IDEAS		IDENTITY & GENEROSITY <u>Books:</u> Dogger, Room on the broom Lost and Found Bear Shaped Have You filled a Bucket today?	CONNECTION & SERVICE <u>Books:</u> Rainbow Fish Snail and the whale	LEGACY & STEWARDSHIP <u>Books:</u> Clean Up! There's a Ran-tang in my bedrom Clem and crab Somebody swallowed stanley Greta the Giants	ADVENTURE & COURAGE <u>Books:</u> One world Bog baby The great kapok Tree Here we are The Lion Inside	IMAGINATION & CREATIVITY <u>Books:</u> The Dot Beautiful Oops! Not a Stick Not a box Whatever Next	POSSIBILITY & WISDOM <u>Books:</u> Gruffalo Oh the Place's You'll Go! You Choose What Jobs Could You Do? The Koala Who Could

Author of the half term- display updated and books changed half termly.

Year A

	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn 1	David McKee	Oliver Jeffers	Jeremy Strong	Max Brallier
Autumn 2	Jill Murphy	Mini Grey	Terry Deary	Katherine Rundell
Spring 1	Shirley Hughes	Tom Percival	Michael Morpurgo	Malorie Blackman
Spring 2	Martin Waddell	John Burningham	Zanib Mian	Onjali Rauf
Summer 1	Eric Carle	Janet and Allan Ahlberg	Roald Dahl	Ross Welford
Summer 2	Dr Seuss	A A Milne	J K Rowling	Eoin Colfer

Author of the half term- display updated and books changed
half termly.

Year B 2024-2025

	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn 1	David McKee	Ronda Armitage	Michael Rosen	Rick Riordan
Autumn 2	Jill Murphy	James Mayhew	David Weisner	Louis Sachar
Spring 1	Shirley Hughes	Korky Paul	Rachel Bright	David Baddiel
Spring 2	Martin Waddell	Beatrix Potter	Hans Christian Anderson	Kiran Milwood Hargrave
Summer 1	Eric Carle	Benji Davies	Anthony Browne	Stewart Foster
Summer 2	Dr Seuss	Dick King Smith	Enid Blyton	Emma Carroll

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.

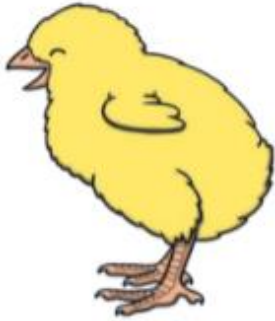
Phonics lessons include opportunities for the children to revisit previous learning, as well as practice and apply new learning. For additional reinforcement and for those falling behind, we signpost parents to the phonics classroom on Google Classroom which contains a series of phonics videos and lessons.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



chick

Action



Use your thumb and forefinger to make a chick's beak.

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**?

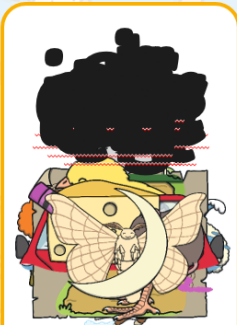
ch ch ch



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

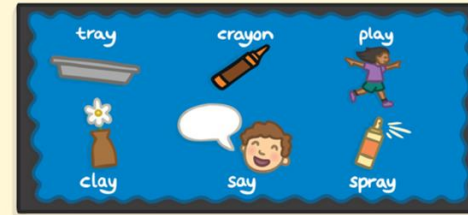
Let's practise Sam's Sounds and Common Exception Words!



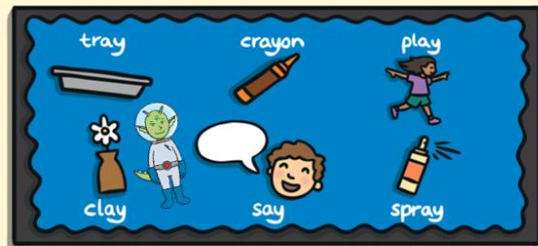
shh!



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.