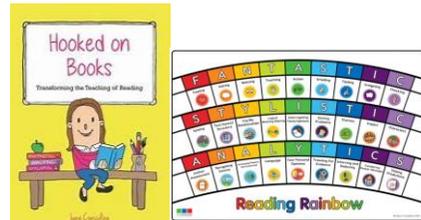


Implementation & Impact Measures

	How are the specific curriculum stages taught?	Further Information	Planned Stages and End Points	Impact Measured
Phonics	<p>RWI Phonics Scheme</p> 	<p>Children are divided into small groups and to receive phonics sessions at least 4 x per week that link phonics, reading and writing.</p> <p>Children assessed to be working behind expected stage receive 1:1 tuition from the N/R or KS1 Reading Leaders so that they keep up not have to catch up.</p>	<p>Stages A – J of RWI scheme.</p> <p>(As listed in RWI half termly assessment overview)</p>	<p>Half termly assessments are carried out by our Reading Leaders. Information is used to regroup children and provide immediate support to anyone falling behind so that they keep up rather than have to catch up.</p> <p>Phonics Screening (Year 1 & 2)</p>
Reading Scheme	<p>RWI Bookbag Books</p> 	<p>The RWI Bookbag Book Reading Scheme is used so that reading connects closely to the phonics knowledge pupils are taught.</p>	<p>See phonics above</p>	<p>See phonics above</p>
Reading Comprehension (Explicit Teaching)		<p>RWI Comprehension is implemented from the end of Year 1 and across Year 2.</p> <p>This is a 14-week programme that develops children's fluency and comprehension – the ideal next step for children who have completed Read Write Inc. Phonics.</p> <p>Each Module has specially written texts (one fiction and one non-fiction) that develop children's ability to summarise, infer and retrieve information quickly, as well improving their writing through cumulative vocabulary, grammar and spelling activities.</p>	<p>Each module is assessed & progressed tracked.</p>	<p>RWI Comprehension trackers</p>
Reading	<p>Reading has prioritised across the curriculum with 'key books to be read' added to all new curriculum units, ensuring a broad deeper knowledge across the curriculum.</p> <p>Hooked On Books (A Book Talk Approach) is used across the school.</p> 	<p>By using Book Talk children will:</p> <ul style="list-style-type: none"> - Develop Fluency - Have a full understanding of new vocabulary encountered. - Be able to decode words quickly, connecting them to prior knowledge. (STICKY BRAINS!) - Develop a broad and deep vocabulary knowledge. - Draw upon their background knowledge to make sense of the text. - Read for longer, with greater effort and persistence. - Be repeatedly exposed to vocabulary, gaining depth of word knowledge. 	<p>Book Talk Performance of Reading (Assessment Framework). Year group ongoing expectations.</p>	<p>Year 1 & 2 – ongoing reading assessment through Book Talk sessions using the Book Talk Assessment Framework.</p> <p>Year 2 upwards – Reading Comprehension Assessments</p>