



Key Stage 2 Reading Offer

At Ribbon Academy, we strive to create an ethos that excites, enthuses, and inspires all learners. Reading is not treated as an isolated subject; it is embedded across the curriculum where importance is placed on firstly 'Learning to Read' to recognise the powerful tool of 'Reading to Learn'.

Our chosen phonics programme - Sounds-Write - is supplemented by sequential and progressive decodable readers; our reading program Accelerated Reader with a newly replenished stock of books; the expansive tool of Reading Plus; a carefully selected range and progression of quality core texts; and a range of additional texts to further explore the wider curriculum and other learning opportunities.

Key Stage 2 (Year 3 to 6)

In Key Stage 2, reading is prioritised throughout our teaching timetable where each morning starts with our very own 'Book Club' where each child is given the opportunity to read their Accelerated Reader or quiz on completion. This is followed by a high-quality shared reading session where our children focus on embedding and mastering reading skills (discretely focused by VIPERS Vocabulary > Infer > Predict > Explain > Reason > Sequence). In addition, our children continue to develop their reading and spelling skills and knowledge through discrete Phonics/Spelling session providing our children with an opportunity to apply phonetic strategies and learn specific spelling rules. Through Core Texts, our children will continue to build their repertoire of reading materials, which is utilised as a stimulus for reading and writing. At least 3 times per week, each child is given time to use Reading Plus as a tool to continue to develop their reading skills. Through a carefully crafted curriculum reading is a tool used widely to support the development of our wider curriculum offer here at Ribbon.

Reading at a Glance

Core Texts	Phonics (Reading & Spelling)	Decodable Readers (Where required)	Accelerated Reader	Reading Plus	Shared Reading	Story Time
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The Role of Core Texts

Children are read to daily, facilitated by our core texts that are carefully selected to complement our English curriculum as a stimulus for learning as we develop confident readers and writers. Where appropriate, such texts link with our wider curriculum offering a hook for learning and key references to connect new information learnt. Texts are chosen with consideration of the interests of our children, whilst providing a variety of authors and text types for our children to explore the power of the word as our children explore both fiction and non-fiction texts to develop their familiarity of a variety of text types, both as a reader and a writer.

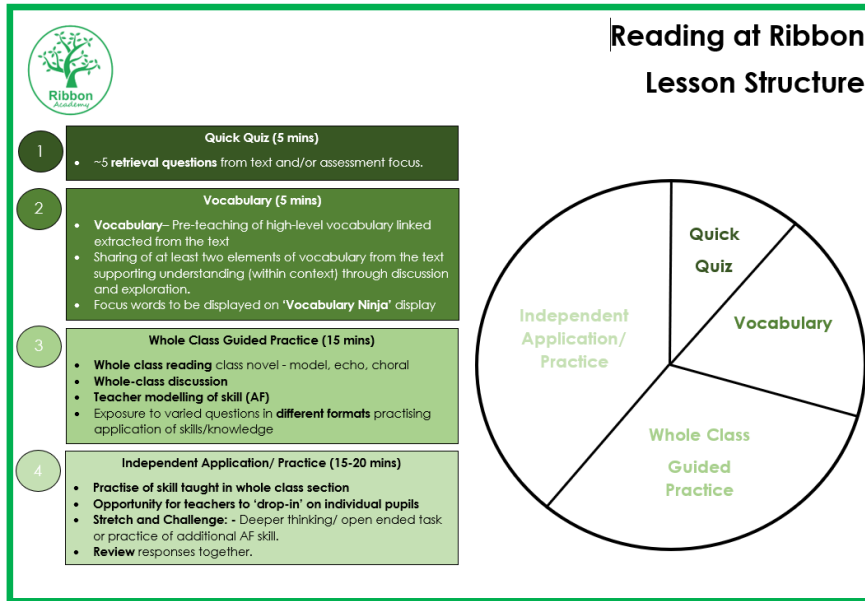
Shared Reading

Shared reading sessions are continued (supported by VIPERS). Through direct instruction, guided practise, and age-appropriate texts, we support each child to develop their bank of **V**ocabulary, whilst developing the skills of **I**nference, **P**rediction, **R**etrieval, **E**xplaining, **S**ummarising and **S**equencing to develop readers who fully understand what they are reading, providing them with the tools to independently 'Read to Learn'.

Please see the structure of our shared reading sessions:



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Phonics & Spelling

Phonics and Spelling sessions in Key Stage 2 utilize the Sounds-Write lessons to revisit and review previously taught code knowledge, alongside providing an opportunity to apply to unfamiliar words of increasing difficulty through sophistication of vocabulary and number of syllables. In addition, due to the complexity of the English code, children are directly taught spelling rules guided by the Gateshead Spelling Programme where children are provided with relevant word lists and common word exceptions. Through Spelling Shed, each child is given the opportunity to independently practice the application of rules through games and activities.

Please see our yearly progression tabled below: -

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Note: -Assess and consolidate the teaching of 2-5 units behind.						
3	<ul style="list-style-type: none"> Consolidate polysyllabic word approaches and units 27-30 The suffix -ly Prefixes (<i>dis</i> and <i>mis</i>) 	<ul style="list-style-type: none"> Consolidate polysyllabic word approaches and units 31-34 Adding suffixes beginning with vowels to words of more than one syllable Statutory word list 	<ul style="list-style-type: none"> Consolidate polysyllabic word approaches and units 34-38 The /i/ sound spelt y elsewhere than at the end of words Possessive apostrophe with plural words. 	<ul style="list-style-type: none"> Consolidate polysyllabic word approaches and units 39-42 Prefixes Words with the /ai/ sound spelt ei, eigh, or ey Statutory word list 	<ul style="list-style-type: none"> Consolidate polysyllabic word approaches and units 43-45 Homophones and near homophones Endings which sound like /zhun/ 	<ul style="list-style-type: none"> Consolidate polysyllabic word approaches and units 46-49 Words with endings sounding like /zhuh/ or /chuh/ Statutory word list
Note: -Assess and consolidate the teaching of previously taught SW units and approaches to polysyllabic words.						
4	<ul style="list-style-type: none"> The suffix -ous Prefixes Statutory word list 	<ul style="list-style-type: none"> The suffix -ation Words with the /s/ sound spelt sc (Latin in origin) Words with the /k/ sound spelt ch (Greek in origin) 	<ul style="list-style-type: none"> Endings which sound like /shun/, spelt -tion, -sion, -ssion, -cian Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Statutory word list 	<ul style="list-style-type: none"> Prefixes 	<ul style="list-style-type: none"> Statutory word list The /u/ sound spelt ou Homophones and near homophones 	<ul style="list-style-type: none"> Statutory word list Words with the /sh/ sound spelt ch (mostly French in origin) Statutory word list
Note: -Assess and consolidate the teaching of previously taught SW units and approaches to polysyllabic words.						



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	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
5	<ul style="list-style-type: none"> Homophones or other words that are often confused. Word endings: <ul style="list-style-type: none"> -cious -fious Statutory word list 	<ul style="list-style-type: none"> Words ending in: <ul style="list-style-type: none"> -able -ible -ably -ibly 	<ul style="list-style-type: none"> Words with the /i:/sound spelt ei after c. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word. Statutory word list 	<ul style="list-style-type: none"> Words containing the letter-string ough 	<ul style="list-style-type: none"> Words ending – cial -tial Statutory word list 	<ul style="list-style-type: none"> Statutory word list Words with 'silent' letters i.e. letters whose presence cannot be predicted from the pronunciation of the word) Statutory word list
<i>Note: -Assess and consolidate the teaching of previously taught SW units and approaches to polysyllabic words.</i>						
6	<ul style="list-style-type: none"> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Statutory word list 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in –fer. 	<ul style="list-style-type: none"> Use of the hyphen. Statutory word list Statutory word list 	<ul style="list-style-type: none"> Statutory word list Statutory word list 	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Revision
<i>Note: -Assess and consolidate the teaching of previously taught SW units and approaches to polysyllabic words.</i>						

Decodable Readers

Where still appropriate, key reading books continue to develop children's confident and fluency. We recognise the importance of practising what the children have been taught to support the learning process. To do so, children (who are yet to be fluent readers) receive Dandelion or Sounds-Write decodables to support their independent reading of previously taught units until children have retained enough of the extended code to access other age-related texts. Additionally, the Talisman Series provide more age-appropriate text for children who still need practice for fluency.

Accelerated Reader

The programme: 'Accelerated Reader' provides children a wide range of age-appropriate books to support comprehension skills. Through regular quizzing, children's understanding is assessed, as well as their efforts being rewarded. We find Accelerated Reader develops a motivation to read as children explore a wide range of texts, developing their own interests, favourite authors, books, and text types; essentially 'a love of reading'. Regular assessment provides an adjusted point range, so children are able to choose from a purposeful, wide selection of texts.

Reading Plus

Reading Plus is timetabled three times per week supporting children to develop confidence by aiming to build fluency and comprehension. The broad range of activities and texts supports learning through individualised targets and texts that appeal to the interests of each child.

Story Time

In addition to the core text, adults in school read other stories aloud throughout the school week exploring the work of various authors to build upon the children's interests, knowledge of the wider world and events whilst ultimately developing an enjoyment of books, stories, and texts.



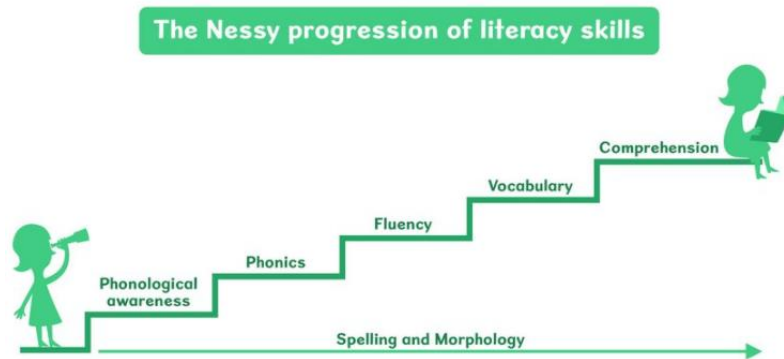
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Supporting Our Readers

Key Targeted intervention is introduced early in the year for children working below 'typical' developmental stages. Our highly skilled Teaching and Learning Partners (TLPs) support our children to further develop their knowledge of the phonetic code and skills to read with fluency before focusing on their comprehension of what is read. Additionally, our Reading Support Assistant delivers both pre-teach and post-teach phonic sessions to small groups of children developing familiarity or consolidating knowledge and skills taught in class. Key children are listened to read on a more regular basis providing the necessary feedback required to progress.

Nessy

In Key Stage 2, children who require additional support to develop their knowledge and skills of reading and spelling access Nessy where each child can develop the necessary literacy skills they require to catch up to their peers. These short, sharp bursts of learning support aim to develop accuracy, confidence and fluency when reading.



Lexia

In addition, the Lexia programme is also available within our intervention offer benefitting our children by providing focus and structure to develop confidence within literacy. This rigorous, personalised approach tailors the learning towards that to the need of each individual child.