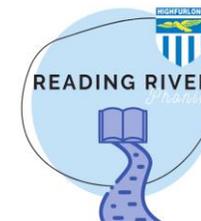


Reading River Curriculum Map

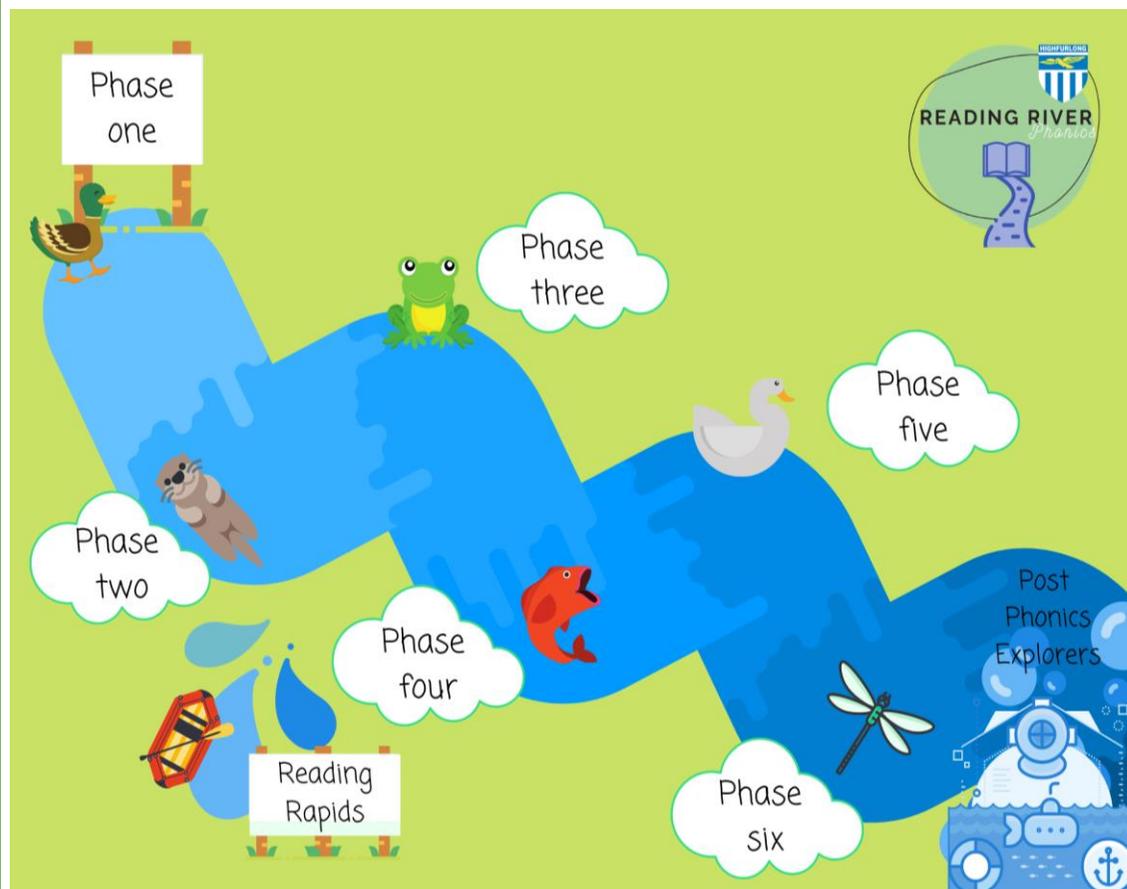


This phonics and reading scheme is called Reading River and has been written alongside 'Letters and Sounds.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

Intent

At Highfurlong we believe that all learners have a right to learn to read. Through our bespoke phonics scheme and reading pathway 'Reading River' we offer a range of teaching and learning resources to provide learners with appropriate support and challenge to become effective readers. This scheme can be used in a mainstream or SEND setting. As our learners at Highfurlong may not be working at expected national levels our phonics scheme is not required to link to specific age groups. It can be used throughout all school years where required. In addition to reading and writing skills Reading River intends build confidence, communication skills and a love for reading.



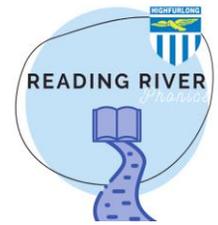
Reading River is based on synthetic phonics in line with the DFE 'Letters and sounds' guidance. Learners will move down the river stopping at different animals which represent phonics phases 1 to 6. Most learners will follow phonics, but some make take an alternative pathway into word reading. This is called 'Reading Rapids'. As learners reach the end of the river they will become 'Explorers' and will access Post Phonics where they will build on the skills they have learned throughout Reading River and will focus on increasing vocabulary, knowledge and reading comprehension.

Resources have been created to support all learners with SEND to access phonics. We use a range of reading schemes which link directly to each phonics phase.

Parents will be supported to access phonics and reading at home through training and a parent guide.

Classrooms will have a Reading River set and will display phonics relevant to learners in each class to provide tools for a positive learning environment.

Reading River Curriculum Map

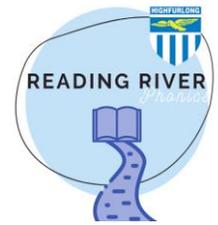


Reading River Phonics steps and pathways to confident readers

- ★ **Duck:** *Phase 1* - learners will get attuned to the sounds around them and will begin to develop blending and segmenting skills.
- ★ **Otter:** *Phase 2* - graphemes and phonemes are introduced one at a time and learners will learn to blend and segment using the sounds.
- ★ **Frog:** *Phase 3* - learners will already be able to blend and segment words containing the 19 letters taught in Phase 2 and will now learn 25 new graphemes one at a time.
- ★ **Fish:** *Phase 4* - no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants.
- ★ **Swan:** *Phase 5* - learners will learn more graphemes and phonemes. Alternative pronunciations for graphemes will also be introduced, recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.
- ★ **Dragonfly:** *Phase 6* - the main aim of this phase is for learners to become more fluent readers and more accurate spellers.
- ★ **Reading rapids:** *Alternative Reading Pathway* - learners who do not access phonics will be taught to read through the Look and Say/ Whole Word and Analytic Phonics approach.
- ★ **Explorers:** *Post Phonics* - as learners are now more accurate spellers and readers, they will now work on increasing vocabulary, knowledge of language and reading comprehension.



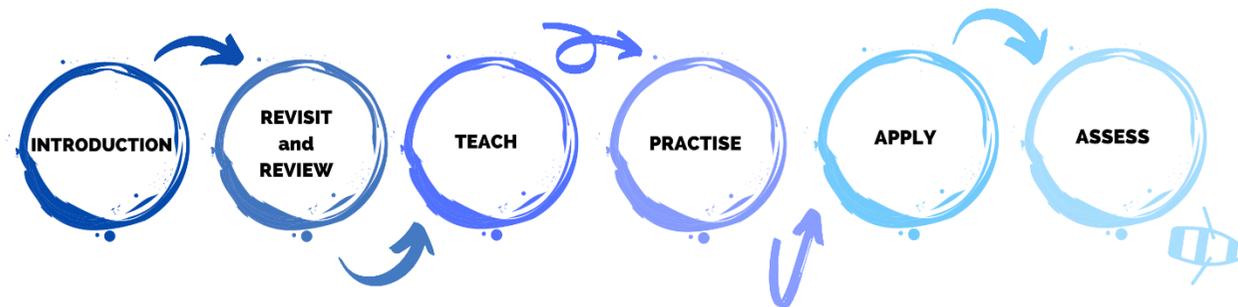
Reading River Curriculum Map



Implementation

Reading River sets out clear expectations for Learner progress in phonics, word reading and post phonics. The River is flexible and learners will follow the pathway which best suits their needs. On entry to school and when starting Reading River, learners will be assessed using the Reading River Assessment tool in conjunction with the progression map which links to the school assessment system. They will be placed on the Reading River where the assessment outcome places them. Assessment will be on-going from this point through teachers continued use of the Reading River Assessment Tool.

At Highfurlong all learners access 30-minute phonics and reading sessions each day. Teachers will follow a set sequence of teaching for discrete phonics sessions.



We provide personalised support for all learners to ensure they can access all activities to break down any barriers to learning. To do this we have created resources which are adaptable and can be tailored to each individual to ensure they are accessing phonics and reading effectively. Alongside the Reading River documents and guidance there are flash cards, resources, online resources and activities for each phase and reading route. Teachers have access via google drive to all online resources and resource sets have been created for each class.

To ensure phonics and reading is of high quality across all phases in school, teachers and support assistants access initial Reading River phonics and reading training and training at regular intervals across the school year.

The school curriculum lead monitors progress of all learners alongside teachers to provide support and ensure consistency of teaching throughout the school.

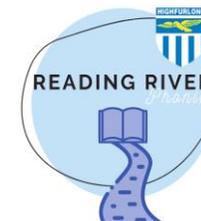
Parents are invited to attend training in;

- Reading River: Phonics/ Word reading Post phonics
- How to support your child in phonics at home
- How to read effectively with your child.

Training will be recorded and shared with all parents electronically.

Phonics resources will be made available on our school website for parents and carers to access from home.

Reading River Curriculum Map



Impact

All learners receive high quality phonics and reading sessions regardless of age, need or ability.

Learners are supported so that they can make progress towards their reading goals. Teachers have clear guidance and training on how to use Reading River to provide learners with quality phonics and reading teaching. Reading River assessment tool provides an easy to follow assessment system to allow teachers to track and monitor progress. This can be accessed electronically for paper based. In addition to this, learners are assessed using the B-squared assessment tool in reading, writing, cognition and learning, and Adult Literacy. The Provision map clearly shows the link between each B-squared step and each Phonics phase.



Resources and activities are created to ensure consistent phonics and reading provision across school. In addition to this, teacher workload is reduced as resources are readily available. All learners have access to reading material and books which directly link to the phonics phase and set they are working on. This provides opportunity to practice and apply their phonics learning and should improve retention of new learning.

The Reading River Assessment Tool is used to assess each Learner within each phonics phase, alternative pathway (reading rapids) and post-phonics (explorers). Teachers will have been able to track what learners know and their next steps using this tool. The Reading River Assessment Tool will highlight gaps in learning and teachers will be supported to put in place interventions in order to bridge the gap and help learners to continue to progress.

Through learning walks, work scrutiny and face-to-face conversations teachers are supported to improve practice and delivery of phonics and reading and highlight areas for further development.

As learners reach the end of a phase they will receive an award to celebrate their successes. This will consist of a new book/ book token and a certificate. This encourages learners to work hard and engage with lessons.

Quality training and resources will support parents to have an understanding of what is being taught in school and will ensure that they are provided with the tools to support learning at home. Within parental engagement and co-operation, learners will have more opportunities to practice their reading skills and make progress.