



TPAT Reading	
Scope	Components - content and skills to be taught
<ul style="list-style-type: none"> <li>In Key Stage 1 we follow the National Curriculum coverage through combination of SSP and Reading comprehension lessons.</li> <li>RWI is used as SSP and introduced from Nursery and used all the way through KS1 (until pupils are 'off-scheme')/</li> </ul>	<ul style="list-style-type: none"> <li>In Nursery, pupils are first introduced to components of RWI through picture cards, focusing on sound recognition and phonological awareness through oral blending and segmenting games.</li> <li>In Reception, early reading skills are modelled through "Fred Talk" and daily phonics activities, as well as engaging with a range of stories and non-fiction books to develop a love of reading and strong vocabulary.</li> <li>The formal RWI journey begins in Year R and pupils will complete this journey over the course of KS1. RWI focuses on fluency and decoding of phonemes and graphemes.</li> <li>In KS1, reading comprehension is taught through a mixture of Guided Reading and whole-class reading of high-quality texts. This provides opportunities for children to apply their decoding skills and develop a deeper understanding of what they are reading.</li> </ul>
Lesson sequencing	
<ul style="list-style-type: none"> <li>For Phonics, children follow the progression of learning in the RWI scheme.</li> <li>Off-scheme pupils follow the Trewirgie Reading comprehension which focuses on sequences lesson from guided practice, through independent application of skills across a bespoke weekly timetable.</li> </ul>	<ul style="list-style-type: none"> <li>RWI equips pupils with building blocks to decode and read fluently through structured teaching of complex speed sounds.</li> <li>In all classes, our guided reading sessions follow the reading dogs, based on the reading VIPERS and comprehension skills that are set out in t</li> </ul>
Retrieval	Enrichment
<ul style="list-style-type: none"> <li>Pupils are given multiple opportunities to practice reading and retrieving either their reading dog skills, or using 'fred talk' for sounding out and new words.</li> <li>Linking reading vocabulary through use of magpie books and displays.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is enriched across the school by fostering a love of reading. Use of Library (both in class and School Library) allows pupils to have multiple spaces to explore new books and read for pleasure. and</li> <li>Guided reading, class stories and off-scheme texts are carefully considered to ensure they offer children a rich, diverse arrange of literature that broadens their world view, enhances their curricular learning and super charges their love of reading.</li> </ul>
CPD	SEND & Adaptation
<ul style="list-style-type: none"> <li>Evidence of CPD undertaken by lead / Staff:               <ul style="list-style-type: none"> <li>TPAT Reading Leads Attendance</li> <li>RWI annual development days</li> <li>Twilight Fluency Training Sessions</li> <li>Visiting other Schools to develop off-scheme reading curriculum, as well as then conducting school SHIP meetings.</li> </ul> </li> <li>Weekly coaching from Reading Lead for all staff teaching RWI (monitored on Coaching Document)</li> </ul>	<ul style="list-style-type: none"> <li>Staff identify and thoughtfully support all pupils to ensure equity in the provision they receive including those that may be disadvantaged.</li> <li>Barriers are identified as early as possible to ensure rigorous 'keep up', rather than catch up, delivered through 1:1 tutoring from school reading tutor, as well as in class intervention.</li> <li>Ensuring that, where applicable, necessary SEND adaptations are made to RWI delivery / in class reading.</li> <li>Children that are multi-lingual are identified and any barrier to their learning in terms of vocabulary.</li> </ul>
Monitoring	Assessment





- Weekly monitoring of all RWI and Off-scheme reading conducted.
- Monitoring of planning and /or lesson observations shows that the intended curriculum is followed.
- Pupil conferencing shows demonstrates a love of reading throughout setting.

- Continuous assessment for learning opportunities through listening to pupils read daily.
- Formal summative half-termly RWI assessments, alongside Termly Reading Assessments in KS1.
- Starting strong tracker in Reception to monitor entry level and early development in RWI.
- End of Term Standardised Assessment Year 1 + 2 / Optional SATS Summer Term 2.

#### Impact

- Children start strong and are supported to ensure that any child in need of additional support receives it.
- Children are able to apply their decoding skills and make links between sounds, words, and sentences to deepen their understanding through planned RWI sessions and guided reading.
- Children can demonstrate their understanding of a text's themes, characters, and plot through oral retellings, visual representations, and written responses.
- Children have a love of reading and feel confident to read aloud, share ideas and celebrate literature.





**Truro and Penwith**  
Academy Trust



**Truro and Penwith**  
Academy Trust