



Curriculum Sequencing and Curriculum Implementation:

Phonics and Reading:



Our [GJS Reading Protocols](#) set out our approach to teaching phonics and reading in more detail.

We have a clear focus on continual reading and vocabulary development at Greenleys Junior School. It is **expected** that most children enter the school with the ability to **confidently decode text**, utilising a solid grounding in phonics, learnt at their previous first/infant schools.

Where children still require phonics development it is taught as an **intervention**. We use **Read, Write, Inc.** (Year 3 and 4) and **Fresh Start** (Year 5 and 6) in dedicated timetable slots across the week. Staff delivering phonics are led by the Phonics Leader and developed by our in-house Read, Write, Inc. **expert teacher**. Professional development of staff is **continuous**. Our [GJS Phonics Curriculum Progression Map](#) sets out **what is taught and when**.

Read Write Inc. Phonics parent information video: [YouTube RWI Video](#)

For the majority of children our reading strategy consists of timetabled English lessons. Our [GJS Reading Curriculum Progression Map](#) sets out **what is taught and when**. Careful thought has been given to taking National Curriculum end points (Programme of study) and then **sequencing component learning blocks** (smaller chunks of learning) to **build towards these composites** (larger chunks of learning/end points in the programme of study).

Literacy Shed's VIPERS materials are used as our approach to teaching reading for meaning. As children progress, **key learning is continually revisited** to support committal to long-term memory.

Literacy Shed's VIPERS web link: [Literacy Shed Plus - READING VIPERS](#)

English lessons are **supplemented** with two weekly sessions of 'Class Reader' where **reading for pleasure, engagement and enjoyment** is shared across a range of texts. The texts used have been carefully selected and can be found on our [GJS Reading Texts Yearly Overview](#). Added to this, two weekly slots of 'Accelerated Reader' (including access to an extensive online library) and a further weekly session of 'ERIC' (Everyone Reading In Class) give dedicated time to **develop positive attitudes** to reading, **further understanding of different text types** and **participate in book discussion**.

Renaissance Learning's Accelerated Reader web link: [AR Overview](#)