



Seven Aspects of Reading

How do we prioritise reading?

- Each of our classrooms has a reading area which pupils can access during the day to read a book. Books are rotated regularly by staff to match the class topic and pupils' interests. It contains a selection of fiction, non-fiction and poetry.
- We endeavour to use books and high quality texts to enrich the learning and provide access to a range of genre.
- Reading is celebrated through displays in classrooms and in our school library.
- Children's individual progress in reading is sometimes celebrated with pupils being awarded star of the week due to their reading or certificates linked to reading interventions.
- We celebrate reading events such as World Book Day where we encourage children, staff and the community to share the love of reading.
- Guided reading sessions take place in each class every day to ensure that every pupil is in a group reading session at least once a week. These sessions are 20-30 minutes long. Pupils also complete reading activities such as reading comprehension when other pupils are completing their guided reading.
- Volunteer helpers in school read one-to-one with pupils identified by the teacher.
- Essential Letters and Sounds is followed in Reception and Year 1. Year 2 pupils who have progressed onto phase 6 phonics continue to learn to read and spell words through Lesley Clarke Synthetic Phonics programme. Phonics is taught on a daily basis in every class.
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills they are then moved on to texts that match their phonic ability and are fully decodable.
- Pupils who are learning phonics in Reception and Year 1 take home three types of book: a reading book matched to Essential Letters and Sounds as a decodable book; a mixed scheme book labelled 'Read with Me' as a book to read and share with an adult; and a library book as a book to be read to for pleasure. Once children reach the end of the Essential Letters and Sounds programme they will move to banded books changed as often as they require and a library book.
- All pupils have weekly access to our library and are encouraged to take library books home, in addition to their regular reading books. Pupils take a library book home as a book to share for pleasure as part of their reading books.

How do we promote a love of reading?

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read class stories to promote a love and enjoyment of stories, immersing them in the world of imagination.
- We have a list of 'core read aloud books' that are read to the children. This identifies 12 books that will be read to the children each term, 108 books during their time at our school. The books in this collection consist of class shared texts. Each book has been carefully chosen to stretch vocabulary, expose children to different structures and timeframes, encourage critical and analytical thinking and promote a love of reading. Using this booklist provides equality of opportunity for all children; ensuring all of our pupils will leave school having had exposure to wide ranging, linguistically varied and

intellectually stimulating collection of texts.

- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- Guided reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- Pupils are encouraged to access the library and change books on a weekly basis. This is in addition to their reading book from our reading scheme.
- We encourage pupils in each class to share their love of reading eg by inviting them to recommend great reads to their peers
- For World Book Day we invite parents to come in and read to the pupils, and staff share their favourite books.

How do we make sure pupils make progress?

- Phonics is taught following the Essential Letters and Sounds progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of review, teach, practice, apply and review. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.
- Each class has daily dedicated 20-30-minute guided reading sessions per week. Each pupil has at least one guided reading session per week. The sessions are well structured and provide opportunity for pupils to read independently, as part of a group which is adult led and to develop comprehension skills.
- The school supports pupils to be expert readers by developing the key skills of clarifying, questioning, explaining, retrieval, summarising and predicting.
 - Clarifying: understanding and explaining what we have read including new vocabulary
 - Questioning: ensuring we understand and checking others do too.
 - Explaining: developing an understanding of inference and deduction
 - Retrieval: using and finding evidence in the text.
 - Summarising and sequencing: identifying the main points of the text by recapping prior reading, scanning and using key words.
 - Predicting: Using the knowledge of what we have read to make predictions about forthcoming events or actions in a story
- There is a clear progression of reading skills from Reception to Year 2 against which pupils' progress is measured and gaps are noted and acted on.
- Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group. Targeted intervention follows the Essential Letters and Sounds scheme and staff implementing this are fully trained by teaching staff.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school. Class teachers ensure volunteers, who come into school to hear readers, are trained to support reading appropriately.
- Staff have pupil progress meetings and reading needs are identified within these meetings
- The English lead completes monitoring through observation and through individual reads with pupils across the school.
- We assist parents with supporting reading by providing information at parent consultations, reading information in year group meetings, information on the website and comments in reading records

How do we match the pupils' reading books to their phonic ability?

- Pupils are assessed half termly using the Essential Letter and Sounds assessments. Assessment then informs which books match to the pupil's phonic ability. For pupils who are working behind the on-track expectation, additional assessments are completed to ensure their books match their developing phonics knowledge.
- Staff in Reception and Year 1 are responsible for changing and or checking the pupil's reading books.

Pupils who are learning phonics in these year groups take home three books: a reading book matched to Essential Letters and Sounds as a decodable book; a mixed scheme book labelled 'Read with Me' as a book to read and share with an adult; and a library book as a book to be read to for pleasure. Once children reach the end of the Essential Letters and Sounds programme they will move to banded books changed as often as they require and a library book.

- We use mixed schemes that are banded according to 'Book Bands' throughout the school as a reading scheme. We monitor progress in reading and then match their ability to the stage of reading on the scheme. This is done through assessment of children's ability to read key words independently, using assessments from guided reading, assessments from phonics, benchmarking and through teachers hearing pupils read individually. Staff monitor and check that these books are changed regularly. Staff will move them onto the next stage when they are confident they have mastered the skills of the stage.
- Pupils in Reception and Year 1 have their decodable books changed weekly directly linked to the phonics they have been taught in class. Books should be read at least three times to move from purely decoding to reading for fluency.
- Guided reading books are also selected carefully to challenge the reading of different groups of pupils in school.

How do we teach phonics from the start?

- Phonics teaching begins with our Reception pupils in their first full week at school. Phase 1 is promoted and embedded within the curriculum, exposing pupils to sound rich activities which provide the foundations for reading and writing. We complete baseline assessments in communication, language and literacy to support and identify speech, language and communication needs.
- Pupils begin learning letter sounds from their very first phonics lessons in Reception. Following the Essential Letters and Sounds programme pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.
- In Phase 2, pupils will learn:

- Oral blending
- Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs)
- 12 new harder to read and spell (HRS) words

Phase 2 GPCs: s, a, t p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f, ff, l, ll

Harder to read and spell words: l, the, no, put, of, is, to, go, into, pull, as, his

- In Phase 3, pupils will learn to read:
 - Oral blending
 - Revision of Phase 2
 - Sounding out and blending with 29 new GPCs
 - 32 new HRS words

Phase 3 GPCs: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow

Harder to read and spell words: he, she, buses, we, me, be, push, was, her, my, you, they, all, are, ball, tall, when, what, said, so, have, were, out, like, some, come, there, little, one, do, children, love

- In Phase 4, pupils will learn:

- Oral blending
- Revision of Phase 2 and Phase 3
- No new GPCs
- No new HRS words
- Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc
- Suffixes
- In Phase 5, pupils will learn:
 - Oral blending
 - Revision of Phase 2, Phase 3 and Phase 4
 - 71 new GPCs
 - 29 new HRS words
 - Alternative spellings for previously taught sounds

Phase 5 sounds: /ai/ <ay>, /ow/ <ou>, /igh/ <ie>, /ee/ <ea>, -le, /oi/ <oy>, /ur/ <ir>, /yoo/ <ue>, /or/ <aw>, /w/ <wh>, /f/ <ph>, /yoo/ <ew>, /oa/ <oe>, /or/ <au>, /ee/ <ey>, /ai/ <a-e>, /ee/ <e-e>, /igh/ <i-e>, /oa/ <o-e>, /yoo/ <u-e>, /s/ <c>, /ee/ <y>, /or/ <al>, /ai/ <a> (acorn), /ai/ <ey> (they), /ai/ <ea> (great), /ai/ <eigh> (weight), /ar/ <a> (father), /ee/ <e> (he), /igh/ <i> (find), /igh/ <y> (by), /oa/ <o> (go), /o/ <a> (was), /oo/ <u> (push), /y/+oo/ <u> (music), /c/ <ch> (school), /sh/ <ch> (chef), /e/ <ea> (head), /ur/ <or> (world), /ur/ <ear> (learn), /oo/ <ou> (soup), /oa/+l/ <oul> (shoulder), /ee/ <ie> (brief), /v/ <ve> (have), /i/ <y> (gym), /air/ <are> (care), /air/ <ere> (there), /air/ <ear> (pear), /ch/ <tch> (catch), /u/ <o> (brother), /j/ <g> (gem), /j/ <ge> (fringe), /j/ <dge> (bridge), /s/ <st> (listen), /s/ <ce> (fence), /s/ <se> (house), /n/ <gn> (sign), /n/ <kn> (knee), /r/ <wr> (wrap), /m/ <mb> (lamb), /z/ <se> (cheese), /z/ <ze> (freeze), /ear/ <eer> (cheer), /ear/ <ere> (here), /sh/ <ti> (patient), /sh/ <ti> -tion (station), /ar/ <al> (half), /or/ <augh> (caught), /sh/ <ss> (session), /zh/ <si> (vision), /sh/ <ti> -tious (scrumptious), /sh/ <ci> (delicious), -ous, -ion, -ian

Harder to read and spell words: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very, please, once, any, many, again, who, whole, where, two, here, sugar, friend, because

- Pupils will learn phase 2 and 3 in their Reception year and be introduced to the beginning of Phase 5 in the second half of the summer term. In Year 1, children will be taught Phase 5.
- To support the learning in school, pupils have sounds that they have been taught recorded in their reading record. They also take home their phonically decodable reading book to reinforce the sounds taught and the harder to read and spell words (common exception words).
- Phonics is outlined with parents in the new joiner's information booklet and meeting when parents are given resources to support phonics at home.
- When Reception pupils have started school a Reception Curriculum Information session is held and this helps parents to understand how to support their children with phonics.

How do we support pupils to catch up?

- Summative data is submitted once a term and pupil progress analysis is taken from this. Pupils identified by class teachers and in pupil progress meetings as not making progress have interventions planned for them and teaching staff are aware of who is a priority for intervention/support.
- Formative data informs day-to-day planning and teachers adapt and change this according to the pupil needs.

- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven. Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.

How do we train staff to be reading experts?

- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff.
- English Lead attends relevant training and cascades relevant information back to the school.
- The Headteacher and senior leadership team (including English Leader) monitor phonics lessons and guided reading sessions. They offer guidance to staff with follow up actions. They conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- Subject lead leads in-house training for Essential letters and Sounds and models lessons to other staff within school.