



Reading policy

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Statutory	NO
Adopted from Bracknell Forest	NO

Reading at College Town

We recognise that reading is a vital tool in ensuring our children are given the best chances in life. It is a skill which underpins a child's ability to access the wider curriculum and allows them to broaden their vocabulary. Creating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

Aims

EYFS

Reading in EYFS comes through the strand of 'literacy'. In Reception, children begin with individual reading sessions with the class teacher. All children read aloud to the teacher at least once a week. Once the children are confident reading red books they begin to read with the teacher in pairs. When children are confident at reading the red reading band, they will begin guided reading sessions with the class teacher.

Comprehension is developed further through guided reading activities (both adult led through questioning and independent activities) and through discussions and speaking and listening activities.

National Curriculum aims

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Guided Reading

KS1 guided reading

In KS1, guided reading is taught each day in a small group carousel with the teacher focusing on one group per day. At the top of guided reading planning, teachers highlight which year group objectives they will be meeting in the session.

In the teachers' group activity, we use 'Reading Vipers' (taken from the Literacy Shed) as a way of exploring different key skills within reading found in the National Curriculum.

Teachers plan questions linked to the Vipers for KS1.

- **Vocabulary**
- **Inference**
- **Predict**
- **Explain**
- **Retrieve**
- **Sequence**

When children are not in a small group with the teacher, they have activities planned. These include: a follow on activity linked to the VIPERS, Bug Club, independent reading, Word Shark, reading books linked to the current topic or developing fine motor skills (Year 1 children and SEN in Year 2)

KS2 guided reading

In KS2 guided reading is taught as a whole class. Each year group has high-quality texts which have been selected with enough copies for each child. These texts are often above the children's reading age and have challenging vocabulary in which teachers explicitly teach to the children. The teacher starts by reading aloud, modelling the skills of a fluent reader while each child follows along. Children then re-read the same text out loud with a partner. Teachers demonstrate and model to the class by 'thinking aloud' the skills required to be a reader. Ensuring consistency within guided reading, we use 'Reading Vipers' as a way of exploring different key skills within reading found in the National Curriculum:

- **Vocabulary**
- **Inference**
- **Predict**
- **Explain**
- **Retrieve**
- **Summarise**

At the top of guided reading planning, teachers highlight which year group objectives they will be meeting in the session. Guided reading is taught 4 times a week with one day for children to read independently for pleasure. Below is a list of books used in guided reading sessions:

<u>KS2 Guided reading books</u>	
Year 3	Sheep Pig Iron Man The Creakers Midnight Fox The Accidental Prime Minister Oliver and the Seawigs Kid Normal You are Awesome Bills New Frock
Year 4	The Secret Garden Head Kid The Boy who biked the world Series of Unfortunate Events Tarka the Otter Varjak Paw The Butterfly Lion The Miraculous Journey of Edward Tulane
Year 5	Stig of the Dump Tuck Everlasting The Highway Man The Firework makers Daughter Street Child Outlaw
Year 6	Goodnight Mr Tom Skellig Refugee Boy Kensuke's Kingdom

From Nursery to Year 6, we have books banded by level of difficulty. These come from a range of schemes to give children diverse range of texts to build their vocabulary and keep them engaged on different topics. These schemes include: Oxford reading tree, Big Cat, Tree Tops and Project X.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
Year 4 / Primary 5	8-9 years old	13	
		14	Dark blue
Year 5 / Primary 6	9-10 years old	15	
		16	Dark red
Year 6 / Primary 7	10-11 years old	17	
		18	
		19	
		20	

Reading for pleasure

At College Town, we have a range of books in libraries and classrooms for children to enjoy. Each class has a library slot allocated throughout the week where they have the chance to change their books.

In all areas across the curriculum, reading is promoted and teachers are encouraged to use a variety of medium to teach reading, including: newspaper articles, video clips, non-fiction books etc. covering a breadth of topics. Books linked to curriculum areas are in classrooms for children to read while they are learning about a topic. Children are introduced to a range of different kinds of books, whether this is in guided reading, an English lesson or a class reader.

The Simple View of Reading

The Simple View of Reading (see appendix) is completed by teachers each half term for their class. Children's reading ability is identified and teachers differentiate planning to suit their area of need within reading.

Bug Club

From Reception - Year 6, children have a Bug Club login, with books allocated for their reading level. Bug Club is also used as an activity for guided reading in KS1 and a reading intervention for identified children in KS2.

Parental engagement

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. Every child has a reading record which is expected to be in school each day. It is expected that parents hear children read aloud regularly.

Foundation Stage and KS1 parents are invited to annual phonics meetings, where the pedagogy behind phonics is explained and they are informed of ways in which they can help their child at home with their reading.

Phonics

We recognise that there are two routes to teaching reading: auditory and sight. At College Town Primary, we follow Letters and Sounds for our synthetic phonics teaching, with no other schemes/programmes added.

In EYFS and KS1, children have a short, interactive daily phonics session. At College Town, we teach Phase 1 in Nursery, Phase 2, 3 and 4 in Foundation Stage, Phase 5 in Year 1 and Phase 6 in Year 2. If children haven't reached the required phase, they are identified on planning and phases will be recapped for those specific children.

In Reception, children have a teddy words session each day to develop their sight vocabulary alongside their phonological awareness. These words are sent home weekly, alongside the phonic sounds they have been working on in class.

All teachers will ensure that, without exception, all children will read and write clearly and even in reception they will be refining the physical movements necessary to create letters and sequences.

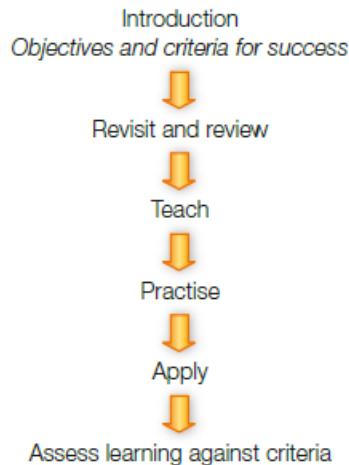
In June, all children in Year One are screened using the National Assessment materials. If the children in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the local Authority.

Teachers have a clear understanding of pupils' progress and complete phonics trackers each half term to monitor progress within their class. (see appendix)

Planning

We follow the Letters and Sounds guidance with the format of our lessons. We always start with revisit and review which follows on to the teaching aspect of the lesson. Teachers identify tricky words for reading or spelling and then move on to practise and apply where the children read or write using the new phoneme/grapheme they have been taught. All children are in the review and revisit stage of the lesson then a small group might be taken out to be taught something more appropriate to their development.

Sequence of teaching in a discrete phonics session



Differentiation

We aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. We recognise that our phonics planning must allow pupils to gain a progressively deeper understanding of the phonetic structure of the English language as they move through the school to ensure all children are provided with the key tools needed to become a fluent reader and able writer. Careful thought will be given to the provision of appropriately structured work for children with SEND, often through intervention groups. The school has a variety of strategies to enable all children to have increased access to the curriculum through a broad –based, multi-sensory, visual, auditory and kinaesthetically planned phonics sessions.

The most able children within our school are identified so that their individual needs are acknowledged. Planning attempts to ensure that the level of challenge is appropriate to their specific needs.

Phonic expectations

Nursery

- For children to learn the 26 letter names and that there are 5 special letters A E I O U and a tricky ‘Y’.
- Children to regularly engage in activities which develop oral and aural discrimination of sounds.
- For children to access differentiated phase one teaching through short guided groups daily and the learning environment provision.
- All staff to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme.

Reception

- To teach Letters and Sounds daily for 30 minutes from the child’s start date.
- To differentiate the groups to ensure children are reaching their full potential and support given is appropriate for every child.
- For all children to have completed phase 2 & 3 and be secure in phase 4 by the end of the summer term. This will enable a rapid start to phase 5 in Year 1. Only a short revisit & review of phase 4 should take place early in the autumn term.
- Half termly phonics tracker assessment to be completed by each class teacher in order to identify groups/individuals not making adequate progress.

- Provision implemented as a result of tracking and progress of intervention monitored.

Year One

- To teach Letters and Sounds daily for 30 minutes.
- To differentiate the groups to ensure children are reaching their full potential. For all children to have completed and be secure in phase 5 by the end of Year 1 as well as having a working knowledge of some aspects of phase 6.
- Half termly phonics tracker assessment to be completed by each class teacher in order to identify groups/individuals not making adequate progress.
- Provision implemented as a result of tracking and progress of intervention monitored.

Year Two

- To teach Letters and Sounds daily for 30 minutes.
- To differentiate the groups to ensure children are reaching their full potential. For all children to have completed phase 6 by the end of Year 2, also to regularly revisit the sounds and tricky words learnt throughout the key stage. Support for spelling will be used should children exceed phase 6 expectations.
- Half termly phonics tracker assessment to be completed by each class teacher in order to identify groups/individuals not making adequate progress.
- Provision implemented as a result of tracking and progress of intervention monitored.

Phonics coverage and strategies

Phase 1

The activities in Phase One are mainly adult-led with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words.

The ways in which practitioners and teachers model speaking and listening, interact and talk with children are critical to the success of Phase One activities and to promoting children's speaking and listening skills more widely.

- Aspect 1: Sound discrimination – environmental sounds
- Aspect 2: Sound discrimination – instrumental sounds
- Aspect 3: Sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Phase 2

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on

paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions.

Children are taught vocabulary linked to the language, phoneme, digraph, vowel...

- These are the letter sounds your child learns first:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

- Single letter sounds are called phonemes.
- Two letters making one sound are called digraphs. (ck, ff, ll, ss)
- Throughout our teaching we teach the children about vowels. When writing words with the children we write our vowels in red so that the children can understand the structure of a word.
- We introduce children to text marking. We put 'buttons' or 'zips' underneath the words and then we press the button to make the sounds.
- Short** vowels say their sound: Short vowels are text marked above and all vowels should be in red.

- ā - āpple

- ē - ēlephant

- ī - īndian

- ō - ōrange

- ū - ūmbrella

- Long vowels say their names. All vowels should be in red.

- ā - ācorn

- ē - ēmu

- ī - īron

- ō - ōpen

- ū - ūniform

- Before children are ready for spelling rules they must know that a letter has four properties:
- a) a name – 'a' is for acorn
- b) a sound - /a/ for 'ant'
- c) a shape (or symbol) – A a a
- d) a feel – how to write A a a

Phase 3

- Children then move onto to Phase 3 and these are the sounds they learn next:

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

- 3 letters making one sound are called trigraphs.

Phase 4

- In this phase children learn adjacent consonants. This is when single letters are said together quickly.

Examples of these are:

Str, nk, dr, lk, mp,

All children need to have been taught and be secure in these phases as they start Year 1.

- All children need to be able to segment a word and then blend it back together in order to read it.
- This is a strategy alongside sight recognition to enable children to read more challenging words.

Phase 5

By the end of phase 5, children should be able to:

give the sound when shown any grapheme that has been taught;

- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

Strategies using Letters and Sounds for teaching phonics

Quick Read - children have own sound mat, they read all the sounds on the mat, using finger pointing. Beginning /end of a phonics session to help embed in sounds in memory. Can use word cards for children at a later phase.	NSEW - children walk to the given sounds/picture/words, displayed in four places around the room.	Sound Talk - show the individual phonemes in a word using fingers e.g. b oa t, t r ee,
Phoneme Frames - look at a picture or say the word from a hidden list, children write each sound in the frame to spell the word.	Buried Treasure - 6 - 8 word cards on coin shaped discs, buried in treasure box- select children to take out – blend together to read the word. What new sound do the words contain? e.g. er, ee	What's in the box? – divide group into two. Give word cards to one half, the other group take it in turns to select an object/picture from the box. They match it to the word.

Word Card Challenge - in pairs children are given a word linked to sound being taught e.g. ur, burn. The teacher orally sounds the words b ur n and the children with the matching card hold it up. Repeat.	Text Marking - children text mark (buttons and zips), the words in a list to help them segment the word then blend the units of sound.	Countdown - display list of words, one underneath the other the children read as many words as possible before the sand timer runs out. Ask children to sound-talk the letters and say the word.
Yes/No - read the silly sentences together, one copy between two. Vote on a yes/no answer to the question e.g. Can a clock get cross?	Matching sentences - read together using blending skills. Which sentence matches the pictures on display?	Caption sentences - look at a picture and think of a caption sentence to describe it linked to a specific digraph.

Guidance for the discrete phonics session

Ensure that:

- All children can clearly see and hear the teaching input and see any objects being used to support the teaching
- The session is fully interactive for most of the children for most of the time
- The articulation of phonemes is correct
- Children are required to articulate phonemes themselves, not just listen to the adult doing so
- The children are being taught how to blend and/or segment
- Letter names are being used when appropriate – e.g. when introducing a digraph
- There is application at the point of learning.