

# Haytor View Community Primary School & Nursery Statement on the Teaching of Phonics and Reading Latest Revision – November 2019



*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

We deliver a consistent approach to the teaching of phonics and reading, using the DfE Letters and Sounds scheme. Every child in EYFS and Key Stage 1 is supported in developing their phonological awareness, learning to decode (sound out), words that they can read and spell. This development continues in Key Stage 2 and throughout the school is based upon the use of consistent approaches, developing resources and expectation of engagement and ultimately independence in use of phonics to support reading and writing.

The school's approach are based upon the considered use of marginal gains to support and develop strategies to teaching phonics – continually reviewing and breaking down the issue of phonic development into small parts in order to rigorously establish what works and what doesn't. Recent examination of marginal gains to be made have led the school to consider and implement the approaches and practices detailed in 'Aspects of In-School Provision that Support Children's use of Phonics to Support Reading & Writing' which are detailed later in this document.

Listening and language awareness are initially taught in the nursery. Children are exposed to a range of activities to develop their auditory discrimination skills. They are taught to follow a rhythm using their hands or an instruments and work towards following a sequence of sound before they move onto phonetic discrimination. Nursery rhymes, rhythmic stories and enriched language activities are planned daily experiences from the onset. They then move on to letter and sound recognition through playing games, singing songs and having experiential fun.

Reading is taught initially by building on letter sound recognition, along with reading 'tricky words' in the teaching sequence detailed in the 'Letters and Sounds' programme, this is supported by a variety of resources. In the Foundation Stage we use Jolly Phonics programme to support the children in their sound recognition and images from the 'Read Write Ink' scheme to support the children in understanding letter formation. In Key Stage 1 Bugclub is used as a key resource in the teaching of phonics. They are matched to grapheme sets and we use them to support the children as part of their planned phonics programme.

Children receive high quality daily phonics sessions, which are differentiated according to the children's stage of phonological awareness. Teachers use a multisensory approach to phonics teaching, demonstrating awareness of different learning styles and individual need. Phonics teaching is introduced in the Foundation stage phase and consolidated throughout Key Stage 1. Children in KS1 have phonics activities as part of their home learning to support the 'Letters and Sounds' phonic learning engaged with in school.

In Key Stage 2, children receive daily discrete spelling teaching, this is differentiated according to children's spelling development. The DfE-produced Spelling Bank is used alongside a range of resources including the Letters & Sounds program and the Babcock LDP-produced 'No Nonsense Spelling' resource to scaffold the teaching of spelling. Children's understanding of the principles underpinning word construction (phonemic, morphemic and etymological) are developed, along with:

- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils' self-images as spellers.

Children are assessed on their phonic and spelling knowledge on a regular basis. Opportunities are given during Key Stage 1 and 2 to receive specific phonic and spelling intervention: small group; one to one; pre teaching and post teaching where children are experiencing a delay in their phonological and spelling development. The school's reading programme, 'Bug Club,' also provides further consolidation of phonics via activities that can be used in class and games that can be accessed from home.

The school uses a reciprocal reading approach to support the progress of individual children's reading development during guided reading and independent reading opportunities. Children are encouraged to read for meaning and understand what they have read. They are supported in engaging in dialogue to aid reading comprehension, focusing on searching questions and inferential exploration and practising these skills externally to help their personal reading development.

We use the online reading scheme 'bug club' to ensure progression in reading material and skills required to access such texts. All reading books are colour banded to identify the level of the text and to support children's progression in reading. Children are regularly assessed on their reading development, being provided with opportunities to engage in intervention activities, where they require additional support. The children are encouraged to take home 'real books' from school in order to engage with the pleasure of reading as a shared activity.

Children's skills are developed throughout the school enabling them to build, develop and demonstrate their phonic learning through their writing as well as speaking and reading. Throughout the school children are supported in developing a cursive (joined) handwriting style. Adopting a focus upon cursive writing provides a number of advantages over a printed (manuscript) style:-

- It demands a less intensive use of children's fine motor skills
- All of the lower case letters begin in the same place – on the baseline
- It provides clarity around the spacing within and between words
- The beginning and ending of words is emphasized as the pencil is lifted between words only
- It is more difficult to reverse letters such as b's and d's
- The skills that are being mastered will be those used for a lifetime – no need to learn another style

Use of the cursive script being developed with children will be visible throughout the school building in a range of contexts.

Parents are encouraged to discuss their child's individual provision for phonics, spelling, reading and writing development, with their child's class teacher or phase leader.

#### Aspects of In-School Provision that Support Children's use of Phonics to Support Reading & Writing – May 2016

Teachers will:

- Have, display and use appropriate knowledge to support all children in their care – have avenues of support to develop this where appropriate (e.g. colleagues, Letters and Sounds);
- Expectation of pupil engagement;
- Be picky on 'neat' sounds eg. r, m, n, t, l, p, h;
- Place importance of pace and repetition during sessions along with consistency of approaches throughout the school;
- Demonstrate consistency of approach to 'say and swipe' to support development and awareness of the skills of segmenting and blending;
- Place critical importance of knowing and using letter names to support phonic development
- Ensure consistent use of independently accessed resources to support children's reading and writing, developing alongside children's awareness and skills – developed between the school and resource publishing organisations. These will typically be linked to Foundations Stage; Key Stage 1; Year 3; Year 4; Year 5&6;
- Ensure consistency in the use of terminology relating to phonics throughout the school – terms such as phoneme, grapheme, digraph, trigraph, letter names (grapheme phoneme correspondence), segmenting and blending will be explicitly used to support development;
- Provide consistent graphic representations of sounds and their links to letters e.g. the use of a curved sweep to link 2 letters in a split digraph will be used;
- Make independent decisions over use of planning tools to best support their provision, considering published support in Letters and Sounds, Devon/Babcock LDP resources, TES phonics as appropriate;
- Introduce joins in letter formation as children are first introduced to writing
- In the Foundation Stage introduce Phase 2 phonics at the same time as developing Phase 1 in the Autumn Term – this can happen earlier for children in Foundation 1;
- Place importance on the ongoing modelling by adults of phonic-related skills where appropriate – 'if I'm using it, you're using it';
- Explicitly teach the reading and writing of tricky words;
- Secure half termly assessment of reading and writing will inform next steps and strategies for future teaching;

- Use explicit segmenting and blending skills with children using this vocabulary and consistent whole-school physical approaches linked to using these skills;
- Provide one-to-one support with appropriate time being provided based upon identified need;
- Explicitly support children to look at the word the whole time that it is being read (rather than looking at the adult supporting/leading);
- Discuss misread words with a focus upon seeking evidence from child for their pronunciation eg. 'Where is the g sound? .....You've said it, where is it?' Learning from discussed/ explored errors;
- Ensure consistency of phonic language used across the school e.g. split digraph
- Ensure the use of sound buttons is tempered by awareness that the use of these can be over-scaffolded – having a go without sound buttons, returning to use them for support where needed is essential as skills develop;
- Provide explicit support for children in recognising that phonics is reading – not a discrete skill;
- Provide explicit support for children in listening to what they say and matching this to presented text – use of modelling of self-correction to support;
- Changes approach as needed based upon regular half-termly assessments and experience of children's learning.

Characteristics of ARE and Approaches Used to Support Progress  
Phase Feedback & Guidance for Assessment  
October 2017 – updated November 2019

**Foundation Stage**

Characteristics of ARE are wholly and clearly defined in 'Development Matters in the EYFS' pages 28-29.

Reading in the Foundation Stage: What does reading look like at the moment in the Foundation Stage?  
November 2019

- Flash sounds
- CVC oral blending/ and CVC blending
- Told stories every half term
- Book areas
- Story squares
- Nursery rhymes
- Stories at the end of everyday
- Activities that focus on awareness of sounds around us/ environmental sounds
- Give the children 1-1 time to gain awareness of sounds – differentiation in groups for Phonics teaching
- Small world equipment and the felt characters for stories we are creating
- Role play and the imaginative stories
- White boards and mark making – sounds practicing the sounds on the boards – try again
- Shaving foam- writing – matching words to physical actions
- Non verbal communication – particularly used during singing.
- Eye spy games – focus to the words used and teaching children to look carefully
- Name tags and sounds in the name and whose match
- Activities looking at -What other words start with the same sounds – alliteration
- Author illustrator / title of book
- Using practical items when teaching blending in front of the children
- Sounds around the room are easily accessible
- Song that link with the each phoneme / sound
- Memory skills games – box and basket work and learning to recall 10 things in order – developing memory skills to support reading
- Working memory games
- Actions that support the children learning the sight words and Actions that match phonemes
- The children are comfortable to get books and to keep the same book for as long as they wish to repeat the story.
- Dictation of the children's story and pictures.
- The use of contact books and comments between home and school.
- Lending our books because of the children linked to interest
- Description games and not encouraging the children to initially listen to adults describing an item and then build this skill towards the children describing the items to their peers.

- Mirror games – where children are asked to copy the same arrangement of blocks
- Encouraging games where the children have to explain an item or situation with their language skills
- Using and encouraging good eye contact particularly when pronouncing the sounds in a crisp manner.
- Slowing our sounds down and clearly positioning our lips when we produce letter sounds
- Silence
- Games that involve how to become a good listener
- Labels that we have on everything
- When we read a book the emphasis we place on reading from left to right
- Monday R time discussions
- Repetitive texts and refrains we use continually
- Told story – (repeating a told story through all modes of expression, spoken drawn, acted song etc)
- Adults and children drawing story maps
- Reading with the children leaving gaps and emphasising a closure of the phrase.
- Parent meeting helped a lot for me in my role and it supported the parents to engage at home
- Physical action with songs
- Naming noun games sent home for a child that doesn't speak English as a first language
- Matching games – lotto and pairs –
- Adult description about writing and its importance highlighted throughout the session
- Dough disco
- Daily Singing sessions and music used in writing and movement.
- Children observing us talking and sharing ideas.
- Talking and listening
- Sand paper writing – physical sense with letter shape.

#### Reading - What are we pleased to see in the Foundation Stage environment? – November 2018

##### Children use books in their free play

The Book area is used effectively, it's a quieter area for children to go and read and the magnetic letters have helped, it's only used for quiet and focused play. They have taken the books over to the role play area and understand about how to take care of books. Adults are using the area for reading in the session. We are pleased with the arrangement of the books and the number of books being displayed. The environment allows the children to use the space in different ways for reading. It encourages them to get themselves comfortable, using the cushions and den. It's a smaller space which is quieter to look at a book. Range of books has increased.

Next Steps- Consistency of how to use the area and books needs to be put in place by all adults. Door to Y1 closed and locked so that it is not a walk through book area in base 2. Cleaning trolley leaving at 12.30pm exactly. Small world story equipment to be left in one area. Specific rules created and explained that the story small world items are not transitional objects. Other items to add to the book area:- Puppets, small world characters, Story sequences, Homemade books to be created linked to families stories or procedures.

##### Use of factual books in group time

Starting from child's interest has inspired discussion. One group time dedicated to a factual book each week. Inspired children to draw volcano, and build a volcano exploring knowledge and awareness and vocabulary e.g. larva and magma. Across the unit we have seen the number of children enjoying large factual DK books – pictures. Children sit alone and in groups to share these books. Staff have also used these large factual books as a means of calming children down because of the variety of imagery.

##### Use of video

The use of video within discussion to capture comments and reflect on how the discussions spark children's ideas and encourage wider debate.

Next steps- Look for Perspex boxes to present wider range of items for discussion, museum artefacts and art work to develop language and discussion. Wider range of old book, architect, Designers,

### Using Rhymes has worked well

Particularly when giving the rhymes to individuals parents. Continue to develop rhymes of the week so that repetition is developed. Rhymes are displayed in various ways across the groups, visual prompts pictures, class rhymes book, or an object is held and used to make verbal connections. Children have been seen using the rhymes in their own chosen play. The songs and rhymes also appear during lunchtime and outdoor play. Rhymes developed across the day. We need to highlight to parents the reason we use the rhymes – to reinforce the vocabulary, using songs to support memory of sounds.

Next steps- To further promote the rhyme of the week to parents– links to video if they don't know the tune. To widen range in the rhymes we use.

### Understand of reading

Particular members of staff have developed a greater understanding of reading and how children become an independent reader. They needed to see how the children learnt. It was especially helpful to come to the work shop to see what happens. They can now understand the need for the children to hear the individual sounds - match together phoneme and grapheme, also understand more about blending and segmenting. The children were already loving the sounds and there is now a clear awareness of if the children are blending.

### Understanding of Short Term Memory

Particular members of staff have been pleased to refine their awareness of short term memory / and the elements of processing – visual processing, auditory processing and the speed of processing and its effect on phonological awareness.

### Immediate Next Steps –November 2018

- Sheets with song and rhymes - weekly to parents
- Adults using characterisation when the reading stories
- Adults to be part of a story square – to further develop an understanding of their role within role play
- Book areas filled with props etc
- Wider range of books to be across the unit, art building etc
- Using small world items when telling stories.
- Further develop of use of Homemade books, consider how they can be used to used by the children to support reflection.
- The use of video to support the story telling and reflection from children.
- Using images from a single story using child's question or a focused adult question...eg. Not Now Bernard!
- Adults being able to read and take the whole group. Adults being sure of how to use their voice and drama to develop stories
- Encourage the adults to act out drama and see their role as a model in drama and some role-play situations. Plan and encourage adults to model how to be creative using small world – developing stories with mini story worlds.
- Develop an awareness of Silence – introduce short periods of silence to the children - Can we be comfortable being in the world of silence and what can it bring our children?

### Consideration of Provision in the Foundation Stage Priorities for Autumn 2 and beyond– November 2019

#### What were we pleased about reading and Phonics last year ?

- The love children had to read with the staff members in one on one situation

- The children's ability to blend and segment with such confidence
- The amount of parents engaged in the reading process at home.
- The use of books across the setting within all areas of learning.

What have we altered in our FS procedures to teaching Phonics and reading linked to knowledge last year?

We have always supported the development of listening and attention, memory and concentration but across the year our awareness has been focused on the complexity of memory skills in detail. We have discussed how the development of auditory and visual memory skills is essential when we consider the multiple layers needed to gain fluency in reading.

Unlike visual memory, in which our eyes can scan the stimuli over and over, auditory stimuli cannot be re-scanned. Auditory memory involves being able to take information that is presented orally, to process that information, store it in one's mind and then recall what one has heard. Basically it involves the skills of attending, listening, processing, storing and recalling. Often children can hide difficulties in auditory memory by following others actions and procedures in the classroom.

Visual memory	To be able to immediately recall the characters of any given object.
Visual sequential memory	To be able to remember symbols or characters in a certain order

Auditory Perception	To be able to perceive sound or no sound
Auditory Discrimination	To discriminate sound
Auditory Location	To have spatial awareness of sound
Auditory memory	To remember sounds/ instructions
Auditory Sequencing	To remember the order of sounds
Auditory selection in noise	To be able to hear accurately in normal background noise
Auditory working memory	Holding information you hear in your mind
Rapid auditory naming	To verbally repeat information that you have heard

Learning more about memory and how this muscle needs to be exercised to develop the children's visual and auditory skills has altered the process we follow as we teach reading and other skills.

We understood the importance of automaticity with letter sounds last year but what we had not considered in depth were the children who were not able to recall sounds and words without conscious effort.

We had considered the processing speed of specific children and varied this accordingly. However we questioned why were some children not able to hold and remember sounds.

In March 2019 we started introducing auditory memory and auditory sequencing skill games for specific children daily but because we only started late in the spring term we did not have any real evidence of these games supporting learning.

Research has shown that we can rewire and strengthen connections and change memory capacity with the regularity, intensively and length of focus on a skill. This year we have introduced auditory & visual memory and auditory & visual sequencing skills and games to all of the parents in our Foundation Stage phonics and reading course. Also specific games that we have initially used in the class are sent home weekly to be shared with the family. Parents have been commenting on these games as they play them at home with their wider families. What we are interested to observe is how these games support the memory capacity of the children. Also what any effect that increases in auditory and visual processing have on their well bring and confidence, as a result of the speed and automaticity of their processing.

What are the areas for development of Reading and Phonics within the Foundation Stage Unit?

As individuals our priorities sit within:-

- Developing an interactive lowercase handwriting / phonics alphabet.
- Creating an interactive alphabet for base 2 and phonics CVC games
- Developing story bags for the story table in base 2 and 1-1 thrive work with a child
- Creating an interactive Story Square booklet – with theory and explanation for visitors
- Engaging in story telling using the unit blocks. Develop attention building games.
- Developing visual chart for children to follow in spirals. To develop own knowledge reading spirals theory book.

As a team we wish to develop the children's rhythmic ability using claves and knowledge of spoken rhymes.

**Key Stage 1**

The first fixed known is ARE at end of Year 2 which is defined through the framework statements for end of Key Stage 1.

Phase reviewed Year 2 ARE assessment framework against curriculum requirements and recognised and identified that the Year 2 statements are 'watered down' from curriculum requirements.

The development of ARE for Year 1 needs to reflect progressive flow of expectation/ trajectory of development from the beginning of Year 1 to end of Year 2.

Statutory assessment of reading at the end of Key Stage 1 is not clear in it's coherence and consistency – as such there is the ongoing need for discussion and exploration of our definitions in relation to age-related expectations at the end of Year 1. These discussions are reflected in the table detailed below.

Haytor View Are-Related Expectations (ARE) in Year 1 and Year 2

<b>Year 1 - HTV developed statement</b>	<b>Year 2 - Nationally defined statement</b>
Read MOST words of more than 1 syllable that contain taught GPCs with phase 5.	The pupil can: <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> <li>• read most words containing common suffixes*</li> </ul>
Read most taught common exception words	Read most common exception words
In <b>age appropriate reading books-</b> Respond speedily with correct phoneme-grapheme correspondence for all taught GPC including alternate sounds within phase 5.	In age-appropriate books*, the pupil can: <ul style="list-style-type: none"> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup></li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p>(* The Devon definition of age appropriate book at end of year 2 is Gold or above. There is no agreed national definition of an age appropriate book but many websites and publishers have similar but differing interpretations. The general range for children age 6-7 years is a range from orange to</p>

	<i>lime. STA guidance is that the test papers represent age appropriate texts.)</i>
Read accurately by blending sounds in unfamiliar words containing taught GPC's within phase 5	<ul style="list-style-type: none"> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup></li> </ul>
In a familiar book that they can read accurately and fluently or that is being read to them, the pupil can: Check it makes sense to them	In a book that they can already read fluently, the pupil can: <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> </ul>
In discussions around a familiar book that they can read accurately and fluently or that is being read to them, the pupil can: Make inferences about what is being said or done.	In a book that they can already read fluently*, the pupil can: <ul style="list-style-type: none"> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read.</li> </ul> <p><i>(NB: the national assessment tests, which are expected to be used to inform judgements require children to demonstrate this skill in an unknown, unfamiliar text, within a timed context.)</i></p>
<p><b>Summarising:</b> With support, make relevant comments about the title of the book, the sequence of events or information within a text they have read.</p> <p><b>Prediction</b> Make a simple prediction</p> <p><b>Clarifying and Questioning</b> With support, will recognise words they do not understand and will seek understanding and participate actively in discussions.</p>	<p><i>The reciprocal reading model does not explicitly feature in the year 2 curriculum statements or framework statements, however, throughout KS 1 these statements are interpreted and delivered through a reciprocal approach.</i></p> <p><i>This is reflected in the relevant assessment documents which are used to assess the whole curriculum not just focusing on the EXS framework statements.</i></p> <p><i>Good reading is about having a relationship with the contents of texts. The reciprocal approach provides a metacognitive language that enables these relationships to be examined and discussed.</i></p>

Some Common blockers to children achieving ARE in Key Stage 1 – Updated Nov 2019

Blocker	Supportive actions
Poor speech Mishearing sounds Misforming sounds	<ul style="list-style-type: none"> <li>• Clear modelling of language- sounds-mouth shape-</li> <li>• face to face communication</li> <li>• High expectation- constant vigilance - zero tolerance with spotted errors</li> <li>• Make mirrors available to children to see their own mouth as they make the sounds</li> <li>• 1:1 modelling with adults in a quiet location</li> <li>• Making time for children to correct themselves</li> <li>• Ensure children can hear sounds</li> <li>• Use connective model for phonics when thinking about experiences to support.</li> <li>• Recognise that missing teeth will cause difficulties</li> </ul>
Speed of recall of GPC	<ul style="list-style-type: none"> <li>• Frequent exposure</li> <li>• Ensuring engagement in sessions</li> <li>• Pace of sessions</li> <li>• GPC obvious in environment and referred to so that children can support themselves.</li> <li>• Introduce new GPC on powerpoint flash cards with physical flashcards for individuals and small group.</li> </ul>



	<ul style="list-style-type: none"> <li>• Whole class pre-teaching of phase 5 through class reading as and when opportunities present themselves.</li> </ul>
Lack of Segmenting and blending	<ul style="list-style-type: none"> <li>• Consistency of approach</li> <li>• Language</li> <li>• Modelling</li> <li>• Parental knowledge and participation</li> <li>• Modelled Use of finger sound buttons and a swipe and an insistence that those are used alongside Modelling and discussion around appropriate use of written sound buttons.</li> <li>• Opportunities for children to add sound buttons to words</li> <li>• Support spotting digraphs and trigraphs – cover parts of words</li> <li>• Identifying easy and tricky graphemes- getting children to identify graphemes they <b>can</b> do.</li> <li>• Using letter names when talking about letters within digraphs and trigraphs.</li> </ul>
Lack of chunking	<ul style="list-style-type: none"> <li>• Identify or create opportunities to model chunking and to get children chunking</li> <li>• Develop a toolkit for chunking to provide language to support metacognitive reflection of chunking process.</li> <li>• Get children to chunk words with lines and not sound buttons.</li> <li>• Consider where to chunk words, syllabuls or roots of words.</li> </ul>
Predicting a word from first grapheme rather than reading	<ul style="list-style-type: none"> <li>• Zero tolerance- why does it say that?</li> <li>• Modelling</li> <li>• Develop self-checking and self-correction strategies - Allow children to create the sentence with the incorrect word in it. Does this make sense? Why not? Then, Say the incorrect word back to the child- do those graphemes say that?</li> <li>• <u>Reading is about sentence level comprehension not word level.</u></li> </ul>
Lack of enthusiasm for reading at home	<ul style="list-style-type: none"> <li>• Reformatted contact books</li> <li>• Focus simply on new vocabulary to start.</li> <li>• Be explicitly clear about sharing books is about spending nice time with child and not about reading.</li> <li>• <b>Do parents know how to share a book?</b> "Spend some quality time just looking at books together" Inviting parents in to share books.</li> <li>• celebrate books and reading at every opportunity</li> <li>• world books day</li> <li>• KS 1 display of our reading community-Highlight this to parents use ipod to capture</li> <li>• Conversations with parents</li> <li>• Nice books in a special box for parents to take home and read for bedtime story</li> <li>• End of term, end of day story time- parents to join children.</li> </ul>
Poor vocabulary/ Lack of word consciousness	<ul style="list-style-type: none"> <li>• create and encourage an ethos where not knowing is not OK</li> <li>• support and encourage questions around unknown words.</li> <li>• Develop confidence and curiosity around new words.</li> <li>• develop love of words, modelled by all adults</li> <li>• develop love of books as objects</li> <li>• model inquisitiveness and clarification of words</li> <li>• use the strategies developed from the vocabulary projects</li> </ul>

Reading in KS 1: What does reading look like at the moment in KS 1? – Updated November 2019

Evidence interrogated: national curriculum, reading records, planning documents, shared reading notes, Bug Club books, home school reading journals, school based home school reading records, teacher awareness

- Whole class Shared reading – 2.50pm – used to provide assessment evidence in Years 1 and 2
- Opportunities for independent reading- PE changing year 1, specific activities, creative choosing time.

- Reading off the board and in the environment, explicit expectation that children do this- intentions written in GPC that children can access.
- Key word reading in phonics sessions- letters and words- key words available in environment (year 2)
- Guided reading with adults in timetabled reading sessions
- Phonics and letters and words sessions
- Access to reading in creative sessions
- Small group/ paired reading in timetabled reading sessions- developing in year 1
- Wave 2 and wave 3 reading groups
- Expectations of child reading using Bug Club reading at home
- Bug Club shared reading with adults in Time to Think Ipads and computers
- Choosing of a book to share at home for enjoyment- not for reading
- Expectations of book talk at home
- Expectations of recording book talk at home. Supported by redeveloped contact pages and parent discussions.
- Newspapers available in Year 2 Time to Think.
- Bug club support for families who are having difficulty accessing bug club- parents are bringing tablets into school for IF to show them how Bug Club works., stay play and read sessions now offer reading support. Time to Think sees iPads available in Years 1 and 2
- Letter names used when spelling and when new phonemes are being introduced
- Individual assessment of children in term 1 to inform early intervention and ongoing whole class teaching
- Spotting phonemes in spoken words and Spotting graphemes in words not just in isolation
- opportunities for adding sound buttons to words
- developing Consistent format for phonic / letters and words sessions- short punchy sessions
- Recognition and support for other strategies for reading during guided reading and modelled during shared reading
- The need for re-reading for meaning once decoding has been achieved.
- Celebrating reading at home when children want to share their reading or books.
- Parent briefings used in Years 1 and 2 to support parental engagement and input in home reading
- Books available to share in Time to think
- Reading activities included in Time to Think/HL activities.
- Strategies from year vocab project are continuing to be used.
- Vocab activities are part of Time to Think and home learning activities.
- Developing use of Bugclub in Year 1 both as texts for reading but also phonic games.
- Book books are now part of Year 1 (but later in the year).
- Year 1 increasing independent reading expectation – carousel and independent activities
- All adults share last good book in book cabinet.
- Year 1 reading display on visible door.
- Create a specific space in the environment where children can present and share their books from home.
- Year 1 to acquire a book throne-story reading chair.
- Representation of KS 1 in school library is more evident.
- After Christmas Book buddies Year 2 – Year 5 ; Year 1- Year 4
- Whole class modelled reciprocal reading in Year 2.

#### Immediate Next Steps – Updated November 2019

- Establish shared reading experiences with Years 1 and 2 .
- Aligning timetabled reading time with Years 1 and 2 to support shared practise.
- Book buddies Year 2 – Year 5 ; Year 1- Year 4.
- Explicit teaching of the existence of different fonts- use of one font for writing.
- Secure and enable the creation of a picture in our head once we have read.
- Embed trips to the library for Year 2 and end of year for a whole phase trip.
- Make greater use of school library service- process of ordering shared with Phase.
- Create a book area in year 2.
- Refine Year 1 assessment practices - review and redevelop assessment sheets.

- Greater focus on capturing new vocabulary when reading making engagement with contact books easier for parents, enabling us to have an Increased expectation around reading at home and use of contact books.
- Develop a toolkit for chunking to identify discrete strategies for different ways of chunking longer words.
- Review phonic intervention- staff responsible- Consideration of timing of phonic intervention for individuals.
- Share Phase time with Foundation stage to develop a shared understanding of the precursor requirements for reading ie. Memory games for identified children- sent home and used in creative time.
- Year 1 project to secure involvement of parents.

## Key Stage 2

### Progression of Reading Through Key Stage 2

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Decoding</b>	Segmenting and blending	Segmenting and blending putting into sentences.	Using words in different contexts.	Using words in different contexts focusing on etymology.
<b>Reading</b>	Single chapter silently.	Chapter books aloud with intonation.	Able to independently choose appropriate aged books.	Reading with expression. Using knowledge of punctuation to guide. Scanning ahead to prepare
<b>Pleasure</b>	Teacher chosen books. Audio books.	Choosing own books but followed up by teacher. Discussions around the book they have chosen.	Teacher assisting children to choose different genres of books.	Teacher ensures coverage of different genres so children can choose independently. Teacher to direct if need be to ensure coverage.
<b>Home</b>	30 minutes of reading plus 15 minutes of writing comments. Parent/child balanced comments. Adult led discussions.	45 minutes of reading plus 15 minutes of writing comments. Child comments with parent signature. Adult supported discussions.	60 minutes of reading to include comments. Adult supported book club.	80 minutes of reading to include more developed comments. Book club run by children recommending to each other.
<b>Predicting</b>	Predicting from pictures. Using their own experiences to refer too. Quoting direct phrases.	Expanding predictions to say why, using the words and phrases from the text to evidence this.	Using other genres and reading matter to evidence predictions.	Using wider knowledge of other books within that genre or other work by that author to evidence predictions.
<b>Clarifying</b>	Use pictures and peers to help clarify meaning of words.	Use a dictionary or literacy working wall to help clarify the meaning of words. Start to apply these in their writing.	Apply new words learnt to different concepts.	Use the writerly knowledge chart and different themes to clarify meaning of words and apply them in their writing.

<b>Inference</b>	Using pictures to infer authors' intention. Linking these to personal experiences.	Using the text as well as pictures to infer authors' intention. Linking it with literacy sequence text.		P.E.E. Point Evidence Explain So what? How? Why? Explain opinion
<b>Questioning</b>	Focus on literal questions - who, where and when?	Using both literal and inference questions.	Inference questions.	Using knowledge of common themes and writerly knowledge chart to create questions.
<b>Summarising</b>		Identifying keys points in the text to summarise what the children have read. Using these to write their summary.		Using more precise words to make summary more efficient.
<b>Themes and Conventions</b>	Using specific texts in guided reading and linking to literacy sequence.	Using specific texts in guided reading and linking to literacy sequence. Looking at different text types to compare.		Using a range of authors and themes to compare texts.
<b>Language for Effect</b>	Linking pictures and words.	Linking text with other types. Discussions around the effect it has on the children as a reader.		Understanding figurative language and getting underneath why an author uses it for effect. Understanding language in different contexts.
Link to Literacy Sequence				

Key Stage 2 - Additional information and expectations for reading within our school

Year 3

To support those children who are not yet able to sight read age appropriate words, in Year 3 we continue to use phonics books and encourage children to read words to themselves first (using their phonics skills to chunk, sound out and then blend words) and then read the sentence aloud. It is important that these children are reading books where they can focus on understanding what they read rather than on decoding the majority of individual words. For all children in year 3, and across Key Stage 2, we have an enormous emphasis and drive on children reading for pleasure to support them in becoming enthusiastic readers who read widely. This is demonstrated through:

- Expecting children to have a go at reading instructions from the board before having them read out.
- Encouraging children to read information from the board out loud during lessons, rather than having adults read information to them.
- Encouraging book swaps, between children in year 3 as well as in other years across the school.
- Supporting the children in choosing appropriate books, so that they can read the text to a level that enables them to understand and enjoy what they are reading.
- Reading a class story each day where the class teacher can model expression and fluency whilst reading.
- Familiarising ourselves and immersing ourselves with several different texts of one genre at the start of each literacy sequence. These are differentiated to meet the reading abilities of all children within the class and are read and discussed by all.

- Having regular dialogue and discussion between adults and children through reading and contact books.
- Having a minimum expectation of reading at home, which should involve talking about their book with an adult using the question prompts from the Reciprocal Reading strategy.
- Having a selection of books to meet all reading abilities available for children to take home and read as well as accessing Bug Club resources online from home.
- Having audio books planned into their guided reading sessions to enable children to hear expression and tone of voice as well as a more complex vocabulary and lengthier chapter books, while enjoying being read to.

To encourage pupils to discuss their reading, we use the Reciprocal Reading strategy and plan all teacher lead sessions to be focussed around a key question. In Year 3, these sessions typically see the children talking for a larger proportion of the session than reading. This enables children to hear each other's views and ideas and for the adults to unpick their thinking to deeper levels and support children in being able to justify their views. At Year 3 level, adults often prompt children in justifying their thoughts by considering what they already know about the child, for example 'you have a brother, what would happen if you and your brother did the same activity together?' This support can then be scaffolded to varying levels depending on the needs of individual children within the group. At Year 3 level, we often use familiar texts with pictures that can support the justification of how characters may be feeling, clarifying vocabulary, forming questions to ask about the text and predicting what might happen next. This is to scaffold these skills for the children to work towards independently formulating these questions and views from texts whilst reading independently.

In Year 3 when completing reading comprehension tasks, we again use texts with pictures to support the children in unpicking the information. We have found that this really scaffolds children's skills in thinking about what they are reading, rather than just sounding out words on the page.

We also ensure that our guided reading group texts link closely with our literacy sequences. This enables us to draw out vocabulary to use in our writing and find patterns between text styles. It supports both the reading and writing skills through regular exposure to one particular text type, whilst also ensuring that children are able to choose different text types to read independently.

#### Year 4

Children in Year 4 will experience and explore a wide range of text through both writing and reading, in line with the National Curriculum guidance. They will have opportunities to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They will be reading books that are structured in different ways and reading for a range of purposes at an age appropriate level. These will help to foster a positive attitude towards reading and help comprehension of different text types.

To encourage children to read a wider range of books and adopt a positive approach to them, the children have adult support in seeking different genres of books to read and discussions are had around these. This widens their experiences so they are not limiting themselves to one genre. It also allows them to have scaffolded discussions about words and phrases that have captured their interest and imagination.

Children are read to everyday. This sees the teacher modelling intonation, tone, volume, performance, action and excitement when reading. This sparks conversation between children about what is being read to them and the effect it has on them. They are encouraged to use these skills in their adult lead 1:1 sessions and guided reading sessions. This allows all children to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

A sustained dialogue, between teacher and child/parent, through the children's reading and contact book encourages them to think deeper about the book they are reading and why they have chosen the book. It also encourages parents/carers to maintain the conversation with their children about their chosen book. In Year 4 the dialogue encouraged is scaffolded through questions posed by the teacher and responses from the children. The children are given a list of questions to choose and answers which have been modelled at the beginning of the academic year.

Children use dictionaries to check the meaning of words that they have read as well as other resources (e.g. word wall, spelling wall and writing working wall). They have opportunities to practice these words in sentences so they are confident with the meaning. They learn which word class it belongs to, use a

thesaurus to find synonyms and are encouraged to apply these words in their writing. This supports them in checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. These conversations become pertinent in guided groups sessions as they use each other's ideas as building blocks to develop a richer and wider understanding.

Some children in Year 4 enter below age related expectations for their reading and spelling, with a proportion still unable to spell or use high frequency words correctly. The above strategies are used to support children depending on where they are with their reading and vocabulary, not just at an age appropriate level. Encouraging the children to do these with all words sees them gradually becoming independent when a word needs clarifying, rather than skipping over them.

Throughout Year 4 the children are encouraged to familiarise themselves with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. They are developing a sense of awareness around identifying themes and conventions in a wide range of books.

To support the children, specific texts are used in guided reading that has been chosen by themselves but supported by the class teacher. They explore different text types and comparing these to similar genres. These text types will be linked to the children's writing sequence so they are able to gain a deeper understanding of the text they are reading, can discuss the text confidently and the effect it has on them as a reader as well as its purpose.

In Year 4 children are taught to expand their predictions about what might happen from words and phrases in the text not just from the picture. The children expand their predictions to state why, quoting page numbers and text to back these up. Discussions about why they have made those predictions are had and some are related to their own personal experiences. Developing these skills with fiction books enable the children to retrieve and record information from non-fiction books.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence is a developing area for Year 4. This is heavily linked with the children writing text type. Children in Year 4 begin to be able to draw simple inference about the characters feeling from mainly the characters actions. The children start to develop an understanding of inference through exploring many examples of pictures as well as text.

A focus on children being able to confidently ask literal questions is a priority for the children in Year 4. Children need to be able to independently ask where, when and who questions. For some of the children in year 4, these questions begin to develop into inference questions but these are heavily modelled/scaffolded and need to be embedded in Year 5.

At the beginning of year 4, most children can confidently verbalise a summary of what they have read but struggle to write this. This makes children identifying main ideas drawn from more than one paragraph and summarising these difficult. Throughout Year 4 children are encouraged to identify key points and are supported by an adult in writing these summaries.

### Year 5 & 6

By the end of KS2 our children must be reading at the expected standard or working as closely towards that standard as we can manage. There is no 'interpretation' of the expected standard, we need to focus on the description as detailed in the National Curriculum... full stop. With that in mind, there are certain descriptors in the NC where we have gaps and need to improve as follows:

Reading 'widely and frequently' is an ongoing target, both for pleasure and for information. A large number of our children generally need support in accessing appropriate books frequently enough to independently practise and embed the skills learnt in reading sessions. Ongoing support through regular and genuine use of the Reading and Contact book encourages children to engage with the process of reading for pleasure by selecting a book they enjoy and then sticking with the book to recognise patterns and practise skills.

Our children need support when finding the meaning of new words and often have a limited vocabulary for their age due to different contributing factors. This often leads them to select books with a limited use of vocabulary rather than challenging themselves with age-appropriate texts. All teachers in the Key Stage 2

phase are involved in the implementation of an approach to the development of children's retention of vocabulary through involvement in a Devon LDP-led project. Using the strategies we develop over the coming months of 2017-18 we will see our children better prepared to face the challenge of a trickier text, knowing what to do when faced with an unfamiliar word (including confidence using skills in morphology and etymology.)

Teachers need to ensure a wide range of reading material is selected by children – genre profile sheets have been created to support teachers' awareness of each child's reading history and guidance should be given to ensure a wide range of reading is accessed. Our children can sometimes stick to one genre, such as Diary of a Wimpy Kid or Goosebumps and they should be shown a more varied diet, all the while encouraged and supported by their class teacher.

Sessions need to be in place to allow children the opportunity to discuss their own reading choices and recommend these to other readers. This helps give the children an owned independence and love of reading.

A class story is shared on a daily basis to support children's awareness of story patterns and plug the gap of story experience that could be lacking. The daily class story should celebrate whole books, should select more challenging texts and should certainly be supported by discussion of the text.

Reading in school (and at home as much as possible) should be supported by our reciprocal approach to the interpretation and understanding of texts. The process explicitly explodes the component skills needed to be a reader: prediction, reading out loud, questioning, clarification of puzzles, summarising of understanding.

#### Key Stage 2 – Statutory References

In considering the above reference should also be made to guidance detailed in the National Curriculum, namely:

- 'Reading at Years 3 and 4' & 'Reading at Years 5 & 6'
- 'Reading – Word Reading' & 'Notes & Guidance (non statutory)'
- 'Reading in General'
- 'Reading – Comprehension' & 'Notes & Guidance (non-statutory)'

#### Reading in KS 2: What does reading look like at the moment in KS 2? - November 2018

##### Daily Class Story

- Developing listening skills
- Providing new experiences not necessarily common at home
- Raise expectations
- Build community – 'all in it together'
- Ignores disconnect between written word and reflection
- Model contact book skills
- Build genuine relationship with reading
- Next step – Parents invited in to experience class books

##### Reading & Contact Book

- Dedication to genuine support for reading
- Bespoke time and resources focussed upon choosing a suitable book including checks on suitability
- Support to develop reading habits
- Next step – Explore Kindle App.

##### Guided Reading

- Develop confidence of reluctant readers
- Reading across the curriculum for information
- Differentiated texts and questions to develop child-led discussions, managed by teachers towards a pre-determined outcome
- Chance to read independently and discuss books in pairs and across the school
- Development of inference – using pictures

##### Book Clubs

- Exploring child-selected texts together

- 'What do I like about it?'
- 'What should we read before next time?'
- Child ownership of group and meeting time

#### Vocabulary Acquisition

- Working Vocabulary
- Correcting spoken word and tone
- Wordliness in the environment
- Developed across phase seeing progression in vocabulary
- Not being scared of new words
- Modelling what we do.....

#### Development of Skills

- Quick fix – Skim and scan; Inference; Decoding
- All skills that can be taught
- Need to be done in unison rather than in sequence

#### Use of First News

- A different type of text
- Current and exciting
- Small chunks – manageable
- Differentiated activities
- Children feel like 'older' readers

How do we help children make progress through the sessions that we offer?

#### Decoding

Guided reading sessions; Practise in different contexts; Blurring lines so performing that skill outside explicit sessions; High expectations; managing the session and putting opportunities in place so that they achieve the outcome you have designed; Once they do this properly, read successfully outside school. Parents into school to experience this.

#### Home

Loads of modelling at school – how to read; parents in to experience; how to select subjects for comment; how to respond to comments fully; set high expectations and repeatedly model what we want to see.

#### Pleasure

Year 5/6 genre sheet to ensure that children are reading widely; Suggesting books – be in control of opportunities that you present to children; Remember to use the class story to enthuse, model, provoke; Genuine enthusiasm from teacher will encourage children to read

#### Predict/Clarify/Infer/Question/Summarise/Themes & Conventions/ Language for Effect

##### What are Children's Needs? What do they need to work on?

- Y3/4 – Stickers into Reading & Contact Books
- Y5/6 – Teachers write into Reading & contact Books / stick papers into them
- Guided reading sessions help us model these skills and children to practise
- Planning for Guided Reading gives focus
- Use humour to spot inference – 'quick as a flash' - words in context/ puns/ why did the author use that phrase? What was the meaning?
- Use of question stems from recent Vocabulary Project

#### What are individuals' current key areas for development in Key Stage 2? Immediate Priorities for Autumn 2 and beyond– November 2019

Guided Reading set-up to include a weekly activity based around Vocabulary  
Pre-teaching of new vocabulary  
Application / sentence building with new vocabulary  
Auditory and visual memory games/activities built into T2T and SEAL  
Precision Teach priorities



What vocabulary do pictures create?

Emphasis on understanding vocabulary applying to different contexts in a pre-teaching format.

Implementation of memory games across the curriculum and school day

Organisation of Guided Reading groups – figurative language in different contexts. Experiencing phrases –  
**See language for effect progression table.**

Ensure that guided Reading texts enable children to access themes and conventions from particular authors – order books sets from Babcock. **See Themes and conventions progression table**

Implementation of memory games across the curriculum and school day. **Need to be able to access reading processes.**

Timings of Precision Teach – are children ready to learn when this takes place? **Reflections following Harry Morse Precision Teach training session.**

Utilising time: Reading for pleasure focus during T2T. AW modelling reading for pleasure.

Vocabulary based T2T practicing and applying new vocabulary.

KD & JD decoding words.

Picture resources available to help vocabulary – ‘once upon a picture’.

Auditory and visual memory games – weaved across the curriculum

Give more time and emphasis on applying new vocabulary from reading to our literacy sequences.

Common themes in author's work displayed in the classroom – ‘readerly’ knowledge chart to be adapted from the writerly knowledge chart. This will support the understanding of themes being general, rather than specific.

## **Whole School Consideration of Supporting Children's Reading – The Big Picture**

### Reciprocal Reading

- Gives teachers and children a framework and structure when talking about or exploring texts
- Enjoyable, safe, positive eg. predictions
- Explicitly highlights and practices skills of being a good reader
- Provides skills towards self-selecting books

### Developing Reading as Part of Life – Where are we? Successes?

- Improving impact in the Foundation Stage – breaking it down for the audience is supporting engagement of parents – genuine partnerships between parents and school being developed
- A lot of time going into reading and contact books, marking and feedback
- Making time to read to children
- Taking a book apart and using it across the curriculum
- Do we limit children's engagement with books?
- Importance of drama, role play, character – opportunities and possibilities – flexibility and structure both valuable – structure can lead to enjoyment – link with characteristics of reading – offering alternative texts until in Year 6 can choose their own
- Bookmarks used in the past to guide parents and children

### What would be the features of developing provision to support reading?

- Enjoyment; Engagement; Support; Encouragement;
- Starting Points; Invitations; Development; Balance
- Flexibility ----- Structure
- Environment – How are books displayed...beautifully?; Breadth of book choice in classrooms; Multiple copies of books; Use of Devon Library Service
- Staff Shared Area – Favourite Books – File name; Persons name

### What would we see happening involving parents?

- Watching films and talking about them – being invited in to do so

- Engagement in discussion as a precursor to discussion about reading
- Library reading club – build on current successes
- Parents accessing the library (hub) during TTThink – ‘dip in and out’
- Parents invited to be an audience for StorySquare
- Packs of resources and demonstrations
- Involving parents in phonics at KS1 - resources; approaches; knowledge
- Videos on school website; sharing links to effective sites
- Parents involved in choosing and changing books, growing from FS;

What would we see involving children?

- Buddying – story-telling; reading together
- Props for stories
- Pure storytelling sessions
- Story map-led telling
- Drama club
- Film club/reviews
- Bookmarks/ guidance
- Explicitly talking about enjoyment of books – how many ways to enjoy?
- Reading own book in the classroom
- Storytelling sessions for parents and children – bedtime, clubs,
- Playleaders story leading/telling
- Open topic tasks based around books
- HTV Book Day – build on successes of World Book Day
- Reading for fun at lunchtime
- Self-initiation of topics
- Asking children....‘what do you miss?’
- Opportunities for children to create stories/books/films/puppets
- Everything, everywhere – consider locations
- Small world play FS – Y6