

# Grange Primary School



# Reading and Phonics Policy

## September 2021

*Belong Believe Achieve*

## **READING CURRICULUM INTENT**

At Grange Primary School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for success across the primary curriculum and aim to reflect this in a vocabulary rich curriculum, in which high quality texts are mapped into all subject areas.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Reading is a priority at our school and as such, we introduced the whole class reading approach from Year 2 to Year 6, with the aim of promoting meaningful discussion during lessons, providing children with daily exposure to modelled reading and placing a focus on the learning of new vocabulary.

We strongly believe that reading should be an enjoyable and enriching activity that reaches far beyond the discrete teaching of reading skills. We prioritise reading for pleasure in our timetable and work hard to develop home reading links, where parents play an active role in their child's reading journey. Our timetable is mapped in a way that celebrates and raises the profile of reading, books and authors: we hold reading focused assemblies, have reading workshops for parents and a daily dedicated 'story time' in each class.

## **READING CURRICULUM IMPLEMENTATION**

- Reading lessons (1:1 Reading in EYFS and Year 1)
- Phonics lessons (Little Wandle Letters and Sounds Revised)
- English lessons
- Take home book system
- Independent reading
- Reading Entitlement (Class story)
- Celebrating reading
- Reading interventions

Grange teaches an English curriculum based on the National Curriculum for primary schools. However, as with everything at Grange, we have worked hard to develop our own curriculum model and methods for teaching this important subject.

The eight key elements above underpin the teaching and learning of Reading at Grange. Each item is a separate entity in our timetables and the teaching and learning in each aspect work together to form the implementation of our Reading curriculum as a whole. This approach not only ensures that every child is a reader by the end of KS1, but also promotes engagement and creates a celebratory reading culture within our school. The importance of our children reading for pleasure underpins the success of our delivery of the Reading Curriculum.

## **READING RATIONALE**

The three areas of English: reading, writing and spoken language have a key place in the education of pupils here at Grange. Reading is both an important subject in its own right and the medium for accessing the whole curriculum.

The Simple View of Reading provides the rationale for the structure of reading provision at Grange. This conceptual framework that underpins reading in the National Curriculum, sets out a model of reading that has two dimensions: word-reading and language comprehension.

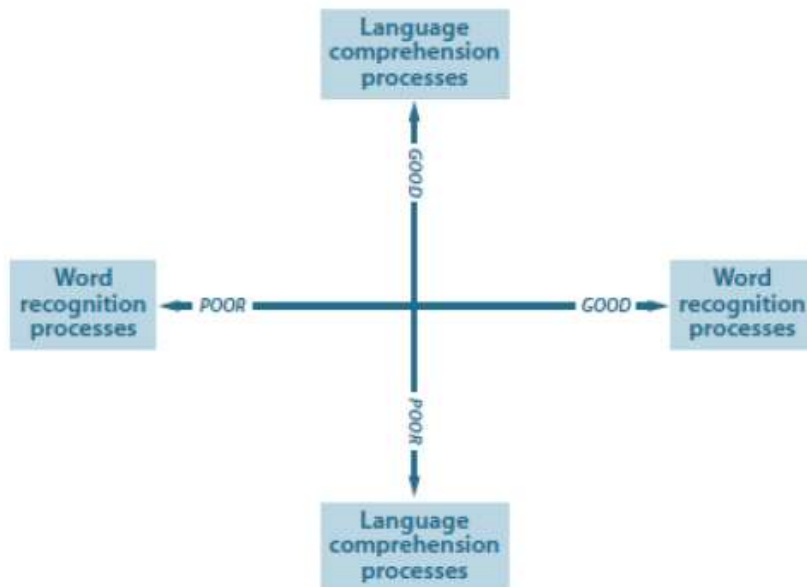


Fig 1- The Simple View of Reading

## Word-Reading

Skilled **word reading** involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

*(Rose review of the teaching of early reading, DfE, 2006)*

At Grange, our pupils follow a system of synthetic phonics, based on Little Wandle Letters and Sounds Revised. This is in place throughout the EYFS and KS1. Word-reading is assessed through continuous teacher assessment along with robust assessments at the end of each Phase, and validated by the phonics check in Year 1. A rigorous intervention plan ensures children who struggle with word-reading receive further support if necessary. Our discrete Reading Teaching sessions and Take Home Books System throughout all year groups offer the opportunities for children to apply their decoding skills with real books. The school follows a levelled **reading scheme (Collins Big Cat)**, supplemented with other high-quality books banded into the scheme.

Spelling across the school builds on the patterns children learn earlier in the school, both for phonetically plausible words and common exception words.

## Comprehension

Good **comprehension** draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

*(Rose review of the teaching of early reading, DfE, 2006)*

At Grange, comprehension is taught through English lessons and discrete Reading Teaching sessions. English lessons are organised into units of work written around high-quality texts and supported by The Literacy Tree Scheme. Pupils are expected to develop a range of specific comprehension skills, ranging from straightforward retrieval of information to quite sophisticated inference. The differentiation is provided by texts of increasing challenge. The texts children read in lessons provide the stimulus for much of their writing work. ARE objectives for Reading and Writing are planned into the daily implementation of our English lessons. These are sequenced carefully and systematically to ensure complete coverage at the end of every school year.

## Comprehension skills

- Recalling and retrieving
- Previewing
- Predicting
- Activating and building prior knowledge
- Questioning
- Visualising and other sensory responses
- Deducting, inferring and justifying opinions

Comprehension is assessed through ‘Whole Class Reading’ sessions against a set of criteria drawn from the National Curriculum. In KS1 and KS2, pupils sit a standardised reading comprehension test every term to validate teachers’ judgements.

In addition to English lessons, teaching reading and phonics, children at Grange have the opportunity to read independently and listen to books read to them by an adult. This supports their comprehension, develops their vocabulary and helps them to enjoy reading and lose themselves in a story. At Grange this is an issue of equity as not all children have the opportunity to read and enjoy books at home.

## Spoken Language

At Grange, oracy has a central place in our curriculum, reflecting the vital importance of spoken language in our pupils’ development. Pupils are supported to speak in Standard English at all times whilst at school. There are opportunities to talk throughout the curriculum as this is recognised as being a key way in which pupils develop their learning. Pupils are supported to talk about their ideas, helping to consolidate their learning. In addition to making formal presentations and participating in debates, pupils are challenged to elaborate and explain clearly their understanding and ideas.

## ENGLISH LESSONS

Reading is an integral part of our daily English lessons in all year groups. High Quality Texts lie at the heart of all exploration and units of work. These are chosen to best meet the needs and interest of our classes. We use the Literacy Tree’s scheme to support both planning and choice of text. Immersion in a text is a key component to our approach to English lessons at Grange and Early Years and KS1 often use storytelling within units of work based on traditional tales.

Reading, Writing and Spoken language curriculum objectives/ARE statements are used, sequenced and planned into every unit of work. Complete coverage of all ARE statements is ensured through our sequential approach to medium term planning. All year groups use the flow diagram below for planning, delivery and assessment in their approach to English lessons.

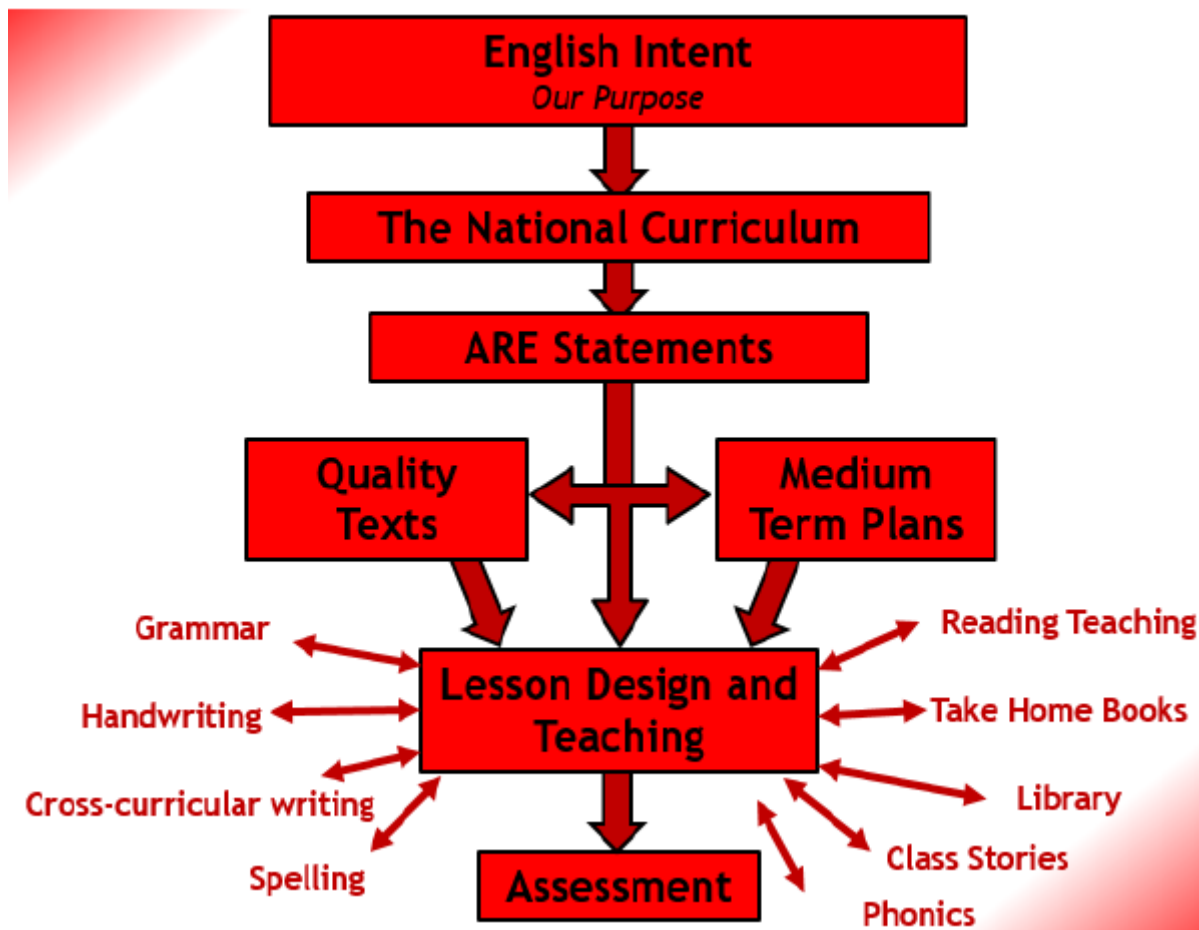


Fig 2- English Planning Flowchart

## READING TEACHING

In addition to our daily English lessons we also have separate ‘Whole Class Reading Sessions’. The vision behind this aspect of our timetables is ensuring that ‘Every child is a reader’. These sessions promote a culture that celebrates reading and books, laying the foundations for a lifelong love of reading. We ensure that children find reading interesting and enjoyable thus creating enthused, inquiring and ambitious young readers.

### Early Years and Year 1 Reading Approach

#### Decodable Books

In Reception and Year 1, we read one to one with children working our way through a series of books that systematically progress through the phases of phonics and the sounds that have been taught. Every child reads with a teacher or class-based TA at least once a week. We teach reading in discrete sessions every week. In Reception and Year 1 the focus is on decoding, fluency and comprehension. Children will read a ‘Reader’ levelled book with the teacher. If they can use the sounds that have been taught in previous Phonics lessons, they will progress onto the next sound during their next reading session. We design our sessions around ARE statements in Year 1 and Development Matters statements in Early Years.

A book based on the phoneme/graphemes that the child has been taught during the previous week will be read in a one-to-one session. This session will also include flashcards and phonics charts are used to support fluency and decoding. A range of open and closed questions are deployed to develop comprehension skills.

Rigorous assessment in phonics and teaching reading sessions inform accurate tracking and enable children to read books suited to their current level. Children working below ARE or expected

development matters have additional reading support on a 1:1 basis. PPG children are also read with on a 1:1 basis as per need. This reading support will use additional books that are based on their current set GPC (Grapheme-phoneme correspondence). Only the class teacher will be able to move the children forward in their progression.

## Year 2 - 6 Reading Approach

We use a Whole Class Reading Approach to teach reading based on teacher led sessions using The Literacy Tree's suggested texts or discrete, stand-alone texts. Sessions are designed around and assessed against ARE statements and the content domains.

In terms of phonics and decoding, we make sure that children are decoding to read the words in our books. We sometimes require extra decoding teaching for some of our children. This might include phonics teaching or reading with the class teacher or TA on an individual basis.

We sometimes need to provide additional comprehension teaching for children and this is given where it is appropriate.

We support all children however we can, and this includes ensuring that necessary supports are available and that the learning environment facilitates effective learning.

Grange Reading Sessions	
Reception	Each child to read 1:1 with the class teacher and TA. The child may be at the very early stages of pre reading in Autumn e.g. they may not have 1-1 correspondence of words yet. The purpose of 1-1 reading at this stage is to ensure that the child gains confidence in tackling new texts and has one person to support them in using a variety of strategies. The sessions are tailor made to the child and are highly individual.
Year 1	Each child to read 1:1 with the class teacher and TA. The sessions are tailor made to the child and are highly individual.
Year 2 - 6	Each reading session should have a planned for objective which needs to be shared with the children. This objective can be repeated but comments that are recorded must demonstrate progression against that objective. Records should not be overly time-consuming but provide evidence of provision and progress towards targets. The reading records provide evidence of systematic targeted teaching and assessment information for each child.  Any recording that the children need to do in relation to reading activities is to be done in guided reading books.

## PHONICS

At Grange we use Little Wandle Letters and Sounds Revised 2021 to deliver phonics and early reading.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of

progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

## Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b j l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>• longer words, including those with double letters</li> <li>• words with –s /z/ in the middle</li> <li>• words with –es /z/ at the end</li> <li>• words with –s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>• longer words and compound words</li> </ul>	Review all taught so far

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word ‘ask’ may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

### Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

## TAKE HOME BOOK SYSTEM

At Grange, we encourage children to read for pleasure as well as impressing upon them the importance of learning to read.

Children are expected to be reading at least five times a week in every year group for 10 - 15 minutes per day and this should be recorded in reading records.

We assign children to a book band based on their word reading skills and their ability to understand and explain what they are reading. Earlier book bands are linked to phonics phases. **The book bands are named by colour and given a Collins Big Cat level.**

This system is in place for all children from Reception to Year 3. In KS2, children use the school library to select books of their choice overseen by a member of staff. There are set days for children to change their Take Home Book and adults record their choices in their Reading Records. In EYFS and KS1 this happens twice a week. In KS2, this happens weekly. This cycle sets out the minimum requirement for changing a Take Home Book, however all children are welcome to change their book more frequently if required. In KS2 children record their own choice of book in their reading record. Class teachers keep track of this and ensure that changes are regular and also that the level of the text is appropriate in regard to their assessment of the child's reading ability.

Children will be assigned to a book band when they enter the school and will then progress through the stages at their own pace until KS2.

The first time the book is read, children should focus on deciphering the text using word reading strategies, including:

- Using phonics strategies to sound out words
- Recognising common words by sight
- Identifying known words with similar spelling/rhyming pattern
- Reading around the word in a sentence then using the context to work it out.

The second time the book is read, children should be focusing on:

- Being able to read the text fluently and accurately
- Responding accurately to punctuation
- Ensuring grammar is correctly used
- Developing their understanding of what is happening in the text; being able to retell the story, sequencing events and describing characters and settings.
- Talking about their opinions of the book as a whole and of specific events, characters and settings, giving reasons for their ideas
- Discussing the feelings and actions of characters, giving reasons using evidence from the text if possible
- Thinking about why a specific word or phrase has been used by the writer and what effect it creates for the reader
- Making links between the text and other similar texts.

### **READING RECORDS**

In EYFS and KS1 children take reading books home at least twice a week from their class reading corners. The teacher is expected to organise a workable routine where children's books are changed on a regular basis, according to the child's needs and ability. It is the teacher's responsibility to ensure that each child in their class gets the reading challenge that is needed in order to make progress. This will vary from child to child. It is expected that the reading record is signed by the teacher at least every week and any comments made by parents are responded to. Teachers should note if the diary is not being signed by parents and take steps to address this.

In KS2 children take reading books home at least once a week from the school library. Home reading is recorded in reading records by pupils and parents should still be encouraged to make comments weekly. In addition teachers and teaching assistants will make comments weekly relating to a child's reading progress. Teachers should note if the diary is not being signed by parents and take steps to address this.

### **READING ENTITLEMENT - CLASS STORY**

*'A reluctant reader is a child for whom adults have not been able to find a good enough book.'*  
Paul Jennings

At least three times a week, class teachers read a story to the whole class to promote reading for pleasure. Our aim is to develop a community of readers at Grange and to ensure all children have enriching, stimulating and balanced reading opportunities.

The 'Reading Entitlement' delivers the idea of a 'core entitlement' that particular year groups are entitled to hear. The Reading Entitlement stipulates the following criteria is met:

- Books from a variety of authors
- Picture books up to Year 6

- Poetry
- Non-fiction
- A variety of genres
- Both classics and contemporary
- Books with sequels/similar styles
- Literature from different cultures

The class story is delivered as a starting point or point of intrigue that will motivate children to read the sequel or more by the same author. In Year 5 and 6 the teachers read English or Whole Class Reading books at the end of the day, to allow enough time to complete their longer text. The same principles apply and this time is protected as reading for pleasure with analysis and discussion saved for the English/Whole Class Reading lessons.

### **INDEPENDENT READING**

Every classroom has a book corner or reading area where children have free access to the texts. Children are encouraged to use these areas as much as possible. The importance of independent reading is recognised at Grange and regularly integrated into the planning and delivery of lessons across the curriculum.

### **CELEBRATING READING**

Reading is whole heartedly celebrated at Grange and many whole school or phase events are planned and delivered to do this. There is a 'Book Hut' of books in the playground that allows a free book swap to occur between all ages of children, every day of the school year.

Other events are planned and designed with a particular purpose to help promote our celebrated reading culture. Regular activities/events include:

- Book Fairs
- Theme days based around stories e.g. Reception's Superhero Theme Day
- Whole School activities for World Book Day during the Spring Term
- Organised book swaps
- Author visits
- Reading displays to promote reading for pleasure in staff and children
- Story based assemblies
- Reading Certificates bookmarks - awarded during VIP Assembly.
- Regular visits to the school library when this is fully running, where children have access to books covering a range of genres and styles.
- Book recommendations in class, sharing favourite books, making books.
- Teacher's reading aloud to children three times a week from 3.10-3.30.
- Creating attractive reading environments - book corners.

### **READING INTERVENTION**

A number of phase or school-wide interventions run alongside our weekly timetables to ensure that every child is provided with the necessary support to ensure that every child is a reader by the end of year 2. These change as they are designed to meet the needs of the children. Examples include:

- TA Reading Interventions -1:1 basis with selected children from Reception to Year 6.
- Online reading support programme for KS1 and KS2

### **CURRICULUM IMPACT / ASSESSMENT**

All assessments made in Reading are in line with either the development matters statements within the Statutory Guidance for the Early Years Foundation Stage or ARE statements for Reading found in the National Curriculum. ARE exemplifications within each year group are used to make

consistent and robust assessments. Tracking of Reading is completed on Target Tracker by each class teacher, three times a year. This is analysed as part of the regular Pupil Progress Meetings that are held and actions are put in place for individual children.

Summative assessment is made in an ongoing manner on a daily basis by the class teachers. Formative assessments are taken at the end of each Phase in Phonics from Reception to Year 2. Reading Comprehension papers are sat at the end of each term by children in Years 1 - 6. Statutory Assessment Tests in Year 2 and 6 provide data that enables the impact of the overall Reading curriculum to be evaluated.

The impact is measured both in attainment and attitudes towards reading. Data is scrutinised and actions put in place to ensure maximum progress for every child. Our desired impact is embodying the English Curriculum intent statement.