

'How we teach reading at South Avenue Primary School'

Intent

At South Avenue, our curriculum is designed with the intent that each child becomes a caring, confident and curious young person with a passion for learning and achieving. It is our belief that reading is the key to unlocking this passion and curiosity for the world and that reading can open the door to a successful and happy future for our children.

Our curriculum is carefully designed to ensure that all children leave the school with the ability to read, no matter where their starting point in their journey to reading may have been. In KS1, children learn to read so that in KS2, they can read to learn: as the Rose Review stated, "learning to read progresses to reading, effortlessly, to learn." Without the initial skill of reading, children will be unable to access the joy of learning so our primary focus is supporting all children not only to read but to develop a passion for reading. Children's development of reading is supported every day: by access to a variety of high quality texts which are matched to their reading level; opportunities to read independently and to teachers, teaching assistants and volunteers; modelled reading by class teachers during daily read aloud sessions; the teaching of phonics in early years; and finally through class guided reading sessions to develop comprehension skills. Additionally, children are exposed to high quality texts when they explore topics in science, computing and all foundation subjects.

Aims

- To develop and increase children's enjoyment of reading for pleasure throughout the school.
- To enable all children to access the curriculum through reading and ensure our most able readers are effectively challenged.
- To engage our parents in their children's journey to read and support them to understand the power of reading.
- To deliver a structured and progressive whole school approach to the teaching of reading.
- To create a reading culture by providing a rich language environment within the classroom and throughout the school.
- To select appropriate resources to motivate, challenge and extend all pupils effectively.
- To identify pupils who require additional support and intervene at an early stage.
- To monitor reading progress and levels of attainment closely.
- To provide our teachers with ongoing CPD opportunities and develop our existing practice in line with new developments and research.

Our Reading Programme

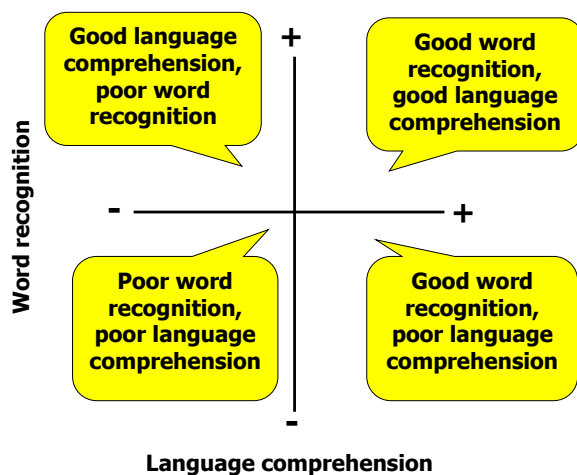
The 'Simple View of Reading'

Our reading programme is informed by the simple view of reading:

"It is an obvious truth that the goal of reading is comprehension and that skilled reading involves understanding as well as decoding text."

The Rose Review

We believe that the development of Word Recognition and Language Comprehension are both necessary, but neither is enough on its own. Our teaching gives attention to both dimensions.



Word Recognition	Language Comprehension
The ability to recognise words presented in and out of context. The ability to apply phonic rules - blending phonemes to decode. High quality phonics work – prime approach for beginners in learning to decode and encode.	The process by which word information, sentences and discourse are interpreted. The same processes underlie comprehension of both oral and written language. Continues to develop throughout life!

Our reading curriculum is split into 5 key areas: word-reading (decoding), fluency and phrasing, literal understanding and retrieval, inferential skills and response to text. We have used progression documents created by Penny Bill to develop End Mark Progression maps for each year group which break down these skills and also show the texts which are shared with our children (X:\Primary\Curriculum\Reading\Curriculum Progression Documents).

Developing reading skills and creating independent readers

At South Avenue, children start their journey to reading through the teaching of discrete phonics instruction, which develops word recognition in addition to a number of reading activities, which support their language comprehension and word recognition. We use a programme called 'Letters and Sounds' to teach and develop children's phonological awareness from Reception to Year 2. Extra sessions will be provided in Years 3-4 for children who continue to need additional support.

All children have access to a wide range of texts which support their next steps; challenge their reading skills, engage them and expose them to the diversity of our world. Children take reading books home to practise and develop their enjoyment of reading. Book selection is supported by the class teacher in accordance with children's position on their journey to reading fluency. In KS1 books are selected based on children's phonological knowledge and at KS2 the Accelerated Reader system is used to assess children's Zone of Proximal Development (ZPD) so that they can read at an effective level of understanding but continue to be challenged in order to make rapid progress.

Systematic Synthetic Phonics Approach

Phonics Teaching

At South Avenue we follow the Letters & Sounds systematic synthetic phonics (SSP) programme. Children are taught to recognise letters or groups of letters (graphemes) and the sounds (phonemes) they represent in a clearly defined, incremental sequence (Appendix A). They learn to blend (synthesise) each phoneme in a word together to read the word and to segment words into their constituent phonemes to spell.

The programme is begun almost immediately children enter Reception; with the expectation that they will be fluent readers, having secured word recognition skills, by the end of key stage one.

Phonics sessions take place every day and last for 15-20 minutes initially, rising to 30 minutes during Phase 2 and thereafter 30 minutes throughout Reception and Year 1. The children are divided into groups across the year group, differentiated by ability and led by teachers and teaching assistants. Progress is assessed every term, or half term for children working below expected levels, using the school's excel phonic assessment grid and groups rearranged accordingly.

Each phonic session is structured as follows:

- **Revisit and review** – Practise recognition of previously taught letters and common exception/tricky words. Practise oral blending and segmenting using pure sounds¹. Practise reading word lists from Phonic Practice Books (*phase 3 onwards*)

- **Teach** – Teach new grapheme and blending and segmenting with the new grapheme and associated cued articulation hand cue² (*Reception only*). Teach new tricky words – these are also introduced in a clearly defined sequence (Appendix B).
Children will be shown how to write the grapheme using cursive script, if handwriting issues are identified they should be noted for later intervention.
- **Practise** – Practise reading and/or spelling using taught graphemes, including a game/activity e.g. Pass the Parcel, Read and Roll, Picture Match, Bingo etc. (details can be found on the teaching Power Points)
Reception children will use magnetic boards and letters to spell words until they are ready to use whiteboards and pens.
- **Apply** – Read or write a caption using taught, tricky and decodable words or read a section from a decodable book.


To ensure consistency and fidelity to SSP, staff use the prepared Power Points for each new grapheme or, if no computer access, the approved Letters and Sounds resources using the session structure above. These resources use print (not cursive) and have a plain background, thus ensuring consistency for children moving between groups and no distractions when reading graphemes or words.

¹How to pronounce pure sounds <https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy>

² Cued Articulation is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.

Additional Information for Teaching Letters and Sounds

To scaffold learning:

- staff use a 'dot' to represent each single letter grapheme and a 'line' to represent a grapheme of more than one letter e.g. **f i s h**

- when soundtalking words, each phoneme in a word is shown using the fingers on one hand raising them from right to left (left to right for the children as this is the direction we read).
- Phonics lessons should be fast paced and constantly reinforce knowledge and consolidate understanding.
- Children who are falling behind should be swiftly identified and targeted interventions provided to enable them to keep up. *There is a specific format and accompanying resources available to deliver daily, 5 minute, 1:1 interventions for these children.*
- Non-words are not introduced until term 5 in preparation for the Y1 Phonics Screening Check.
- Reception classes should display the Letters and Sounds Phase 2 & 3 posters and Year 1, Phase 3 & 5 posters. Current 'tricky words' should be displayed in print on a

plain background using the schools approved resources to ensure consistency and minimise barriers to learning.

- To ensure quality, consistency and continuity of teaching, training in the delivery of Letters and Sounds will be provided for all new staff.

Early Reading

Children practise reading using fully decodable books that are closely matched to their developing phonic level. Reading books are closely matched to the SSP programme and are grouped accordingly.

Each week they will be given a 'hot book' to take home. This is a book which they will have read at school in a small group and will be closely matched to their current phonic level. They will also take home a second decodable 'cold book' which they will not have practised reading at school. **Non-decodable books will not be used for independent reading practice at this stage.**

Children will also be encouraged to choose a book from their class book corner to 'share' at home. This book is for parents, carers or older siblings to share with the child.

Reception:

Phase 1: Term 1 - ongoing

Phase 1 supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. This is developed through play, songs, rhymes and games. In Phase 1 children are encouraged to speak and to listen effectively.

* This phase is ongoing for many children even when Phase 2 begins.

Phase 2 – Term 2 – up to 6 weeks – 1 set per week + 1 week to consolidate

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. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

Children are taught the Phase 2 phonemes alongside the written grapheme in the following order:

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 (huff) l, ll (doll) s, ss (kiss)

Phase 3: Term 3 & 4 – up to 12 weeks

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word 'vision' will be taught at Phase Five).

Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words: he, she, we, me, be, was, my, you, they, her, all, are and also begin to learn to spell some tricky words.

Set 6 - j v w x

Set 7 - y z zz qu

Set 8 - ch (chip) sh (shop) th (thin/then) ng (ring)

Set 9 - ai (wait) ee (see) igh (high) oa (coat)

Set 10 - oo (too) ar (bar) or (for) ur (fur)

Set 11 - ow (now) oi (coin) ear (dear) air (fair)

Set 12 - ure (lure) er (letter)

Phase 4: Term 5 & 6 – 4-6 weeks

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. These adjacent consonant phonemes can both be heard when you say the word which makes them different from a digraph where there are two letters that make just one sound. No new graphemes are introduced in Phase 4.

Year 1

Phase 5 - Throughout Year 1

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant (approximately 4 per week). Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When

spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

New Graphemes

ay (day) ou (out) ie (tie) ea (eat)

oy (boy) ir (girl) ue (blue) aw (saw)

wh (when) ph (photo) ew (new) oe (toe)

au (Paul) ey (money) a-e (make) e-e (these)

i-e (like) o-e(home) u-e(rule)

Alternative pronunciations for graphemes

i (fin / find) o (hot / cold) c (cat / cent) g (got / giant)

u (but / unit / put - south) ow (cow / blow) ie (tie / field) ea (eat / bread)

er (farmer / her) a (hat / acorn / what) y (yes / by / very)

ch (chin / school / chef) ou (out / shoulder / could / you) ey (money / they)

Alternative spellings for phonemes

ch (picture / catch) j (fudge) m (lamb) n (gnat / knit)

r (wrap) s (listen / house) z (please) u (some - *not usually used in North of England accents)

i (gym) ear (here / deer) ar (father / calm) air (there / pear / care)

or (all / four / caught) ur (learn / word) oo (could / put)

ai (day / cake) ee (sea / these / happy / chief / key) igh (pie / by / like)

oa (low / toe / bone) y-oo (value / cube / stew) oo (clue / flute / blew)

sh (social / station / sure / chef) + New phoneme zh (treasure)

Phase 6

Originally Phase 6 was taught in Year 2 and identified some general areas of spelling to be covered. This has been superseded by the new curriculum which has moved some content into year 1 and lists clearly the spelling requirements for Years 1 and 2.

*The time scales for teaching each phase come from the Letters & Sounds document

Colour Banding

Once children can confidently decode words involving most common grapheme representations of all phonemes, they will move from the fully decodable phonic reading books to colour banded reading books, beginning typically at Turquoise or Purple level.

Banded books are a mix of reading scheme and 'real' books which are levelled using commonly established attributes for each level including decodability. The books are organised into colour bands and children can choose from books within the band they are reading. There is an expectation that children will read at home each night for at least 15 minutes and will be given the opportunity to change their colour banded reading books whenever they need to.

Accelerated Reader

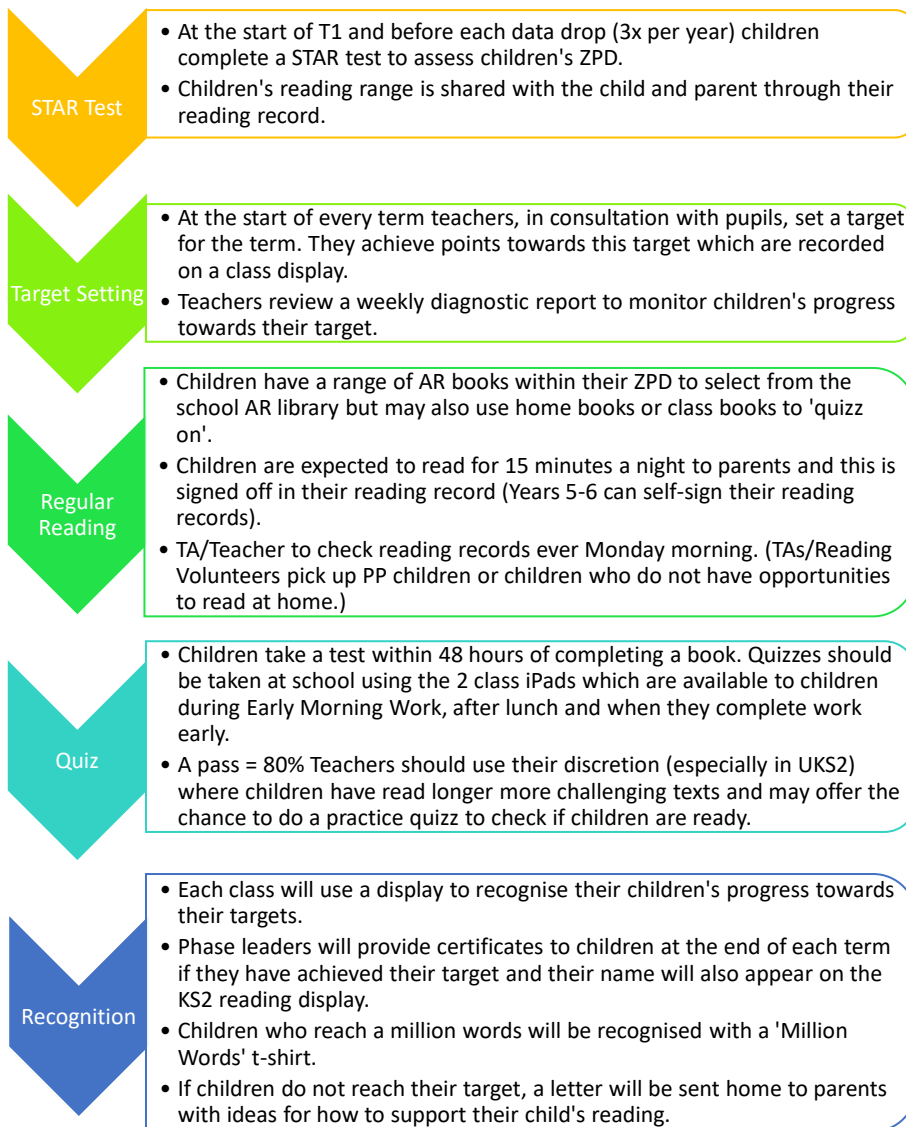
Once children are fluent in decoding texts (this is typically at the start of Year 3 or during year 2 for more able readers), they are introduced to the Accelerated Reader programme which provides children with an individual range of levelled books to choose from which fall into their ZPD. This allows children to read highly targeted books which research has shown provides rapid progress in developing their reading. Teachers and children can then carefully track their own progress through the use of quizzes after each text.

Children will be heard reading regularly in school, through guided reading sessions, reading with volunteers, teachers and TAs, as well as 1:1 in interventions where appropriate.

Commented [NB1]: Sara please can you add a paragraph briefly explain how colour banding works for Year 2 children.

Accelerated Reader

Termly Process to assess impact of independent reading:



Parent Communication

All children are provided with a reading record which TAs or class teachers review on a Monday. There is an expectation that children will read for a minimum of 15 minutes a night at home to an adult (UKS2 children may complete their own reading records). Parents are also able to log in to Home Connect via the school's website which provides a snapshot of their child's progress towards their reading target, as well as showing the books their child has read and quizzed on. Additionally, they can set up an email link so that they are informed every time their child takes a quiz.

At South Avenue, we provide workshops for parents to attend which inform them about our approach to phonics, early reading, using the accelerated reader system and how comprehension skills are developed in KS2. Additionally, we provide opportunities for them to come in to read with their children at school, for example book and biscuit sessions in EYFS.

Teaching and Learning

During every school day children will be exposed to the teaching of reading in a variety of ways:

Shared Reading

The teacher models the reading process to the whole class as an expert reader, providing a high level of support. The children, the learner readers, join in where appropriate with the reading of the enlarged text – singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class. This might take place as part of a writing lesson or within foundation subjects.

Guided Reading Sessions

In these sessions, learners are using skills which have been modelled to them to develop their own learning. Children read and respond to the text themselves with the teacher supporting. Texts are carefully chosen to challenge children's reading ability and where necessary texts are made more accessible to children e.g. using a simplified version, pre-teaching or through TA support. The focus of these sessions is supported by the End Point Progression maps which detail each year groups reading curriculum.

Independent Reading

As children develop their reading fluency, they take part in independent reading time. In KS2, children are provided with a minimum of 20 minutes a day to read independently. They choose books based on their accelerated reader range and also take quizzes to show their understanding and obtain points towards their personal targets. The focus for the reading is to provide practice and to develop personal response to text.

Reading with Individual Children

The child reads a text to a skilled-adult. The skilled-adult offers support with new skills, reinforcement of learnt skills and positive encouragement. This activity also provides the skilled-adult the opportunity to monitor the child's reading on a one-to-one basis, and provide them with constructive feedback.

Class Story Time

Each day the Class Teacher will read a chosen text to their class. These texts are often chosen in collaboration with the children or because they align to a PHSE link or topic the class is covering. The class book offers an opportunity for the teacher to share a text that many of the children may find too challenging to access independently and therefore provides them with rich vocabulary they may otherwise not be exposed to. Additionally, it provides the class teacher with the opportunity to share their own love of reading.

Reading in Other Curriculum Areas

Reading is not restricted to the English lessons. Our curriculum is deliberately interwoven so topics relate to the English work children complete. High quality texts are shared throughout our curriculum providing children with opportunities to continue the practice of their reading skills but also to develop a rich vocabulary.





How we use reading to develop vocab - dictionaries in LKS2 and vocab books UKS2


Guided Reading

To ensure our children develop the comprehension skills necessary to understand a wide variety of texts, all children engage in comprehension lessons every week for a minimum of 2 hours over the week.

Guided reading sessions are used to focus on comprehension skills in order to develop children’s understanding of a variety of texts. These skills are broken down into 3 key areas: literal understanding and retrieval, inferential skills and response to text (whilst the skills of word-reading, fluency and phrasing are also practised). The sequential development of these skills can be seen in our End Mark Progression Maps appendix ...

To support children’s understanding of these different skills we use symbols across the school to develop children’s familiarity with the different skills required to gain meaning from texts. Each teacher has a class tool box with these symbols in and on the back are examples of questioning to support these skills; the level of questioning progresses as children move up the school and gives opportunity to deepen the understanding of more able readers.

Skill Area	Symbols
Literal understanding and retrieval	  <p data-bbox="639 1536 699 1552">Key Words</p> <p data-bbox="783 1523 927 1538">Skimming and scanning</p>
Inferential skills	  <p data-bbox="810 1686 868 1702">Detective</p>

Response	 evidence
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To ensure our children are exposed to a wide range of texts, we use a variety of high quality resources: The Classics: Voyage of Discovery, PiXL, fiction books, and Reading Explorers (a full text map can be seen in X:\Primary\Curriculum\Reading\Curriculum Progression Documents on each year groups' End Mark Progression document). As children move into KS2, we vary the use of extracts with class books to expose our children to archaic language, non-linear time sequences, complex narratives, figurative/symbolic texts and resistant texts to ensure they are exposed to an array of fiction texts as well as poetry and non-fiction. Texts are typically selected to link to the topic of the term or the type of writing children are focusing on in English to support the development of cross curricular skills and provide greater context for children.

The Role of the Teacher

In the earlier stages, the teacher:

- prompts the child to use the most effective reading strategies
- focuses on the use of a range of reading strategies
- places planned and incidental emphasis on word level work including phonics
- draws attention to unfamiliar ideas, making links with experience where possible
- draws attention to key vocabulary including high frequency words and new words or structure
- probes understanding and encourages reading for meaning;
- monitors and assesses individuals
- encourages response to the book through discussion or follow up activities;
- supports attempts to read independently and self-correct
- promotes enjoyment and appreciation
- observes, prompts and praises the use of the range of reading strategies

As children develop as readers, the teacher revises and develops the above and:

- teaches strategies to further develop comprehension
- encourages self-regulated comprehension
- uses opportunities to teach and reinforce decoding where appropriate;
- encourages reciprocal teaching
- enables pupils to identify and comment on the structure, features and organisation of texts
- probes understanding and interpretation of texts by promoting the use of deduction, inference and interpretation of ideas or events
- enables pupils to explain, comment on and respond to a writer's use of language
- teaches strategies to enable pupils to summarise, generalise and develop an overview of the text

During Guided Reading Sessions, the typical learning sequence is as follows:

1. Sharing Learning Objective for the Group
<ul style="list-style-type: none"> • which reading strategies are established • which reading strategies need to be practised and consolidated • which reading strategies need demonstration and development
2. Select a Text
Select a text which the children can read at instructional level; that is one that they can read with understanding and at about 90% accuracy. A guided reading text shouldn't be too difficult because the children may lose both meaning and motivation. If a text is too easy it simply won't be challenging enough. Choosing the text must be considered carefully as difficulties can lie in the book's concepts, vocabulary, language structures, organisation and cultural references.
3. Introduce the Text
<p>During the introduction stage the teacher:</p> <ul style="list-style-type: none"> • sets a purpose for reading • encourages links with previous experience and draws attention to important ideas • give opportunities for children to talk about new vocabulary • reminds children of the repertoire of strategies they can use <p>This ensures that by the time the children read the text they:</p> <ul style="list-style-type: none"> • know that the reading will inform and interest them • have certain questions in mind which they will expect to answer • have some knowledge of how to solve problems within the text
4. Reading
<p>Following the introduction the text will be read. Different strategies are used depending on the year group; this could be shared reading, independent, echo or paired reading for example.</p> <p>The teacher may intervene to deepen a child's understanding, ask questions or focus on a teaching point, giving praise for use of specific strategies where appropriate.</p>
5. Responding to the Text
This is an opportunity to respond to the text given today's learning objective. Children answer focused questions which relate to their learning focus.
6. Next Steps
Assessment of the children's learning during guided reading will inform the next steps for planning. This will involve the selection of appropriate objectives for the next session in the context of the reading targets.

Assessment for Learning

Formative assessment (Assessment for Learning) includes:

- Observation of children
- Questioning (using questions linked to assessment focus during guided reading)
- Self-assessment/peer conferencing
- Discussing reading responses with a partner
- Verbal feedback from adult linked to success criteria

Summative assessment (Assessment of Learning) includes:

- Termly tracking of phonics skills and high frequency words
- Phonics Check in Year 1
- Tracking through colour book bands KS1
- Tracking through Accelerated Reader STAR tests and progress towards individual reading targets.
- PiXL assessments completed three times a year (excluding YR and only once at the end of Yr1) using QLA analysis to identify areas of focus and comparison with national PiXL schools.
- Reading Speed Assessments completed three times a year (Year 2 upwards)
- End of Keystage assessments

Class Teachers will assess children using the PiXL language of assessment and reading age levels. Following assessments, teachers will make a data judgement three times a year to assess children's attainment and progress towards end of year targets. During term 6, Class Teachers use a combination of teacher assessment and summative assessment (KS1 SATs, KS2 SATs and phonics screening) to complete an end of year assessment.

Pupil Progress Review Meetings

The progress of classes and individual pupils are discussed at termly 'Pupil Progress Review' meetings. These will be held three times per year with the Head Teacher. These are used to identify any children at risk of not making progress. Any children identified will undertake an intervention programme.

Provision

SEN

Whilst the majority of pupils will be working well at their appropriate Key Stage, South Avenue has a high proportion of children with SEN (25%). Provision for this will be arranged initially by the class teacher, in accordance with the provision map for each individual child. A small group of children attend the Golden Curriculum which is specifically designed to support those children who are working below their key stage.

Each year group has a provision map which sets out the support and intervention available to children if they need additional support in reading.

English as an Additional Language

Children learning English as an additional language will be assessed by the class teacher preferably prior to their arrival to the school, or as soon as possible once joining the school. Once assessments have been carried out, any further special provision will be made with the support of the SEN co-ordinator.

Our Reading Environment

Every classroom at South Avenue projects a love of reading through their own reading area. Within this area, children's progress towards their personal targets is proudly displayed and comfortable, relaxing spaces are provided for children to read in. Each classroom has designated story books and books which relate to their current topic on display.

Our KS1 children have a large selection of phonics books to choose from, with the support of an adult to match these to their reading level appropriately. Once they have graduated onto colour banded books, there is a library of these available for them to pick from. In KS2, we have a large library of books which are labelled with the relevant AR label and points which can be achieved by successfully passing their quiz. Each year group has a reading display in the corridor where they share their engagement and enjoyment with one of their class books or poems. Additionally, there is KS2 reading display in the library where children's names are displayed when they reach their termly target.

Our library is an ongoing project which is being developed in collaboration with our fantastic student librarians. In 2020, we added hundreds of new books to our library through donations from parents and money raised through our school read-a-thon. Children were consulted and actively involved in deciding which books we purchased. We have made an active effort to ensure we are offering a greater variety of books which appeal to boys, show cultural and social diversity and also sourcing books which are high interest but low level reads for less able KS2 children. We regularly add new releases to our library and these are shared at school assemblies. The library is maintained by Year 6 student librarians who

ensure shelves are kept tidied and maintained. They are also helping us to design and decorate our new library space ready for 2020-21.

