



Holy Rood Catholic Primary School, Swindon



Reading Policy



School Vision:

Belong

At Holy Rood Catholic Primary School we aim to provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:



This policy is designed to be read alongside other school policies including:

- **Assessment Policy**
- **Homework Policy**
- **Marking and Feedback Policy**
- **SEN Policy**
- **Early Years Policy**
- **Teaching and Learning Policy**

Policy Contents:

This policy is written in two parts: Part A which details information about our approach to early reading and phonics, and Part B which focuses on reading across Key Stage 1 and 2.

Part A:

Phonics and Early Reading

At Holy Rood Catholic Primary School, we strive to ensure that all children become successful fluent readers by the end of Key Stage One and believe this is achievable through strong, high quality, discrete phonics teaching that is embedded across the curriculum.

Our Objectives:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Our Aims:

- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is highly structured, systematic and engaging.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise and name the letters of the alphabet.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

Phonics Progression

Phonics is taught as a way of decoding written letters and spoken sounds in the early stages of learning to read. Learning to read is like cracking a code so, by teaching phonics, we teach children to crack the code. At Holy Rood Catholic Primary School, we teach synthetic phonics throughout Reception, Key Stage One and into Key Stage Two for children who still need further support. We follow a structured and systematic approach to the teaching of new sounds, in the progression outlined below. It aims for children to develop fluent word reading skills and have good foundations in spelling by the end of Key Stage One.

Phase 1 (taught in nursery and pre-school)

Phase 1 develops children's abilities to listen to, make, explore and talk about sounds around them.

Phase 2

During Phase 2 children start to recognise GPC - they are introduced in the order below; we will practise saying these sounds. The children will then be able to read and write them in words.

Set 1 - s a t p

Set 2 - i n m d

Set 3 - g o c k

Set 4 - ck e u r

Set 5 - h b f ff l ll s ss

Phase 3

Phase 3 continues in the same way as Phase 2 and introduces more new GPCs. By the end of Phase 3 the children will know one way of writing down each of the 44 phonemes.

Set 6 - j v w x

Set 7 - y z zz qu

Consonant digraphs - ch sh th ng nk

Vowel digraphs (and trigraphs) ai ee igh oa oo ar or ur ow oi ear air ure er

In reception at Holy Rood we teach two cycles of phase 3 in line with our EYFS road map. This is to ensure all our children are secure in their recall of digraphs and trigraphs in reading and writing before moving onto phase 4.

Phase 4

In Phase 4 we practise everything we have learnt so far and concentrate on getting the children confident at blending and segmenting words with adjacent consonants e.g. **truck, help.**

Phase 5

Phase 5 is a longer phase and is split into 3 parts.

In Phase 5a, the children are introduced to some new GPCs as in previous phases; five of these GPCs are known as split digraphs. They are **a_e, e_e, i_e, o_e, u_e.**

In 5b the children are introduced to the idea that some graphemes can be pronounced in more than one way. E.g. the 'ch' grapheme can be pronounced in each of these ways e.g. check, chef and school.

In 5c the children will learn that some phonemes have more than one spelling. E.g. **pain, stay, spade.**

In Phase 5 children are also introduced to some suffixes, eg, -ing, -ed, -er, -est -s and -es and the prefix un-.

Phase 6

Phase 6 reinforces much of the learning from Phase 5, helping children to develop greater automaticity in reading and exploring more spelling rules. Once children reach Phase 6, we work on helping them to move away from blending and segmenting and develop automaticity in their reading.

Agreed Terminology

At Holy Rood we promote the use of the correct and consistent terminology with all staff and children:


- **Sound(s)** – noises, sounds in the environment.
- **GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
- **Phoneme**- smallest unit of sound/pure sound (which can be represented by a grapheme)
- **Digraph**- two letters making one sound (sh)
- **Split Vowel Digraph**- split digraph contains two letters (a-e/ e-e/ i-e/ o-e/ u-e) but they are split between a consonant, for example; make, bike, complete, rope, tune.
- **Trigraph**- three letters making one sound (igh)
- **Grapheme** - the written representation of a sound (letter names)
- **Oral Blending**- this involves hearing phonemes and being able to blend them together to make a word. Children need to develop this skill before they will be able to blend written words.
- **Blending** - this involves looking at written word, identifying each grapheme then merging these phonemes together to make a word (ch-o-p= chop)
- **Oral Segment** – this is the act of hearing a whole word and then splitting it up into the phonemes that make it (chop- ch-o-p). Children need to develop this skill before they will be able to segment words to be able to spell them.
- **Segment** - break up and identify individual phonemes in words
- **Tricky words/common exception words** – words that do not follow common phonic rules which need to be learned by sight (e.g. said)
- **Sound buttons** - We use sound buttons under letters to identify the individual phonemes in words. Additional lines are placed beneath digraphs and trigraphs to indicate that these letters make one phoneme.
- **Pseudo Words** – a word that has no meaning e.g chod, flarm and strabe
- **CVC**- these are words made up of a consonant, vowel and consonant, for example hop, ship and church. As children progress through the Letter and Sounds phases they will be taught to read and write more challenging words such as CVCC, CCVC and polysyllabic words.

How is Phonics taught at Holy Rood?


Phonics is taught for 30minutes daily following the five-part lesson structure – review, teach, practice, apply (for reading fluency and writing) and a plenary. Phonics is taught in short, well-paced sessions and then applied to reading and writing. All activities are well matched to the children's abilities and all classroom environments have an age appropriate display


concentrating on both sounds and key words. Phonics Teaching Road Maps (see Appendix 1 a-d) are followed in EYFS, Key Stage 1 and Key Stage 2 which detail the order in which sounds should be taught, when they should be revisited and when to assess the children's progress with learning these. Any children who are not 'on track' at these assessments points then receive immediate intervention to try to close the gap and get them back in line with their peers. Teachers use a structured PowerPoint for the teaching and learning of phonics, ensuring that sessions are consistent as well as being fun and engaging for the children.

Children are taught to use 'Phonics Fingers' as a segmenting and blending strategy. This helps children to understand that words are made up of individual sounds or phonemes. Children use their fingers to break down words into their individual sounds to support their reading and spelling. When children look at their own fingers, it allows them to visualise each sound of the word on a single finger. Once children have segmented the word on their fingers they will then blend the sound together from left to right.

For example: The word 'dog' = d o g


This will have three fingers and one sound is put on each finger, working left to right.

The word 'shop' will also have 3 fingers = sh o p


The word 'flag' would have 4 fingers – f l a g


At Holy Rood, we take every opportunity to reinforce and apply acquired phonic knowledge and skills across the curriculum.

Reception

Children in Reception will be taught a discrete phonics session daily for 30 minutes. Phonics is taught through whole class teaching, with all children accessing the same level of phonics. Where appropriate, children receive additional phonics support as part of same day intervention where gaps in learning are identified in phonics lessons. Phonics skills are also embedded in writing and reading tasks in literacy sessions and continuous provision. Our driving ethos is that all children should complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 at the beginning of Year One. Children are introduced to the 'common exception words' and the aim is for them to read and write the high frequency words for Phases 2 to 4 before they enter Year One.

Key Stage One

Children in Year One and Year Two also have access to high quality daily phonics sessions for 30 minutes. Phonics continues to be taught through whole class teaching, with all children accessing the same level of phonics. Where appropriate, children receive additional phonics support as part of same day intervention where gaps in learning are identified in phonics lessons.

KS1 Phonics Aims:

In Year One, we aim to ensure all children have completed Phase 4, 5a and 5b. Within each phonics lesson, there is an opportunity for children to apply their phonic knowledge to spellings. They also have time to practise recognising and discussing pseudo words, in readiness for the Phonic Screening Check and build their confidence to attempt to read new words.

In Year Two, our aim is for children to complete Phase 5c and Phase 6 of our structured and systematic phonics progression. They should revisit earlier phases to reinforce previous learning and to also re-experience 'common exception words' that they have encountered before.

Year Three

There is a continuation of the Phonics Teaching Road Maps in to Year Three, where children spend time recapping Phases 5 and 6 to ensure the children are secure with these before progressing on to spelling rules. Children in Year Three who have not attained a sufficient skill level in GPC awareness and application will be given access to targeted phonics interventions across the year.

Key Stage Two

Children in Key Stage Two who have not attained a sufficient skill level in GPC awareness and application will have provision in small daily intervention groups where they will be taught phonics. Once children are working within Phase 5, they are added to the Project X Code or guided reading skills comprehension intervention programme.

Assessing Phonics

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We make our assessment purposeful, allowing us to match the correct level of reading book to each child as well as identifying children who need immediate intervention (same day) or a focused intervention programme across a number of weeks. It is the class teacher's responsibility to keep track of the progress made by all children in their class. Teachers are expected to quickly intervene where a child is not making sufficient progress and provide additional opportunities to allow the child to achieve their full potential.

Assessment for learning

Each lesson, we continually assess our pupils and record their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work and setting specific tasks. Teachers use this assessment information during the lesson to adapt their teaching and inform any guided group work.

Assessment of learning

The attainment and progress of children in phonics is assessed at key points throughout the year (see appendix 1 and Assessment Policy).

As a school, our approach to Phonics and Reading is 'keep up' (not 'catch up') which is why same day interventions are prioritised across all key stages. Where same day intervention is not sufficiently addressing learning gaps, then children receive a more formal intervention

programme. If the children are unable to recognise GPCs, then the Active Literacy Kit is used daily to help the children to become secure with the alphabet and their grapheme-phoneme correspondences. From here, children will receive regular phonics intervention where they cover the relevant phases until they become secure. This is assessed on individual sounds and any phonemes the children are still not secure with can be easily identified and sent home for parents to support. As soon as children show they are working within Phase 5, they then transition to the Project X Code reading intervention programme. This happens four times a week and is linked to the Phonics phases, our reading scheme with a comprehension focus. The intervention also provides additional books for the children to take home as their reading books.

Year 1 Phonics Screening Check

In Year 1, a Phonic Screening Check will take place in the Summer Term in the month of **June**. The phonics screening check is a list of 40 words which include both real words and pseudo words (nonsense words) that children read one-to-one with a teacher. Children may have read some of the words before, whilst others will be completely new. Pseudo words are important to use because words such as '*jap*' or '*jound*' are new to all children and therefore cannot be read by memory. This type of reading activity is not untypical in our school and therefore children do not feel pressured or uncomfortable in any way. The check normally takes just a few minutes to complete and there is no time limit. If a child is struggling, the teacher will stop the check.

Children who have not met the standard in Year 1 will retake the check in Year 2. They are tracked and monitored closely as a targeted intervention group and receive additional phonics intervention on a daily basis.

Useful links:

Correct pronunciations

<https://www.youtube.com/watch?v=UCI2mu7URBc>

https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae

Appendix 1a: Phonics Teaching Road Maps - Reception

| Book band | Week | Teach | Intervention | Key language | Word reading and spelling |
|---|------|---|---|--|---------------------------|
| Phase 1 | 1 | Revisit and review alongside baseline | | | |
| | 2 | Revisit and review alongside baseline | | | |
| | 3 | Revisit and review alongside baseline | | | |
| Phase 2 | 4 | s a t p | Focused Phonics Phase 2 Intervention 15 mins 3 x per week 4 children | Sound Phoneme Grapheme Letter name Sound button Digraph Letter word | |
| | 5 | i n m d | | | is it in at |
| | 6 | g o c k | | | and |
| | 7 | ck e u r | | | to the |
| | 8 | h b f/ff l/l ss | | | no go I |
| | 9 | Blending and segmenting consolidation Assessment of phase 2 | | | |
| 80+ % of sounds to be secure KPI- 85% of children to be secure | | | | | |
| Phase 3 | 10 | j v w x | Sound check and focussed Phonics Phase 2 Intervention 15 mins 3 x per week 4 children | Alphabet Lower case Capital letters Trigraph Sentence | |
| | 11 | y z zz qu | | | he she the to |
| | 12 | ch sh th ng | | | we me be |
| | 13 | ai ee igh oa | | | was no go |
| | 14 | oo ar or ur | | | my you |
| | 15 | ow oi ear | | | they her |
| | 16 | air ure | | | all are |
| | 17 | Blending and segmenting consolidation Assessment of phase 2 & 3 | | | |
| 80+ % of sounds to be secure KPI- 85% of children to be secure | | | | | |
| Phase 3 | 18 | Phase 3 Cycle 2 – Extend more able to read and write phase 4 words (CVCC,CCVC, polysyllabic) j v w x | Sound check and focussed Phonics Phase 3 Intervention 15 mins 3 x per week 4 children | Alphabet Lower case Capital letters Trigraph Sentence | he she the to |
| | 19 | y z zz qu | | | we me be |
| | 20 | ch sh th ng | | | was no go |
| | 21 | ai ee igh oa | | | my you |
| | 22 | oo ar or ur | | | they her |
| | 23 | ow oi ear | | | all are |
| | 24 | air ure | | | |
| | 25 | Blending and segmenting consolidation Assessment of phase 2 & 3 | | | |
| | 26 | Target focus sounds Blending and segmenting consolidation | | | |
| | 27 | Target focus sounds | | | |

| | | | | | | | |
|--|---------------------------------|------------------------|---|---|--------------------|------------------------|--|
| | | | Blending and segmenting consolidation | | | | |
| 80+ % of sounds to be secure | | | | | | | |
| KPI- 85% of children to be secure | | | | | | | |
| P a s s e 4 | 28 | cvcc | | Sound check and focussed Phonics Phase 3 Intervention 15 mins 3 x per week 4 children | Vowel Consonant | said so he she | |
| | 29 | ccvc | | | | have like we me be | |
| | 30 | Adjacent consonants | | | | some come was you | |
| | 31 | Adjacent consonants | | | | Were there they all | |
| | 32 | Polysyllabic words | | | | little one are my | |
| | 33 | cvcc | Greater depth Writing focus application of CVCC | | | Do when her | |
| | 34 | ccvc | Writing focus application of CCVC | | | what out | |
| | 35 | Adjacent consonants | Sentence level | | | | |
| | 36 | Adjacent consonants | Sentence level | | | | |
| | 37 | Polysyllabic Words | Sentence level | | | | |
| 38 | Assessment of all phases | | | | | | |
| 80+ % of sounds to be secure | | | | | | | |
| KPI- 85% of children to be secure | | | | | | | |

Appendix 1b: Phonics Teaching Road Maps – Year 1

| Book band | | Week | Teach | Intervention | Key language | Word reading and spelling |
|---|---|------|--|--|---|---------------------------|
| Blue | Phase 4 | 1 | Recap of all taught phonemes (44) | 4 week phase 3 intervention – group with TA gpc recap | Pseudo words/alien words Alternative graphemes | All are said so |
| | | 2 | Adjacent consonants | | | Have like some come |
| | | 3 | Application- phrase/sentence writing | | | Were there one |
| | | 4 | Consonant and vowel- upper and lower case 26 letters in alphabet | | | Little do when |
| Green Yellow | Phase 5a | 5 | /ai/ ay a-e /ee/ ea e-e | Pre-teaching daily with identified low confidence children 1:6 5 mins | Phase 3 intervention group-TA gpc recap | People oh their |
| | | 6 | /igh/ ie i-e /oa/ oe o-e | | | Mr Mrs |
| | | 7 | u-e recap all | | | Looked asked |
| | | 8 | /ow/ ou /oi/ oy /er/ ir | | | Called Mr Mrs |
| | | 9 | ue (blue) ew (new) /f/ ph | | | Water where people |
| | | 10 | /w/ wh /or/ au (launch) aw (saw) | | | Who work again oh |
| | | 11 | Pseudo words | | | Because looked their |
| | | 12 | Phonic screening assessment & GPCs | | | |
| <p>80+ % of taught sounds to be secure KPI- 85% of children to be secure Phonics screening 20/40 expected score KPI- 85%</p> | | | | | | |
| Cyan | Application 5a Blending and segmenting focus | 13 | Word reading focus- pseudo and real words | 8 week daily phonics screening intervention (Twinkl) daily plans and home learning | Phrase Clause sentence | Any many laughed |
| | | 14 | Best bet games and activities | | | thought asked |
| | | 15 | Phrase/sentence reading focus | | | Different eyes called |
| | | 16 | Writing labels using taught alternatives | | | Friends once water where |
| | | 17 | Sentence writing | | | Please through again |

| | | | | | | | |
|---|--|--|---|--|---|--|-------------------------|
| | | 18 | Sentence writing (dictations) + phonics screening assessment | | | | |
| Phonics screening 26/40 expected score KPI- 85% | | | | | | | |
| | Phase 5b | 19 | i/i fin/find o/o hot/cold CE word day | | Pre-teaching daily with identified low confidence children 1:6 5 mins | ...continued | any many |
| | | 20 | c/c cat/cell g/g got/giant CE word day | | | | friends school |
| | | 21 | u/u but/put ow/ow cow/blow CE word day | | | | Thought eyes |
| | | 22 | ie/ie tie/field ea/ea bead/head CE word day | | | Alternative phoneme | Says today Different |
| | | 23 | Phonics screening assessment & taught GPCs | | | | |
| | | 80+ % of taught sounds to be secure KPI- 85% of children to be secure Phonics screening 32/40 expected score KPI- 85% | | | | | |
| | Phase 5a & 5b consolidation + some new graphemes | 24 | /ai/ ay a-e eigh ey (they) a /ee/ ea e-e ie y ey e | | Pre-teaching daily with identified low confidence children 1:6 5 mins | ...continued | once through |
| | | 25 | /igh/ ie i-e y i /oa/ ow oe o-e o | | | | Laughed House |
| | | 26 | /or/ aw au /ow/ ou /oi/ oy | | | | Here where please |
| | | 27 | /w/ wh /f/ ff ph /ur/ ir er | | | | Because pull push |
| | | 28 | /s/ c /j/ g /e/ ea | | | | |
| | | 29 | Phonics screening check revision | | | | |
| PHONICS SCREENING CHECK WEEK Phonics screening 32/40 expected score KPI- 85% | | | | | | | |
| | | 30 | /ai/ ay a-e eigh ey (they) a /ee/ ea e-e ie y ey e | | Writing focus – investigating rules and playing games. Word and sentence level work | Identified children who have not passed phonics screening in June. Targeted intervention for blending and segmenting. | House school |
| | | 31 | /igh/ ie i-e y i /oa/ ow oe o-e o | | | | Here where |

| | | | | | | | |
|--|--|----|-----------------------------------|--|--|--|------------|
| | | 32 | /or/ aw au /ow/ ou /oi/ oy | | | | Says today |
| | | 33 | /w/ wh /f/ ff ph /ur/ ir er | | | | Pull push |
| | | 34 | /s/ c /j// g /e/ ea | | | | |
| | | | | | | | |

Appendix 1c: Phonics Teaching Road Maps – Year 2

| Throughout Year 2 children should be taught some key reading and spelling strategies that should be embedded into daily lessons. They should be explicitly taught these strategies and then select them independently when applying their knowledge. | | | | | | | | | |
|--|------------|---|------------------|--------------------|------------------|-----------------|---|---|--|
| Syllables | Base words | Analogy | Mnemonics | Words within words | Word shapes | Picture words | | | |
| Book band | Week | Teach | | | | | Intervention | Word reading and spelling | |
| Phase 5a & 5b consolidation | 1/ai/ | ay | a-e | eigh | ey(they) | a | Identified children who have not passed phonics screening in June. Targeted intervention for blending and segmenting. Phonics screening check on these children carried out . | | |
| | 2/ee/ | ea e-e | ie | y | ey | e | | | |
| | 3/igh/ | ie | i-e | y | i | | | | |
| | 4/oa/ | ow | oe | o-e | o | | | | |
| | 5 | /or/ aw au | /ow/ ou | /oi/ oy | /w/ wh | /f/ ff ph | | | |
| | 6 | /ur/ ir | /ur/ er | /s/ c | /j// g | /e/ ea | | | |
| Phase 5c | 7 | /ch/ tch (fetch) | ture (picture) | | /m/ mb (lamb) | | Pre-teaching to happen daily with identified 12 children across cphort | Phonics screening intervention for anyone who has still not passed the screening check. | |
| | 8 | /s/ st (listen) | se (house) | | /z/ se (cheese) | | | | |
| | 9 | /u/ o (some) | | /ear/ ere (here) | /ear/ eer (deer) | | | | |
| | 10 | /ar/ a (bath) | | /ar/ al (calf) | | | | | |
| | 11 | /air/ ere (there) | /air/ ear (pear) | /air/ are (care) | | | | | |
| | 12 | /or/ our (four) | | augh (naughty) | ar (warm) | | | | |
| | 13 | /ur/ ear (learn) | | /oo/ ew (blew) | | /yoo/ ew (stew) | | | |
| | 14/sh/ | ch (chef) | | s (sure) | ss (mission) | | | | |
| | 15 | Application of above sounds in written dictations & games | | | | | | | |
| | 16 | Application of above sounds in written dictations & games | | | | | | | |
| | 17 | Application of above sounds in written dictations & games | | | | | | | |

| | | | | | | | | | |
|--|---------|----|--|-------------------|-------------------|-------------------|---|--|--|
| | | 18 | Assessment of phase 5c | | | | | | |
| | | | | | | | | | |
| | Phase 6 | 19 | /s/ c (before e,i and y) | | /n/ kn (knee) | /n/ gn (gnome) | | | |
| | | 20 | /j/ ge (stage) | dge (bridge) | | /r/ wr (wrap) | | | |
| | | 21 | /or/ a (before l and ll, wall, walk) | | /ir/ or (work) | | /o/ a (after w- wash) (after q- squash) | | |
| | | 22 | /l/ -le (bottle) | -el (squirrel) | -al (petal) | | | | |
| | | 23 | Recap and application- written dictation and games | | | | | | |

Appendix 1d: Phonics Teaching Road Maps – Year 3

Throughout Year 3 children should be taught some key reading and spelling strategies that should be embedded into daily lessons. They should be explicitly taught these strategies and then select them independently when applying their knowledge.

For this year only Y3 will recap the missed learning from Y2 for Term 1 and 2.

| Syllables | | Base words | | Analogy | Mnemonics | Words within words | | Word shapes | Picture words | |
|------------|----------|-------------------------------|-------------------|-------------------|--------------------|--------------------|-----------------|--|---|--|
| Book band | Week | Teach | | | | | Intervention | | Word reading and spelling | |
| Level 9-10 | Phase 5c | 1 | /ch/ tch (fetch) | ture (picture) | /m/ mb (lamb) | apply | apply | Pre-teaching to happen daily with identified 12 children across cohort | Phonics screening intervention for anyone who has still not passed the screening check. | Every everybody Great steak |
| | | 2 | /s/ st (listen) | apply | se (house) | /z/ se (cheese) | apply | | | Fast Last past |
| | | 3 | /u/ o (some) | apply | /ear/ ere (here) | /ear/ ee r (deer) | apply | | | After father Class Grass Pass |
| | | 4 | /ar/ a (bath) | /ar/ al (calf) | apply | /oo/ ew (blew) | /yoo/ ew (stew) | | | Move Prove improve |
| | | 5 | /air/ ere (there) | /air/ ear (pear) | /air/ are (care) | apply | apply | | | Sure Sugar Christmas |
| | | 6 | /or/ our (four) | augh (naughty) | ar (warm) | apply | apply | | | Could Should would Couldn't Shouldn't Wouldn't |
| | | 7 | ch (chef) | s (sure) | ss (mission) | apply | apply | | | Who whole Any many |
| | | Assessment of phase 5c | | | | | | | | |
| Level 11 | Phase 6 | 8 Homophones | Explanation | Sea/see Pear/pair | Son/sun blew/blu e | Saw/so re Knight/ | There/ their | Pre-teachi | Phase 5a & 5b targete | Busy People Even |

| | | | | | | | | | |
|--------|------------------|---|--------------------------------------|----------------------------|---------------------------------------|--|--|---|---------------------------------------|
| | | - homo (same) - phone (sound) | | | night | | ng to happen daily with identified 12 children across cohort | d intervention. | money (long e) |
| | 9 | /s/ c (before e, i and y) | /n/ kn (knee) | /n/ gn (gnome) | /j/ ge (stage) | dge (bridge) | | | Clothes Water Again half |
| | 10 | /r/ wr (wrap) | /or/ a (before l and ll, wall, walk) | /ir/ or (work) | /o/ a (after w-wash) (after q-squash) | | | | Beautiful Pretty eye |
| | 11 /l/ | /l/ -le (bottle) | -el (squirrel) | -al (petal) | | | | | Y2 CE word assessment if appropriate. |
| | 12 Homophones | No/know Write/right | To/too/ two For/four | Weak/ Week Eight/ate | There/ their recap | They're | | | accidentally actually early |
| | 13 | Y2 suffixes recap- swap, double or drop | | | | | | | |
| | | | | | | | | | |
| Term 3 | 14 | Prefix dis-, in- and un- Unit 1 | | | | Pre-teaching to happen daily with identified 12 children across cohort | | possible popular quarter disagree dishonest incomplete invisible unkind unsafe incapable | |
| | 15 | Prefix im- Unit 2 | | | | | | different difficult potatoes | |

| | | | | | | |
|--|----|----------------------------|--|--|---|--|
| | | | | | immatur e immortal impossib le impatien t infreque nt incorrect impolite | |
| | 16 | Suffix -ous Unit 3 | | | importan t interest perhaps dangero us enormou s perilous poisonou s mountai nous fabulous generous | |
| | 17 | Suffix -ly Unit 4 | | | eight (h) reign (h) weight (h) carefully finally feebly humbly rudely simply nicely | |
| | 18 | Word Ending ture Unit 5 | | | circle decide centre adventur e feature mixture picture temperat ure texture nature | |
| | 19 | Mystery Week | | | | |

| Term 4 | 20 | Adding -ation to verbs to form nouns Unit 6 | Pre-teaching to happen daily with identified 12 children across cohort | | | minute library fruit admiration information information exploration sensation temptation preparation separation |
|--------|----|--|--|--|--|---|
| | 21 | /k/ spelt 'ch' Unit 7 | | | | famous various forward ache anchor chaos school stomach chemical echo |
| | 22 | /j/ spelt 'ch' Unit 8 | | | | learn earth complete brochure chalet chandelier chute moustache parachute chef |
| | 23 | Suffix -ion Unit 9 | | | | experiment ordinary February location attraction |
| | | | | | | |

| | | | | | | |
|--------|--|----|-------------------------|--|--|---|
| | | | | | | celebrati on collectio n educatio n inventio n subtracti on |
| | | 24 | Suffix -ian Unit 10 | | | build group strange electricia n mathem atician musician optician beauticia n politician magician |
| | | 25 | Mystery Week | | | |
| | | | | | | |
| Term 5 | | 26 | Prefix re- Unit 11 | Pre- teachi ng to happe n daily with identifi ed 12 childre n across cohort | | sentence recent notice reappear rearrang e rebuildin g recycle rewrite renew reheat |
| | | 27 | Prefix anti- Unit 12 | | | busy calendar eighth antibioti c antibact erial anticlima x anticlock wise antisepti c |

| | | | | | | | |
|--|--------|----|----------------------------------|-----------------|--|---|--|
| | | | | | | antisocial antifreeze | |
| | | 28 | Prefix super- Unit 13 | | | surprise promise consider superglue superhuman supermarket supersonic superman superhero supersize | |
| | | 29 | Prefix sub- Unit 14 | | | Question AFL AFL subdivide subheading submarine subsoil subzero subtitle subway | |
| | | 30 | /l/ spelt 'y' Special focus 3 | | | AFL AFL AFL myth Egypt mysterious syllable cymbals gym pyramid | |
| | | 31 | Mystery Week | | | | |
| | | | | | | | |
| | Term 6 | 32 | Homophones Special focus 2 | Pre-teaching to | | AFL AFL AFL | |

| | | | | | | | |
|--|----|-------------------------------|--|--|--|--|--|
| | | | | happen daily with identified 12 children across cohort | | where wear meet great weak meat grate | |
| | 33 | Homophones Special focus 4 | | | | AFL AFL AFL not knot plain whether mail weather plane | |
| | 34 | AFL | | | | | |
| | 35 | AFL | | | | | |
| | 36 | AFL | | | | | |
| | 37 | Mystery Week | | | | | |
| | 38 | | | | | | |

Part B:

Reading in Key Stage 1 and Key Stage 2

Intent:

Reading is highlighted as being particularly important as it ensures that ‘pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.’ It also states that reading ‘enables pupils both to acquire knowledge and build on what they already know.’ (Page 13, National Curriculum 2014)

The 2014 Curriculum divides reading skills into two dimensions:

- ❖ Word reading/ decoding
- ❖ Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning; we encourage and praise children at every stage of it.

At Holy Rood, we strive for all of our pupils to be confident, fluent readers who have a good level of comprehension and understanding, ready to access the secondary school curriculum. We aim to instill a real love of reading by exposing the children to a number of high-quality texts, across a variety of genres, which they read and listen to, as well as discuss with their class teachers and peers.

We aim to provide children with a vocabulary-rich environment, alongside the high-quality texts and inspiring learning opportunities, which will help them to:

- Gain a life-long enjoyment of reading and books;
- Read accurately, fluently and with understanding;
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
- Be able to read with expression, clarity and confidence;
- Develop a good linguistic knowledge of vocabulary and grammar;
- Use appropriate reading strategies to find and interpret information, including inferential skills to find meaning beyond the literal;
- Develop strategies to find the meaning of new or unknown words;
- Understand how the format and language changes with different genres;
- Appreciate the tools of the writer and the techniques used to involve the reader in the text and to build these strategies into their own writing;
- Reflect on their reading and offer a personal response to a wide range of texts

We believe that it is important that we listen to children read as regularly as possible, as well as model to them how to read fluently and with expression, while exposing them to higher

level literature. We facilitate this by providing planned reading tasks and opportunities such as:

- Daily guided reading (KS2, see Appendix 1)
- Daily Book Talk (EYFS and KS1)
- Daily Vocabulary session (KS1)
- Class readers (Years 2-6) Title will be clearly displayed on classroom doors
- Model texts in English lessons
- Individual reading
- Access to library facilities (see Appendix 2)
- Assemblies
- Performances

Assessment:

Reading is formatively and summatively assessed throughout the school year as detailed in the assessment policy. This is used to inform teacher planning and target setting.

At Holy Rood, we use the Oxford Reading Tree books from EYFS to Year 6. In order to ensure the children are reading books that provide the appropriate level of interest and challenge, teachers also assess the children 1:1, using the PM Benchmarking Assessment, alongside assessment data, to determine which level book the child should be reading. The children's reading book levels/colours are entered on to a class data sheet and tracked and monitored throughout the year, which also forms part of the discussion in pupil progress meetings.

Daily Guided Reading:

Reading Curriculum

It is essential that teachers know the curriculum expectations for their year group and teach the required skills (these can be found in the National Curriculum 2014) for children to become competent and fluent readers. Teachers will use the PM Benchmarking Assessment, alongside assessment outcomes to ensure the children are on the correct reading level and this will be recorded and monitored on a class data sheet. This will also be checked throughout the year by SLT and discussed during pupil progress meetings.

Overview

During guided reading, children should be challenged by sharing books in-line with and above their reading ability. There should be the opportunity to read a range of text types with cross curricular links. Guided Reading sessions offer the opportunity for all children to read aloud, both to the class teacher and their peers. As children's reading progresses, the main focus of guided reading changes from decoding to developing comprehension skills and higher order reading skills, as well as broadening the children's vocabulary and understanding of fluency and expression.

At Holy Rood, DERICS (KS1) and ERICS (KS2) are used as vehicles to help deliver the reading curriculum and stand for the following:

- D = Decode
- E = Explaining meaning of words on context
- R = Retrieve
- I = Interpret (inference and prediction)
- C= Author's choice (linked to language and layout)
- S = Summarise

All questions in themed guided reading sessions link to these skills and will be clearly identified on PowerPoint slides and in books so it is clear which skill is being taught/focused upon.

Reading Assessment Focuses (RAFs)

At Holy Rood, we have identified specific skills that we feel the children need to work on through guided reading sessions with the teacher. These relate to the expectations of all children at the end of key stage. We have linked each assessment focus to the DERIC skills, and each classroom will have these on display (see below).

Year 2

| |
|--|
| 1a. Draw on knowledge of vocabulary to understand texts |
| 1b. Identify and explain key aspects of fiction and non-fiction texts |
| 1c. Identify and explain the sequence of events in texts |
| 1d. Make inferences from the text |
| 1e. Predict what might happen on the basis of what has been read so far |

Key Stage 2

| |
|---|
| 2a. Give/explain the meaning of words in context. |
| 2b. Retrieve and record information / identify key details from fiction and non-fiction |
| 2c. Summarise main ideas from more than one paragraph. |
| 2d. Make inferences from the text / explain and justify inferences with evidence from the text. |
| 2e. Predict what might happen from details stated and implied. |
| 2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole. |
| 2g. Identify / explain how meaning is enhanced through choice of words and phrases. |
| 2h. Make comparisons within the text. |

Structure

Year 3 – Year 6

Due to reading being a whole-school priority, 1 hour of the timetable is dedicated to reading each day: a 45 minute guided reading session and 15 minutes for sharing a class reader. The guided reading lessons follow a firm structure across Key Stage 2, as follows:

| | |
|-----------|--|
| Monday | Three themed days, where the children are exposed to a different text each day, based around the same theme. |
| Tuesday | |
| Wednesday | |
| Thursday | Test technique lesson |
| Friday | Class reader lesson (speaking and listening focus) |

*there is flexibility with which days of the week these lessons happen, but each class will have completed all by the end of a week.

Three Themed Days:

Each session begins with reading the text aloud, which is relatively short and should not take longer than 15 minutes to read through in the lesson. The texts for these sessions have been carefully chosen to ensure the children are exposed to a variety of text types, including fiction, non-fiction, poetry, songs and picture books. The children are also exposed to the theme at the beginning of each lesson so that they are aware of the genre they are focusing on. Links have been made to certain topics in each year group, as well as the cultures and interests of the children.

It is really important that all children have the opportunity to read to the teacher during these three days and the majority of the reading of the new text each day will be child led. Teachers keep a weekly list of children who have read aloud to ensure that each child is heard over the course of a week. Any child that does not get heard reading aloud will have the teacher 'drop in' on them during an activity later on in the lesson, who will ask them to re-read a section of the text.

Any unfamiliar or potentially limiting vocabulary should be explored and read around for a few minutes. This should be accompanied with pictures/visuals where possible for a deeper understanding.

The structure of these sessions is consistent across the key stage and includes a Vocabulary Check; a Fluency and Expression activity to explicitly practise reading with accuracy, automaticity and prosody; a short 'Quick Quiz' for retrieval; and deeper questioning activities which includes partnered talk, individual thinking and solo work (an example can be found on the reading section of our school website, [HERE](#).)

One themed day will be a speaking and listening lesson focused on a new skill or skill identified from AfL. Two themed days to include written comprehension to apply the skill(s) to comprehension questions showing the DERIC/ERIC symbols for children to answer in their books (see Appendix 1).

Test Technique Day:

One day will be dedicated to test-style questions focusing on a variety of reading skills. The questions/text will be differentiated to meet the needs of learners. Questions will be resourced from different sources including Cracking Comprehension or Test Base.

Class Reader Day:

One lesson a week will be based on the Class Reader. This will be a speaking and listening lesson focused on vocabulary, summarising and predicting skills. (An example of how this session is structured can be found in the reading section of our school website, [HERE](#)).

Year 1

Talk Through Stories:

The lessons provide the children with the breadth and depth of vocabulary they'll need to understand the books they'll soon read for themselves, and the conversations and discussion they will have with adults and friends. We aim for children to be inspired and become familiar with the story first and, when they know it well, we can teach them to use the 'Tier Two' words from the story in everyday contexts. The texts selected are familiar stories from EYFS in order to revisit and develop a deeper understanding of texts previously learnt, children are likely to love the story and capture their interests and the story includes eight relevant Tier Two words that we then explore in more than one context.

| <u>Book Talk Lessons</u> | <u>Vocabulary Focus Lessons</u> |
|-------------------------------|---|
| 1x Story Book per week | 2x new words learnt from the story (Monday- Thursday) Application of all 8 new words learnt (Friday) |

Book Talk is one week ahead of Vocabulary time for each story. An example of the lesson structure for a vocabulary session can be found on the reading section of our school website, [HERE](#).

| | |
|--------|---|
| Week 1 | Book Talk for Story A |
| Week 2 | Vocabulary time for Story A Story time for Story B |
| Week 3 | Vocabulary time for Story B Story time for Story C |

Our intent behind choosing the stories:

1. Some texts children will be familiar with from EYFS in order to revisit and develop a deeper understanding of texts previously learnt.
2. Children are likely to love the story and capture their interests.
3. The story includes eight relevant Tier Two words that we can explore in more than one context.

An outline of how the book talk lessons are structured across a week can be found in Appendix 2.

Year 2

Throughout the autumn term, Year 2 follow the same Book Talk and vocabulary session structure as Year 1. From January, Year 2 begin focusing on the individual reading skills (DERIC). Each skills is explored across two weeks with children being exposed to a variety of different questions and texts as a way of exposing them to written comprehension. Once each individual skill has been taught children are exposed to a combination of all reading skills. In the summer term, Year 2 begin to adopt the KS2 reading approach ready for the transition into Year 3.

Key Stage 1

In addition to daily 'Book Talk' lessons, children are required to read independently for fifteen minutes in order to practise and develop their decoding and blending independently using their fully decodable book. Throughout the week, the teacher will 'drop in' on individuals during the reading session to support and monitor.

Inclusion

Guided reading lessons should be carefully structured to support all learners while building confidence and independence. Each session begins with a clear introduction of the text and learning focus, followed by targeted vocabulary teaching to ensure pupils understand key words before reading. Carefully selected texts that reflect a range of cultures, backgrounds, and genres play a vital role in promoting inclusion, allowing all children to see themselves represented while also broadening their understanding of the world. During reading, children work with a partner to discuss ideas, clarify meaning, and practise fluency, promoting collaboration and deeper comprehension. Teachers model and explicitly teach essential reading skills such as decoding, retrieving, explaining, summarising and making inferences. The lesson concludes with reflection and discussion, allowing children to consolidate their understanding and apply new vocabulary and skills in context.

Marking

All comprehension tasks must be marked although this can be done at the end of the week or live in lessons with the children. Correct answers will be ticked and incorrect answers will be dotted. Any errors in punctuation or spelling must be acknowledged through marking.

The differentiated comprehension questions (stuck in books) will have the corresponding RAFs clearly identified. If there is an incorrect answer, then the question number needs to be highlighted in green on the question sheet so it can be used to inform teacher assessment and planning. This ensures that when looking through the book, it is clearly identified how the child is performing against each RAF. If all answers are correct, a gold star can be stamped at the top of the sheet to show the child has mastered the skill in that lesson.

As mentioned above, the whole-class comprehension can either be marked with the children or by the teacher at the end of the week.

Any other work completed in guided reading lessons should be acknowledged by the teacher and used to inform future planning and teaching.

Peer and self-marking in blue pen is acceptable (where appropriate) but this marking must be checked by the teacher and agreed with by a stamp, tick or comment.

Guided work (working with a small group to work through question by question) should be identified with a ratio of adult to child: T for teacher and TA for teaching assistant. We would expect to see all children having the occasional opportunity to work with an adult during a single term.

World War Two
Letters from the Lighthouse
Narrative



1. Why do you think Emma Carroll chooses to describe the bombs falling as *'like pennies from a jar'*?



2. Find and copy words or phrases which show the children did not enjoy the food their mother had left for them.

3. What was their father's job? What happened to him?

4. Where is Sukie's pen pal from?

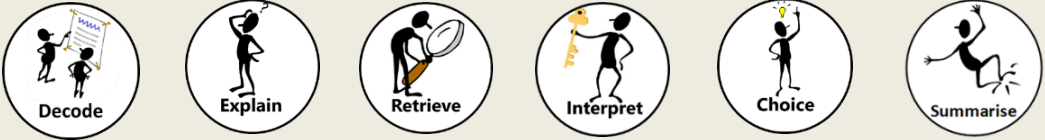
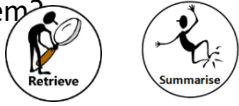
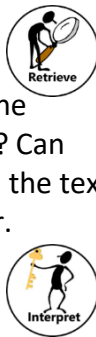






5. What type of things do you think Sukie talked to her pen pal about in each of their letters?

6. *'No one chucked food away with a war on, not even stuff that resembled brains'*. Why wouldn't they throw away food?

7. Why has the author chosen to describe Mum as: *'the Mum before Dad died'* in the final paragraph? What does it tell us about Mum?

Appendix outline of a week's Book Talk sessions in Key Stage 1

| <p><u>Reading Skills</u></p> |  | | | | | |
|---|---|--|--|---|--|--|
| <p><u>Day</u></p> | <p><u>Outline of the lesson</u> (20 minutes for story time a day- Hard copy of book and photos on the IWB throughout all 5 days)</p> | | | <p><u>TA Role and Recording</u></p> | | |
| <p>Day 1 Monday</p> <p><i>To captivate children's attention and ensure they enjoy stories.</i></p> | <p>Sit on low chair or floor with children to ensure all children can see the book. Select spot light children to focus on for the session.</p> <p>Read the story to children. Do not place emphasis on stopping throughout the story to ask comprehension questions. Aim of the day is for children to listen to the whole text and identify key parts of the story for example, a problem.</p> <p>Once text is complete- children to use summarise reading skill to retell the text to a partner.</p> | | | <p>TA taking guided reading notes of focus children for folder.</p> <p><u>Recording and discussion focus</u> Children summarise and retell the story/text to a partner or adult. Can children identify the problem?</p>  | | |
| <p>Day 2 Tuesday</p> <p><i>For children to develop a deeper familiarity with the story.</i></p> | <p>Re read the story to class to secure and deepen their understanding. This time, when reading the story, use facial expressions and intonation to show your reactions and <u>hook children onto key parts</u> of the story making it more animated.</p> <p>Pause at points in the story and TELL children the meaning of words they may not know. Model thinking out loud when reading the story. For example: 'I like this part because...' 'This is a lovely phrase it makes me think of...' 'I don't like the sound of that because...'</p> | | | <p>TA to scribe the unfamiliar words on strips of card and place on a reading display/working wall. This will be used as a teaching tool throughout the week for children and staff to refer back to.</p> <p><u>Recording and discussion focus</u> Children identify key parts of the story for example, characters, setting, problem, possible resolution and ending?</p> <p>Can children describe the characters? Good/ bad? Can they use evidence form the text to support their answer. How do they know?</p>  | | |

| | | |
|--|--|---|
| <p>Day 3 Wednesday</p> <p><i>To practise saying the favourite phrases in the story, ready to join in with the story the next day.</i></p> | <p>Re read the story to class and use 'my turn, your turn' for children to begin joining in with words and phrases (similar approach to Talk for Writing Imitation stage). Teacher to ensure the sections children joining in with are for a purpose (parts we want children to remember key words or phrases).</p> <p>Apply these favourite words and phrases throughout the school day where possible so children are familiar with hearing them in a range of contexts and embed the vocabulary.</p> <p>Sticky note key parts in the story where the character shows how they are feeling. Get children to freeze frame parts of the story. Class teacher to say how children look using Tier 2 vocabulary. This is an opportunity for teachers to extend and deepen the children's vocabulary bank. Children to repeat the word to embed vocabulary. For example, Teacher 'You looked shocked' Children ' We looked shocked'</p> <p>Finally, verbally share or show children examples of sentences where the above tier 2 vocabulary is applied into a sentence. It is good to show children examples of sentences where the word is used the CORRECT context and where it has been applied into the INCORRECT context. Have a discussion about why this does or does not work.</p> | <p>TA taking guided reading notes of focus children for folder and supporting discussion.</p> <p>Recording and discussion focus Can children identify the favourite phrases and begin to think about the impact they have on the reader </p> <p>Can children begin to identify their own favourite phrases and explain why? </p> |
| <p>Day 4 Thursday</p> <p><i>For children to join in with phrases from the story.</i></p> | <p>Re read the story to children a fourth time. By this point children should have a good understanding of the text and the vocabulary that appears in it. Pause when re reading this time so children can join in with the reading of key phrases and embed phrases from day 3 and tier 2 vocabulary from day 2.</p> | <p>TA taking guided reading notes of focus children for folder and supporting discussion.</p> <p>Recording and discussion focus Refer back to the problem (if one appears) or key point of the story and discuss if it has been resolved. Is this what we expected to happen? Why? Why not?  </p> |
| <p>Day 5 Friday</p> <p><i>For children to have a better understanding of a character</i></p> | <p>This lesson will use comprehension style questions in order for children to gain a deeper understanding of 1 character (more if necessary/ book dependent) name all the characters in the story. Which character is the main character? Ask children to discuss why they think this. Is their more than 1?</p> | <p>TA taking guided reading notes of focus children for folder.</p> <p>Recording and discussion focus TA to record answers and discussion on recording sheet.</p> |

(appearance and why and their nature).

Continue to question children so they have a deeper understanding of 1 character.

What kind of character do we think X is?

Why do we think this?

What clues were given to us in the story to make us come to this conclusion?

How does the character behave to support our idea?

If children respond with one word answer model to them how to respond in a full sentence.

What did X say when....?

What did X do at....?

Most often comprehension slides focus on the following reading skills:



End of week

Copy the front cover of the book children are reading in class and stick in their home school contact books with a speech bubble saying, 'Ask me about our class book' with some question stems or parents to refer to.

