

Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.

Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.

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Reading is an essential life skill; children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

At the Federation, we promote reading for pleasure by providing children with a wide range quality texts to access, both within the context of lessons and in our library. We encourage a positive 'home-school reading partnership' and recommend that parents take time to share books with their children to further develop positive attitudes towards reading. We use a range of reading scheme books so that we can cater for different needs and interests, but also so that we can offer different types of books to broaden children's reading experiences.

At the Federation, we have developed a consistent whole-school approach to the teaching of reading. The school's reading policy outlines how we teach our children to read, and the skills and strategies that pupils will be taught.

Aims:

- to allow each child to have an equal opportunity to access high quality provision
- ensure consistency in the teaching and learning of reading throughout the school
- develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- develop the ability to comprehend a variety of texts, both fiction and non-fiction
- develop an interest in, and a love of books, encouraging children to become readers
- engage parents in supporting children's developing skills and encouraging a love of reading

Expectations for the progression of phonics

At Aycliffe Community Primary School there is an expectation for the progression in phonics from Letter and Sounds phase 1 to phase 6. This is mapped out in Appendix 1.

Reading in EYFS

- Children in the Early Years Foundation Stage are taught to read through phonics (grapheme – phoneme correspondences-GPCs), following the 'Letters and Sounds' phonics programme. Children are taught how to recognise the sounds that each individual letter makes using Jolly Phonics actions to accompany the new sound that pupils are being taught.
- Children are taught the sounds that letters make and how to segment and blend them together to 'sound out' and read words.
- There is a systematic and multi-sensory approach to teaching this system of relationships between letters and sounds.
- They are taught to segment words by identifying the sounds (phonemes) that different combinations of letters (graphemes) make and blending these phonemes together from left to right to read a word.
- Alongside the teaching of phonics is the teaching of words which are not phonetically regular (often referred to as 'tricky words' and 'high frequency words').
- Children are taught to recognise these on sight through a variety of kinaesthetic teaching approaches.

Reading in Year 1

- 'Letters and Sounds' continues throughout Year 1.
- Children build on their work in the Early Years Foundation Stage, learning new GPCs and revising and consolidating those learnt earlier.
- It is expected that pupils will have reached the end of phase 5 of 'Letters and Sounds' which focuses on a more complex code.
- In addition, children learn how to read a number of sight words, high frequency words and common exception words.
- Discrete phonics sessions are taught twice daily, the second of which is a shorter session which enables children to consolidate what has been taught earlier in the day.
- The phonics screening check is taken individually by all children towards the end of year 1 and provides an indication of whether or not a child will need additional support in year 2.
- Children also read in class every day through the range of lessons provided, but also in Guided Reading sessions which are structured through The Three-Day Approach (*see appendix 2*).

Reading in Year 2

- Children in year 2 begin the year by consolidating their knowledge of GPCs using Letters and Sounds.
- As in year 1, they are taught to read a number of common exception words for the year group.
- Those children identified in year 1 as requiring additional support in reading receive planned interventions in year 2, using approaches such as precision teaching and The Three Book Approach, to further develop the skills required to read.
- Daily guided reading lessons are structured using Reciprocal Reading (*see appendix 3*).
- At the start of term 3, children begin to work on fluency through guided repeated oral reading practise (*see appendix 4*).
- Impact is measured through a fluency test, taken at the start and end of each term (*appendix 5*)

Reading in Key Stage Two

- In Key Stage Two, children further develop their skills in reading fluently, for pleasure, information and for comprehension, a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Children read daily in whole class lessons, independently and during daily guided reading sessions.
- During these sessions the teacher will plan questions that enable pupils to develop skills such as: making predictions, retrieving information, drawing inferences and justifying these with evidence from the text, summarising, and discussing and evaluating how authors use language and the impact on the reader.
- Pupils also work on pace and fluency during weekly sessions of guided, repeated oral reading practise.
- Guided reading sessions involve reciprocal reading approach with pupils reading in groups with the class teacher and teaching assistant.
- Those children who still experience difficulties in reading, receive planned interventions which are mapped onto a provision plan with specific targets.
- Children are given opportunities to practise their skills and deepen learning within the context of the following independent work (*see below for examples of work*):
 - Cold comprehension (comprehension test) and warm comprehension (reviewing questions discussed with an adult during a previous guided session)
 - Reading across the curriculum (applying reading strategies across a wide range of texts, including online resources, to develop a rich vocabulary and knowledge)
 - Reading as a reader (making and discussing meaning and identifying and understanding features of a genre)
 - Reading as a writer (reading with a 'writer's eye' in order to understand, for example: how language has been crafted to create different effects; writing techniques and ambitious vocabulary that the children can magpie and use independently in their own writing)
 - Thinking bubbles (active approaches to reading – *see work examples below*)

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The Federation of Goodnestone and Nonington CE Schools recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

Appendix 1

Progression of Phonics

Term	Letters and Sounds Phase	Sounds to be taught
Reception Term 1	Phase 1 Start Phase 2	Environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending & segmenting. Week 3: s, a, t, p Week 4: i, n, m, d Week 5: g, o, c, k Week 6: ck, e, u, r
Reception Term 2	Phase 2 Start Phase 3	Four sounds per week in the order of the following lists, h, b, f, ff, l, ll, ss (Phase 2) j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, High Frequency Tricky Words – phase two: the, to, l, no, go Children who cannot orally blend and segment receive an intervention.
Reception Term 3	Finish Phase 3 Start Phase 4	Four sounds per week in the order of the following lists, ar, or, ur, ow, oi, ear, air, ure, er Teaching blending for reading and segmenting for spelling- CVCC and CCVC words Practice reading and spelling words with adjacent consonants Practice reading and spelling 2 syllable words Read and write sentences with these words High Frequency Tricky Words - phase 3: he, she, we, me, be, was, my, you, her, they, all, are Children who are working in earlier phases receive an intervention.
Reception Term 4	Recap Phase 2/3 (within the CVCC/CCVC words) Phase 4	Teaching blending for reading and segmenting for spelling- CVCC and CCVC words Practice reading and spelling words with adjacent consonants

		<p>Practice reading and spelling 2 syllable words Read and write sentences with these words</p> <p>High Frequency Tricky Words - phase 4: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>Children who are working in earlier phases receive an intervention.</p>
Reception Term 5	Start Phase 5	<p>Two/three sounds per week in the order of the following lists,</p> <p>ow, ay,ph, a-e, oe, o-e, ie, i-e, ue</p> <p>Children who are working in earlier phases receive an intervention.</p>
Reception Term 6	Phase 5	<p>Two/three sounds per week in the order of the following lists,</p> <p>ir, au, aw, ew, u-e, ou, oy, wh, ure</p> <p>High Frequency Tricky Words in order - phase 5: oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>Children who are working in earlier phases receive an intervention.</p>
Year 1 Term 1	Phase 5	<p>Four sounds per week in the order of the following lists,</p> <p>e, i, o, a, u, c, ie, ea, y, g, ch, ou, y, ey, ch, z, j, m, ch, r, i, ere, are, n, s, r, eer</p> <p>Children who are working in earlier phases receive and intervention.</p>
Year 1 Term 2	Phase 5	<p>Practise recognition of graphemes when reading within Phase 5.</p> <p>Children who are working in earlier phases receive an intervention.</p>

Year 1 Term 3	Phase 5	<p>Practise reading sentences within Phase 5.</p> <p>Children who are working in earlier phases receive an intervention.</p>
Year 1 Term 4	Phase 5	<p>Increasing fluency in reading graphemes of more than one letter.</p> <p>Children who are working in earlier phases receive an intervention.</p>

Year 1 Term 5	Phase 5	<p>Teaching alternative spellings for phonemes</p> <p>Practise spelling two syllable and three syllable words. Practising writing sentences. Begin to build word specific knowledge of the spellings of words.</p> <p><i>Children should now be able to</i></p> <ul style="list-style-type: none"> • <i>read familiar words automatically</i> • <i>decode words quickly applying a well-established sounding and blending routine</i> • <i>spelling should be phonemically accurate (although may be unconventional at times)</i> <p>Children who are working in earlier phases receive an intervention.</p>
Year 1 Term 6	Phase 6	<p>Teaching the past tense</p> <p>Investigating and learning how to add suffixes</p> <p>Learning to spell long words</p> <p>Finding and learning the difficult parts in words</p> <p>Children who are working in earlier phases receive an intervention.</p>
Year 2	Teaching phonics within writing (spelling) and reading aspects of the National Curriculum.	<p>Pupils who have passed the phonic screening test, continue to use their phonic knowledge in the context of writing and reading.</p> <p>Pupils who have not passed the phonic screening test receive intervention.</p>

Appendix 2

Three-Day Approach

Day 1

Book introduction. Children discuss the title and front cover and make predictions. As the adult leading the group reads the text, pupils follow the words using their finger. The adult leads a vocabulary and phonic check, for example, to ensure that children are able to read and understand key words. Pupils begin to build their understanding through key questions.

Day 2

Both adult and pupils read the text together. As a group, they engage in deeper discussion around the adult's questions and any questions that children may have in response to reading. Further vocabulary clarification enables pupils to make deeper meaning.

Day 3

Using a book between two, children read the text in pairs. Whilst one child reads, the other child follows using their finger. Again, a rich discussion takes place around adult questions and children's ideas and questions. A personal response to the text is encouraged, along with comparisons with other texts and authors.

GUIDED READING

Predict

Group read

Partners read

Clarify

Question

How?

What?

When

Why?

Evaluate

The author's use of words and phrases

Summarise

COPY CAT

When the answer is right
there on the page.

Where did.....go?

Where did Peter Rabbit go?

Where are.....?

Where did Peter Rabbit go?

Describe.....

Describe the main character.

Which paragraph tell you...?

Which paragraph tell you they were
worried?

Where happened at.....?

What happened at the beginning?

What did the.....do?

What did the alien do?



What?



Where?



When?

TEXT DETECTIVE

The answer is in your head, but you need evidence to back it up.
Read between the lines!

How did.....react?

How did Tom react to the monster?

Why is.....important?

Why is the crystal important?

What does.....think?

What does Sally think? How do you know?

How did..... ?

How did Paul solve the mystery?

What ideas are we given about?

What ideas are we given about the size of the giant?



How?



Why?



What like?

TEXT DETECTIVE

The answer is in your head, but you need evidence to back it up.
Read between the lines!

How did.....react?

How did Tom react to the monster?

Why is.....important?

Why is the crystal important?

What does.....think?

What does Sally think? How do you know?

How did..... ?

How did Paul solve the mystery?

What ideas are we given about?

What ideas are we given about the size of the giant?



How?



Why?



What like?

Appendix 4

Guided, Repeated Oral Reading Practise

Repeated Reading is one of the most widely researched reading interventions and has been successful in improving reading fluency skills for students...(<https://www.hdc.lsuhs.edu>)

1. The teacher reads a piece of text, modelling fluent reading and accurate intonation.
2. The same piece of text is then read by the teacher and children together.
3. The children then read the piece of text 3 times to practise reading with fluency.

Appendix 5

Fluency Test

Pupils' fluency development is monitored using a timed test. A grid containing between eight and ten words at an appropriate level and which are repeated in random order, are presented to each child. At the start of term, the child takes a timed test and records how many words can be clearly read in one minute. The same test is repeated at the end of the term and the results analysed by the class teacher in order to organise extra provision. At Aycliffe Community primary School, results to date have shown an improvement in the vast majority of scores by the end of the term. At the start of the next term, results have often fallen but not regressed completely back to the same score as the start of the previous term, strongly indicating that pupils are benefiting from guided and repeated reading practise.