

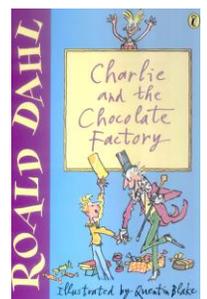
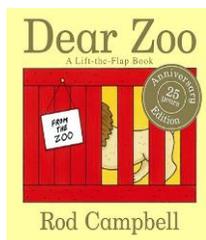
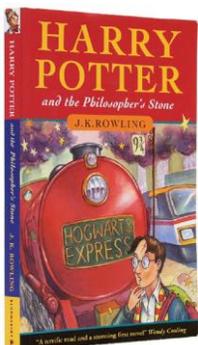
Reading and Phonics at West St Leonards Primary Academy

We are proud of the high standards that our children attain and the progress they make throughout their time with us. Reading is the cornerstone of all learning. But before a child can start to read they need pre-reading skills, holding a book, lots of experience of stories being read, re-tell verbally a familiar story, turn pages, talk about pictures. We teach reading through: Guided reading, shared reading and letters and sounds. Children are taught a range of reading strategies and teachers use the assessment foci from the National Strategies to plan and assess children's reading.

The Teaching of Phonics

We use a systematic phonics programme called Letters and Sounds to progressively develop the children's phonic skills. This scheme is supported by a range of resources such as games and computer activities which are designed and chosen to maximise the children's engagement and motivation. We also use a second government recommended scheme, 'Bug Club' to add to the resources available to the teachers, parents and children. All children have a daily phonics lesson which systematically develops their knowledge of letters and sounds whilst giving opportunities for frequent practise of skills. All children have access to Bug Club decodable books online. Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual or that children have not yet been taught. When they are ready, children progress from books without words to simple stories with lots of repetition and picture cues to books with an increasing range of words and sounds.

At the heart of phonics teaching, is the child's ability to speak clearly and correctly as well as listen carefully, to develop their knowledge of spoken language before they progress to written language.



Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	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.
Phase Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language .
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



The above information is a guideline for which phase children should reach and in which year group. Children who have not reached the expected phase for their year group are given appropriate support to allow them to secure knowledge of each phase, before moving on.

Reading Schemes

We use a wide range of reading schemes which are organised using a Book Band system. This means that books from different schemes are organised so that those at a similar level are grouped together. This means that children can access a wide variety of books on different subjects and develop fluency using a range of texts.

The following diagram shows coloured book bands, how they relate to National Curriculum Levels and the way in which the 'average' child

progresses through the different texts, which are carefully graded to ensure that there is both success and challenge in each book.

We have high expectations for the children and set ourselves challenging targets for the end of each year.

National Curriculum Level	P8	P8/1C	1C	1C/1B	1B	1B/1A	1A	2C	2B	2A	3C	3B/3A	3A/4C	4C/4B	4A/5C		
Letters and sounds	Phase 2	Phase 3	Phase 4	Phase 5	Phase 5	Phase 5	Phase 6	Phase 6	Phase 6	Phase 6							
	Band 1 (1,2) Pink	Band 2 (3,4,5) Red	Band 3 (6,7,8) Yellow	Band 4 (9,10,11) Blue	Band 5 (12,13,14) Green	Band 6 (15,16) Orange	Band 7 (17,18) Turquoise	Band 8 (19,20) Purple	Band 9 (21,22) Gold	Band 10 (23,24) White	Band 11 (25,26) Lime	Band 12 (27) Copper	Band 13 (28) Silver	Band 14 (29) Sapphire	Band 15 (30) Ruby		
End of YR	Needing Extra Support	Expected Range (Aiming for Band 3 ; Text Level 6+)		More Able													
End of Y1	Needing Extra Support			Expected Range (Aiming for Band 6 ; Text Level 16+)		More Able											
End of Y2	Needing Extra Support							Expected Level Aiming for Band 9 Text ; Level 19 +)		More Able							

Some of the main reading schemes we use are:

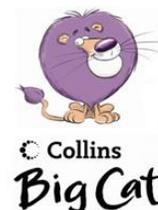
Phonics Bug, Bug Club, Rigby Star and Rigby Navigator, Oxford Reading Tree and Big Cat

Phonics ~ Phonics is the word used to describe the sounds the letters represent. For example the word 'cat' can be read by blending its three sounds: c-a-t.

These are not the names of the letters as we say them in the alphabet, but the sounds these letters represent. Each GPC (grapheme phoneme correspondence) is given a sound button.

S h o p

- . . The word shop has three sound buttons.



Phoneme ~ the sound of the letters

Grapheme ~ how the sound is represented by writing it

It is important to also understand that phonics alone will not produce fluent readers. There are many other strategies to help children read that we deploy in school and that parents can support at home such as not feel pressurised or stressed if they cannot grasp these aspects of reading straight away - to become a lifelong reader that gains great enjoyment from reading then reading needs to be seen as a pleasure.

The Year 1 Phonic Screening

The Government are introduced a Year 1 'Phonics Screening Check' in June 2012. This is used to ascertain children's attainment in reading phonetically by the end of year 1. The check consists of 40 words, 20 of them are known words (of which 40-60% are words that are likely to be outside a 6 year old's vocabulary) and 20 'nonsense' words that need to be sounded out by the child. The words will be similar to those illustrated below.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
tax				voo			
bim				jound			
vap				terg			
ulf				fape			
geck				snemp			
chom				blurst			
tord				spron			
thazz				stroft			
blan				clay			
steck				slide			
hild				nemt			
quemp				phone			
shin				blank			
gang				trains			
week				strap			
chill				scribe			
grit				rusty			
start				finger			
best				dentist			
hooks				starling			

The academy ensures that those that do not reach the required level receive extra support for the remainder of Year 1 and into Year 2.

- Daily, twenty minute, multisensory sessions in Reception, Key Stage 1 and Y3/4
- Revisit and review the phonemes taught so far.
- Teach a new phoneme.
- Practise.
- Apply.



Every Child A Reader

Our Every Child A Reader programme has two main interventions to support children with their reading:

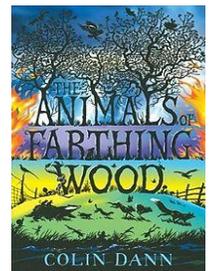
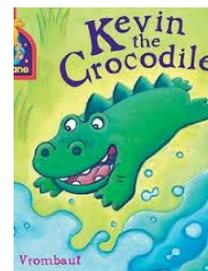
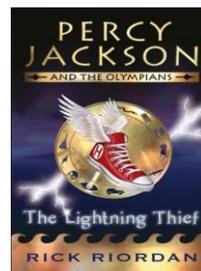
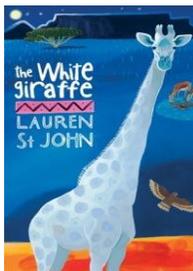
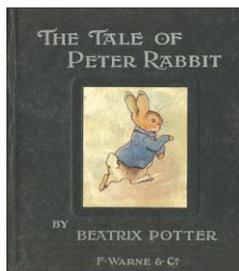
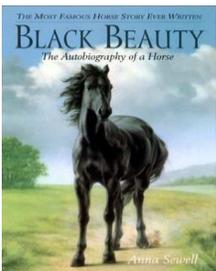
Reading Recovery Due to the emphasis we place on all children learning to read successfully we run a Reading Recovery Programme to support those children who are not making the expected progress. Reading Recovery is designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. They receive a short series of intensive lessons with our specially trained Reading Recovery teacher. Children in Reading Recovery have individual [lessons](#) for 30 minutes every day. The lesson series lasts for up to 20 weeks but is shorter for many children. The programme is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning. The lesson series finishes when the child is able to read and write without help, at the appropriate level for their age. Most children who [complete](#) Reading Recovery have gone from Book [Level 0 to Text Level 17](#). These children make excellent progress to catch up with their peers and after the intervention their progress is monitored and supported with parents of children who are supported via Reading recovery so that they understand what the programme entails and are enabled to support their child at home.

Better Reading Partners Better Reading Partners is a ten week intervention [programme](#) to improve the reading skills of children who lack confidence in reading and are attaining just below expectations. The programme consists of three 15 minute sessions a week which follow a specific structure and aim to boost the child's confidence and reading level.

Supporting Your Child At Home

We expect all children to practice their reading at home every day.

Children are encouraged to change their books daily except where they are reading extended texts.



Early Years Foundation Stage: Phase 1, 2, 3 and 4

The Early Learning Goal for reading states that children should be able to *'read a range of familiar and common words and simple sentences independently'*.

In order for the children to achieve this we use a wide range of strategies including:

- Letters and Sounds (phases which are used across the school)
- Creative activities to support letter sounds
- A variety of word matching and picture matching games
- Sharing books
- Looking at and reading books independently

Reading in Year 1: Phase 5

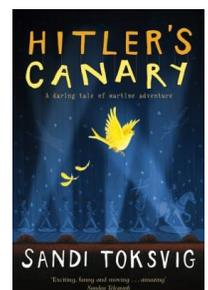
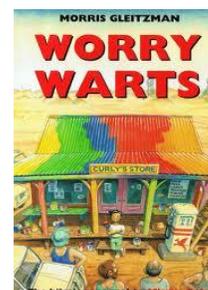
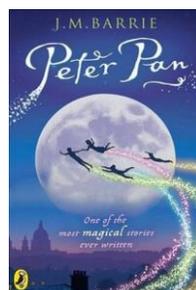
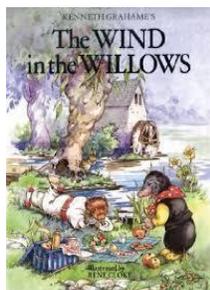
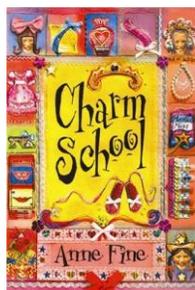
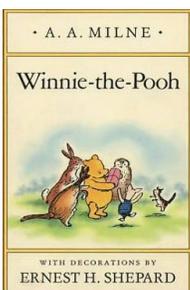
In year 1 we build on the Foundation Stage. The children's reading skills are developed further through all subjects across the whole curriculum. There is an increased focus on the mechanics of reading as well as comprehension. The reaching of reading includes:

- Explicit teaching of reading strategies
 - Look at the picture!
 - Can you see a little word hiding inside?
 - Break the word into bits and read each bit!
 - Miss out the word and have a guess!
 - Does it look like another word you already know?
 - Ask someone!
- Guided reading sessions where specific reading strategies are taught
- Shared reading with whole class using Big books, posters, poems.
- Reading sessions where strategies can be practised
- Self-selecting of books to help with the acquisition of reading strategies

Reading in Year 2: Phase 6

In year 2 as well as the continued teaching of reading strategies, there is a stronger comprehension focus. The children are taught to:

- Compare a range of books and make comments
- Discuss the authors use of language
- Discuss preferences giving reasons
- Read independently



- Guided reading sessions where specific reading strategies are taught. Each child is heard once a week, in a group with others of a similar ability. The same book is read and is chosen at the appropriate ability level. There is a teaching and assessment focus. Notes are made and guided reading sheets are updated.
- Shared reading with whole class using Big books, posters, poems.

Reading in Years 3-6:

The teaching of reading uses:

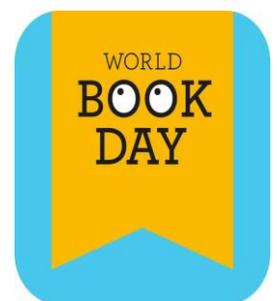
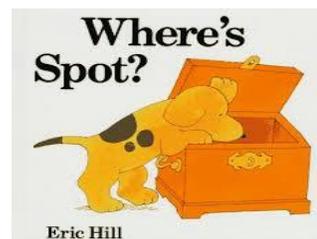
- Guided reading once a week, in a group with others of a similar ability. The same book is read and is chosen at the appropriate ability level. There is a teaching and assessment focus. Notes are made and guided reading sheets are updated.
- Shared reading with the whole class using Big books, posters, poems and also excerpts from longer texts. The text is often of a level higher than they can read independently.
- Class readers, group and paired reading opportunities.
- 'Letters and sounds'.

Following on from letters and sounds:

- Key stage 2 follow the spelling bank programme.
- Spellings are taught through learning spelling strategies and patterns.
- Children investigate and apply patterns.
- They have a weekly spelling test on the patterns their group has been given.

Throughout both key stages we encourage and consolidate reading skills through:

- Individual reading with an adult.
- Independent individual or paired reading.
- KS1 children share their reading with a partner class in KS2
- Encouraging reading for pleasure and reading at home. Reading at home is so important. The danger time is when children become fluent, we strongly encourage families to continue to hear them read and read to them. The key



problems are children reading what they **think** is there, not what is actually there. Once a child can read IT IS NOT JUST ABOUT READING THE WORDS, it is about **Reading for meaning!**

- All adults use guided reading prompts for when they read with children.
- Assessment Focuses are shared with children so that they can note their achievement/their target to work on at school and at home (particularly KS2)
- Individual reading to teacher or assistant.
- Individual reading with a trained volunteer.
- Prizes are awarded for those who read 7 times in a week (every day) at home
- Achievements in Reading are shared and celebrated – within the class setting, with a member of SLT or as a whole school in assembly
- Quiet reading time in school.
- Use of the school library
- Author visits
- Annual book fairs
- UKS2 children take part in the annual ESCC children's book award
- Use of POR (Power of Reading) texts. These are specific texts designed to extend children's thinking and allow all to access higher level texts – in order to improve their grasp of literal and inferred meaning. Specific activities designed to extract as much as possible through detailed planning are available to staff through the POR site. These texts engage children – allowing them to Read as Writers – and Write as Readers!

