



Introduction

At Churchfields Primary, we are continuously looking at ways in which we can improve the inclusive provision for our children to ensure that our children meet their potential and achieve at school and live up to the school motto of being the best that they can be.

Reading is an extremely complex skill with many components and processes. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is vitally important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Aims and objectives:

Our aims are based on the following core values and ethos in our mission statement, which is:

“to be the best that you can be”

Our aims are designed to ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school, we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in our multi-ethnic society.

We therefore aim to ensure that:

- All children have access to a broad, balanced and differentiated reading curriculum and out of school reading activities
- All children are exposed to quality texts that engage and enthral them as readers
- All children who may have special educational needs and/or additional needs are identified and provided for as early as possible and reading interventions suitably matched
- We develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers
- We develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- We develop the ability to use and manipulate a variety of texts, both fiction and non-fiction
- We develop children's experiences through a variety of texts
- We, as staff, are models for the 'love of reading' and are always positive about reading

Phonics and Early Reading (please also see Appendix B and Phonics Expectations)

All children in EYFS and Year 1 will be taught phonic skills through Letters and Sounds. This will take place through dedicated phonics lessons, EYFS and KS1 will complete daily phonics lessons.

Year 3 - 6 will follow the Twinkl spelling programme [which is based on the statutory spelling lists for year 3&4 and year 5&6] and any children from y2/3/4 identified as needing extra phonics will be planned for accordingly. Children will be ability grouped for these lessons/sessions and these groups will operate across the whole school.

Phonics information meetings are also regularly held to advise parents on the reading strategies used in school and how best they may help their child before the children start their reception year. Phonics information evenings are also held to inform and support parents about how they can help with phonics and early reading at home.

Phonics will be planned for and delivered at least four times per week (20 minute sessions).

See Appendix B for further guidance about Phonics Expectations

Guided Reading / Whole Class Reading

Children have at least 4 sessions per week from y1 upwards. It is usually 20 minutes to half an hour for older children. The session itself will always comprise of a teacher led guided activity and will have its own objective. Depending on the age and ability of the children, a variety of independent activities will be thoroughly planned for the children. These activities will always have a reading focus and will be designed to improve the children's reading ability as they progress through school.

Some classes do whole-class guided reading which we introduced following whole-staff training in January 2019. We introduced whole-class guided reading, to ensure that children increase their reading fluency by being guided through the reading process. This also ensures that the time spent on guided reading is always used productively in those classes. Teachers in Year 1 - Year 4 teach reading using the whole-class reading format. Any exception to this is always to be agreed with SLT.

DEAR

At the end part of EVERY day, the children have Drop Everything and Read. This is where the teacher (or other adult, as appropriate) reads a quality text to the children. This session is usually about 15 minutes and the children listen to the story. It will be an engaging, quality, challenging age-appropriate text. The sessions are usually: adult reads to children. There will be occasions when the adult reads and ask questions (as they go along). There will also be sessions where the adults read and ask questions at the end of the reading time.

ERIC

We regularly have Everyone Reading in Class. This includes everyone and all adults in the room will also be reading. We believe strongly in the power of modelling and therefore ERIC is deliberately timetabled to ensure that all children see that reading is what ALL adults and children do. Children are permitted to read their own choice of reading material, so long as it is appropriate for school. The adults should also be reading their own choice of material, be it an adult book or a children's book. There will, of course, be children who find this quite challenging. In these instances, it is usual practice for an additional adult to take the child(ren) to a more private area to read. There is no time specified for this activity however it would be determined by the age and maturity of the class and ultimately would be no longer than 20 minutes.

Individual Reading

Throughout the school children are encouraged to read regularly. By the time they are in year 6, children are expected to read on a daily basis including the weekend. We believe strongly that children should have access to high quality texts that are challenging and engaging and also pitched at the right level for the children.

To ensure the reading development of the children is best supported:

Every child in school has access to reading scheme book and school library book. We strongly encourage children to choose their own library books, but clearly we will guide them depending on their age and maturity. This continues all the way up to year 6, where we would challenge a child whose free reading choices were too simplistic/not challenging enough. As the children progress through school their reading choices will become more free reading book based. By y3 (depending on age and maturity) upwards we expect the majority of the children to be reading a free reading book and a library book. By their very nature, some children will need to remain on scheme books beyond y3.

Our mission is to get children from scheme books onto challenging and engaging 'real' reading books as soon as they are able. We do NOT expect the children to slavishly read each book at a certain level before moving on. We have access to PM Benchmark materials to ensure children are at the right level.

Children begin their scheme book reading journey with fully decodable phonics scheme books (Oxford Reading Tree) and will move onto different types of Oxford Reading Tree books throughout the school depending on their individual reading needs.

Children in EYFS/KS1 have the opportunity to read to an adult at least twice a week.

Books are always changed when they are signed by an adult to say that they have read it.

We expect parents of older children to still sign the books, even if they do not read with their child.

Expectations of parents

Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record. Parents are expected to listen to their children read and discuss the text as part of their child's homework, making comments in the reading record. Whilst it is not expected that parents will hear their child read every day, frequent involvement in the process is still important. As stated in the previous section: we expect parents of older children to still sign the books, even if they do not read with their child. Discussions about the books read, and the understanding of issues covered help to improve the children's reading skills. Parents are encouraged to sign the reading record as frequently as they read. Children are rewarded for reading at home through our whole school reading challenge which is adapted yearly. Children are also rewarded with team points throughout school and it allows them to take part in each class' Mystery Prize Draw where the prize is always an age-appropriate and often challenging book.

The teaching of reading is greatly helped if there is strong communication and support from parents.

The role of Teaching Assistants

Teaching assistants are expected to take an active role in supporting children with their reading as directed by the class teacher. This can include working with groups of children during the English lesson, leading guided reading groups or occasionally hearing individual children read.

The Role of Volunteers

The school encourages people who have some time to come into school to hear readers. The volunteers will be allocated to a class teacher who will then select children who would benefit from the extra reading to an adult.

The class teacher remains responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

Assessment

Children are assessed in line with the school's Assessment Policy using a variety of strategies. Children are assessed against the Staffordshire learning assessment grid during and after guided reading. Children are tested on a regular basis for phonic knowledge and spelling capability. Year 1 children are assessed against the Government's Standardised Phonics Assessment in the summer term. Year 2 and year 6 children are assessed using the Government's standardised Reading Test [SATs].

Formative assessments are regularly carried out by class teachers during guided reading and English lessons. Regular assessments PIRA/PEARSON are carried out termly. Use is also made of other diagnostic reading assessments/tools during the year.

For further information, please see the assessment policy.

SEN and Equal Opportunities

Those children who, as a result of assessment or normal classroom activities, are identified as needing extra support will be monitored closely by the Class Teacher and the SENCo.

Specific interventions will be put in place to support those children. A differentiated, phonics based, structured reading scheme will be implemented as part of an agreed Pupil Passport. Other intensive programmes may be used as and when the need arises. Parents will always be informed and involved.

Displays

There are opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, joined up font, phrases and complete sentences.

All classrooms have a class library of books which are always well organised and easily accessible within an attractive reading area.

All adults must be good role models for children in modelling both reading aloud and during silent reading.

Library

All children have access to school library books. All areas in school have their own libraries depending on the age of the children. They are located in places that are easily accessible by the children. All classes in KS1 and 2 have access to their library once a week.

Appendix A

Book Band Reference Sheet

Colour	School / Year Group Expectation
Lime	
White	End of Year 2
Gold	
Purple	
Turquoise	End of Year 1
Orange	
Green	
Blue	
Yellow	End of Reception
Red	
Pink	
Pink	

Appendix B

Phonics Expectations

Phonics

- The knowledge of how the alphabetic sounds work and how these sounds are combined to correspond to the spoken word.
- Phonemes are the sounds which are made by blending letters to correspond to the spoken word.
- Graphemes are the written equivalent of phonemes.

Aims

- To present high quality, systematic phonic work.
- To enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One.
- To ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.

- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely de-codable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar.
- To help the children to apply the skill of blending phonemes in order to read words.
- To help the children to segment words into their constituent phonemes in order to spell words.
- To learn that blending and segmenting words are reversible processes.
- To teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read.
- Within the teaching of phonics, ensure that children are also taught an increasing amount of 'Tricky Words' which need to be learned by sight.

Teaching of phonics

Phonics is taught in accordance with the 'Letters and Sounds' documentation across the Early Years Foundation Stage and Key Stage One

- Phonic work is incorporated into daily lessons as well as a dedicated phonics lesson
- Phonic sessions should take place at least four times a week, each session lasting 20 minutes
- Children should be taught in whole class and smaller ability groups to best aid understanding and progress.
- Phonic phases should be taught following the outline below

Applying Phonics - early reading and writing

Opportunities should be given to the children to apply their phonics knowledge throughout their daily learning experience:

- Guided Reading sessions should include a phonics based activity
- English lessons should include opportunities for children to read and write words where they can apply their phonics knowledge
- Children should be given a phonic decodable book as their school reading book. Children will be heard read at least twice a week with an adult

Assessment

- Children are assessed every half term by the class teacher using the assessment resources in the Letters and Sounds programme. At the end of Spring term 1, Spring term 2 and Summer 1 children will be shown twenty words from previous PSC and use their blending and segmenting skills to read. The number of correct answers will determine whether children need to revise the phase taught before moving on.

Letters and Sounds	Year / Age	Phonics Teaching
Phase 1	Nursery/ Reception ongoing	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, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase 2	Reception Autumn term	Children should be taught the phase 2 phonemes in the following order alongside the written graphemes 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,ss,o Children should be taught to orally blend and segment CVC words using the Phase 2 phonemes
Phase 3	Reception Spring and Summer term	Set 6 - j,v,w,x Set 7 - y,z,zz,qu (last of letters and Sounds sets) - sh,th,ch,ng - ai,ee,long oo, short oo - oa,ar,or,igh, -ur, ow,oi,ear - er,air,ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter The children will learn letter names and how to read and spell some tricky words
Phase 4	Reception Summer term Year 1 Autumn 1	Children learn to read and spell words containing adjacent consonants - Children revise and recall all phase 2 and 3 phonemes - Children to read and write CCVC and CVCC words
Phase 5	Year 1 Autumn 2 Spring Summer term	Children broaden their knowledge of sounds for us in reading and spelling. They will begin to build word specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw,wh,ph,ew,oe,au,ey,a_e,i_e,u_e, o_e
Phase 6	Year 2	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc