



# Tudhoe Colliery Primary School

## Phonics and Early Reading

As reading is a complex skill with many components, we have developed a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is crucial to children accessing all areas of the curriculum and it should also be a rewarding and enjoyable experience.

### The aims of our Reading Curriculum

Through our reading curriculum we aim to develop our children into fluent, confident readers who are able to talk confidently about their reading preferences and use reading as a vehicle to understand the world around them and their place within it.

Through our reading curriculum, children will...

- Develop **phonic knowledge** so they can accurately decode words, using a consistent and progressive approach through EYFS and KS1
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims are of equal importance.



## How will we achieve it? An overview...

Aim	Why?	How?
<p>Develop our children's <b>phonic knowledge</b> so they can accurately decode words, using a consistent and progressive approach through EYFS and KS1</p>	<ul style="list-style-type: none"> <li>In the EEF Guidance Report 2017 for 'Improving Literacy in KS1,' the EEF stated that <i>'The use of a systematic phonics programme is supported by very extensive evidence. Seven meta-analyses, which include studies of 5-7-year-old pupils, have consistently demonstrated the impact of phonics on early reading.'</i></li> </ul>	<ul style="list-style-type: none"> <li>Consistent approach to phonics (RWI)</li> <li>Home reading books closely linked to phonics programme (RWI Book Bag Books)</li> <li>Regular phonics assessments and regrouping of children (half termly)</li> <li>High levels of staffing for phonics and reading across KS1</li> <li>Mixed groups across KS1 to maximise staffing and ensure all children are in a group specific to their needs.</li> </ul>
<p>Develop <b>fluency</b> in reading and be able to read with <b>tone and expression</b></p>	<ul style="list-style-type: none"> <li>The EEF Guidance Reports for both KS1 and KS2 highlight developing fluency as key to improving literacy in both key stages, including giving children an opportunity to read and re read the same text (as children experience through RWI both in school and through developing their home reading)</li> </ul>	<ul style="list-style-type: none"> <li>Use of RWI phonics books in Reception and Year 1 to consolidate and build fluency with sounds taught</li> <li>Re reading of RWI books across three-day timetable to promote fluency</li> <li>Daily 30-minute reading lesson across school</li> <li>RWI interventions built in as required</li> <li>Reading with tone and expression focused on in Book Club and during timetabled reading lessons, modelled and taught by staff</li> </ul>
<p>Develop a <b>love of reading</b> and individual preferences for books and authors</p>	<ul style="list-style-type: none"> <li>Several studies show the positive impact of reading for pleasure. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure: Reading attainment and writing ability; Text comprehension and grammar; Breadth of vocabulary; Positive reading attitudes; Greater self-confidence as a reader; Pleasure in reading in later life; General knowledge; A better understanding of other cultures; Community participation; and a greater insight into human nature and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Regular reading conversations with children</li> <li>Reading opportunities when children first arrive in a morning</li> <li>Daily 30-minute reading lesson across school</li> <li>Quality class novels and stories</li> <li>High quality books in classrooms, regularly updated</li> <li>Staff as reading role models</li> <li>Weekly 'Love Reading' session</li> <li>'Dream Reads' set up in Reception, Year 1 and Year 2 to go alongside the RWI phonics books that children can decode themselves</li> <li>One 'Love Reading' session per term where parents can visit and read with their children.</li> <li>Storytelling and drama promoted in KS1</li> </ul>



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Aim	Why?	How?
<p>Be able to <b>talk confidently</b> about books and their opinion on what they have read</p>	<ul style="list-style-type: none"> <li>Building Communities of Engaged Readers highlights the effectiveness of 'spontaneous inside-text talk' in building a community of readers. It also talks of the concept of 'Reading Teachers' who are not only knowledgeable about texts for children, but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means</li> </ul>	<ul style="list-style-type: none"> <li>Book chat modelled in Book Club and reading lessons</li> <li>Oracy training for all staff and promoted/utilised in reading lessons</li> <li>Regular opportunities for children to share and recommend books to others</li> <li>Daily 30-minute reading lesson across school</li> <li>Book voting station in EYFS to allow children to express opinions and make decisions on which book to read</li> </ul>
<p>Develop and extend their <b>vocabulary</b></p>	<ul style="list-style-type: none"> <li>The Oxford Language Report: Why Closing the Word Gap matters highlights the impact lack of vocabulary has in the classroom and the wider impact to children when accessing all areas of the curriculum. (OUP)</li> </ul>	<ul style="list-style-type: none"> <li>Vocab taught through all areas of reading</li> <li>Vocab discussed and modelled through Book Club and reading sessions</li> <li>Vocabulary carefully planned for as part of daily reading lessons and for books used within curriculum</li> <li>Key words revisited throughout the day – flashcards, staff promoting language, vocabulary flipcharts</li> </ul>
<p>Develop a <b>deep understanding</b> of what they have read</p>	<ul style="list-style-type: none"> <li>The EEF raised the importance of teaching reading comprehension strategies in their Teaching and Learning Toolkit. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves and can add an additional 6 months reading progress.</li> </ul>	<ul style="list-style-type: none"> <li>Clear approach to teaching reading</li> <li>Focus on reading for understanding from Rec to Y2</li> <li>Verbal comprehension utilised from Rec to Y2</li> <li>Linked Texts used as part of Read, Write, Inc. (books with some similarities to the RWI book just read). This allows for comparing, discussing, expressing opinions and preferences</li> </ul>
<p>Develop their <b>understanding of the world</b> through experiencing a wide range of different genres and authors</p>	<p>Several studies show the wider impact that reading can have, outside of gains in attainment and vocabulary understanding: The Literacy Trust stated in their report that reading for pleasure not only impacts on reading achievement but also increases:</p> <ul style="list-style-type: none"> <li>general knowledge, a better understanding of other cultures, community participation and a greater insight into human nature and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Range of texts covered in each year group</li> <li>Varied texts for home reading, regularly updated</li> <li>Progression of texts used in place – quality texts for staff to select from</li> <li>Books linked to PSHCE topics where possible e.g. refugees, difference etc</li> <li>Wide range of genres and authors available in each classroom</li> <li>Wide range of text types available within classes e.g. newspapers, magazines, fiction books, non-fiction books etc.</li> </ul>



## Our approach to reading

In our school, there is a consistent whole school approach to the teaching of reading. A range of reading strategies will be taught throughout all year groups, reflecting the requirements of the 2014 National Curriculum and EYFS Profile and Early Learning Goals. Reading will be taught within four main strands:

- Phonic knowledge
- Fluency
- Talking about books
- Comprehension

## Phonics

The teaching of phonics begins in Reception and is taught in discrete sessions across EYFS, Year 1 and Year 2 where needed. In KS2, phonics continues to be taught as an intervention (Fresh Start) for children who require it. We have a flexible approach which is cohort specific. At Tudhoe Colliery, we teach phonic skills using the RWI phonics programme as the basis of our work.

### Read Write Inc Speed sounds order

#### Set 1:

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, th, sh, ch, qu, ng, nk.

#### Set 2:

ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.

#### Set 3:

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, cious, tious.

#### Additional sounds taught in preparation for the Phonics Screening Check:

ue, ie, au, e-e, kn, ck, wh, ph.

## Progression in Phonics

Reception children begin to learn the first 26 phonic sounds from the 'Read, Write, Inc' phonics programme when they enter Reception Class. This is taught using the RWI procedure: children will work on 3-5 phonemes per week throughout the first term with regular consolidation.

Tricky words are introduced gradually as 'red words' for the children to learn at home and in school. Children are continually assessed during and



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at the end of this period and if secure move on to Set 2 sounds as appropriate.

Additional intervention activities (one-to-one tutoring) will be in place for those children who are not secure with the Set 1 sounds to target any gaps in phonic knowledge so far.

**Year 1:** Children will continue to follow the programme into Year 1. This will be a focused, daily session. Children will be reassessed at the end of each half term and groups reorganised as appropriate.

**Year 2:** Children continue to follow the RWI programme into Year 2 if required. Children will be grouped and content will depend upon initial assessments of the children at the start of the year and throughout the year. Any children who did not pass the phonics test at the end of Year 1 will receive additional interventions to ensure they pass the test in Year 2.

**Year 3:** Children continue to follow the RWI programme into Year 3 if required. Children will be grouped and content will depend upon initial assessments of the children at the start of the year and throughout the year. Any children who did not pass the phonics test at the end of Year 1 or the re-sit will receive additional interventions to ensure they pass the test in Year 3.



**Term by Term Expectations:**

Reception				
	End of Autumn	End of Spring	End of Summer	End of Reception: <ul style="list-style-type: none"> <li>• <b>ALL</b> children will be secure with Set 1 single sounds and Special Friends</li> <li>• <b>SOME</b> children will be secure with some Set 2 sounds.</li> </ul>
Expected	Children can read: Set 1 single sounds (a-z) Blend sounds into words orally	Children can read: Set 1 Special Friends (sh, th, ch, qu, ng, nk) <b>Red Books</b>	Children can read: Set 2 Sounds (ay, ee, igh, ow, oo, oo) <b>Green/Purple Books</b>	
Above	Children can read: Set 1 Special Friends (sh, th, ch, qu, ng, nk) <b>Red Books</b>	Children can read: Set 2 Sounds (ay, ee, igh, ow, oo, oo) <b>Green/Purple Books</b>	Children can read: Set 2 Sounds (or, ar, air, ir, ou, oy) <b>Pink</b>	
Year 1				
	End of Autumn	End of Spring	End of Summer	End of Year 1: <ul style="list-style-type: none"> <li>• <b>ALL</b> children will be secure with Set 1, 2 and 3 sounds as well as the additional sounds</li> <li>• <b>SOME</b> children will have finished the RWI programme</li> </ul>
Expected	Children can read: Set 2 Sounds (or, ar, air, ir, ou, oy) <b>Pink</b>	Children can read: Set 3 Sounds (ea, oi, a-e, i-e, o-e, u-e) <b>Yellow</b>	Children can read: Set 3 Sounds (ea, oi, a-e, i-e, o-e, u-e plus additional sounds ue, ie, au, e-e, kn ck, wh, ph) <b>Yellow/Blue</b>	
Above	Children can read: Set 3 Sounds (ea, oi, a-e, i-e, o-e, u-e) <b>Yellow</b>	Children can read: Set 3 Sounds (ea, oi, a-e, i-e, o-e, u-e plus additional sounds ue, ie, au, e-e, kn ck, wh, ph) <b>Yellow/Blue</b>	Children can read: Set 3 Sounds (ea, oi, a-e, i-e, o-e, u-e plus additional sounds ue, ie, au, e-e, kn ck, wh, ph) <b>Blue</b>	
Year 2				
	End of Autumn	End of Spring	End of Summer	End of Year 2: <ul style="list-style-type: none"> <li>• <b>ALL</b> children will have finished the RWI programme</li> </ul>
Expected	Set 3 Sounds (ea, oi, a-e, i-e, o-e, u-e plus additional sounds ue, ie, au, e-e, kn ck, wh, ph) <b>Grey</b>			



## Structure of a Phonics and Reading session:

All staff who deliver phonics sessions have received training in Read Write Inc. This helps ensure that our approach is consistent and effective.

In Reception, Year 1 and Year 2 sessions all follow the same format, starting with phonics and moving into applying their phonics to reading:

### Part 1 – Phonics (10 to 12 minutes):

Set 1 Phonics	Set 2 Phonics	Set 3 Phonics
<ul style="list-style-type: none"> <li>• Say the sound</li> <li>• Use the picture cards (initial sounds)</li> <li>• Draw the picture</li> <li>• Spot the new sound</li> <li>• Review sounds at speed</li> <li>• Write the letter</li> <li>• Speedy write (3 letters taught previously)</li> <li>• Oral blending</li> </ul> <p>Set 1 is then followed by Word Time (20 minutes)</p> <ul style="list-style-type: none"> <li>• Review the sounds</li> <li>• Oral blending</li> <li>• Blending with speed sound cards</li> <li>• Blending with magnetic cards</li> <li>• AFL Assessment: Reading with speed sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Say the sound</li> <li>• Talk through the picture</li> <li>• Oral blending with the sound</li> <li>• Spot the new sound</li> <li>• Review sounds at speed</li> </ul> <p>Word time activities:</p> <ul style="list-style-type: none"> <li>• Green words (containing sound of the day) using the routine Special Friends, Fred Talk, Read the Word. Multisyllabic words to be used when children are more secure with the sound.</li> <li>• Review green words – SF, FT, RTW followed by 'Fred in your Head' followed by Speed Reading.</li> <li>• AFL Assessment: Alien words</li> <li>• Spelling with Fred Fingers</li> <li>• Spelling Review</li> </ul>	<ul style="list-style-type: none"> <li>• Say the sound</li> <li>• Talk through the picture</li> <li>• Oral blending with the sound</li> <li>• Spot the new sound</li> <li>• Review sounds at speed</li> </ul> <p>Word time activities:</p> <ul style="list-style-type: none"> <li>• Green words (containing sound of the day) using the routine Special Friends, Fred Talk, Read the Word. Multisyllabic words to be used when children are more secure with the sound.</li> <li>• Review green words – SF, FT, RTW followed by 'Fred in your Head' followed by Speed Reading.</li> <li>• AFL Assessment: Alien words</li> <li>• Spelling with Fred Fingers</li> <li>• Spelling Review</li> </ul>



## **Part 2 – Reading (30-50 minutes, depending on the set):**

Children will complete a Read Write Inc Book over a period of three days. This helps children build fluency with the text:

- Day 1: Focus on Accuracy
- Day 2: Focus on Fluency
- Day 3: Focus on Comprehension

## **Part 3 – Linked Text**

Within each RWI reading sequence, children will be read linked texts by the adult leading their group. This gives them an opportunity to hear a quality text being modelled, promotes book talk and helps develop their vocabulary with a 'real text' linked to the RWI text they have been reading.

## **Developing Book Talk/Daily Reading**

In school, we have developed our timetable to allow a half hour Book Talk/Reading session. These sessions focus on the core Dream Reads or other quality texts to ensure all children are gaining an in-depth understanding of the books we want them to know and love. Activities can range from creating props to retell the story, prediction, exploring new vocabulary and language, immersing themselves in a sensory experience linked to the book, debating, story mapping and more.

In all classes, staff have received oracy training by Voice 21. This has allowed staff to develop talk in all subjects across the curriculum but is particularly important when teaching early reading. Children are taught how to talk, debate and express their opinions clearly. They are also taught how to engage in back and forth conversations. Activities can range from using sentence stems, talk detectives and discussion roles.

## **Developing a Love of Reading**

The texts we choose for home reading, class novels, book clubs and those we use in reading lessons, once children have completed RWI, are all geared around giving children experience of a range of genres and authors, broadening their reading diet and developing a love of reading.

We also have a specific 'Love Reading' session weekly where children can read a book of their choice independently or with another child. Children also have an opportunity during this time to read with children from other classes and also to recommend books to their peers. There is no set structure to the sessions and the only rule is that all activities undertaken must promote a love of reading.



## Finishing Read Write Inc

Once children have finished RWI, they move into daily reading lessons. In these lessons, we focus on children discussion and analysing quality texts. Work will build through the week with children having an opportunity to complete a range of activities linked to the texts being taught e.g. debate, personal responses to a text, paired responses, drama etc.

Children will have an opportunity to work with a range of texts including the class novel, poetry, newspapers, fiction and non-fiction. All opportunities are taken to develop a love of reading and children's awareness of authors and different genres. Wherever possible, when extracts are used, the full text will be made available for the children to read independently. A literature plan is in place across the school to ensure coverage and progression of texts being used.

**Book Club:** Once children have finished the RWI programme, they will have an opportunity to take part in a Book Club session with an adult each week. The focus of the session is to develop children's book talk including their ability to share their opinion and listen to others. The sessions also expose children to genres and authors that they might not choose to read independently. Children may also be set homework from Book Club to read a certain number of pages before their next Book Club lesson.

## Timetabling

Reading lessons for Reception to Year 2 take place on mornings 9-9:50 with an additional half hour reading session during the day. Each class also has a 'Love Reading' session on a Friday and opportunities are taken to apply reading skills within afternoon lessons as much as possible.

## Assessment Preparation

While our reading curriculum is based around developing a love of reading and giving children an opportunity to read varied texts, we also recognise our role in familiarising the children with the written format of assessments they will be taking at the end of Key stage 1. As a result, at regular intervals, children will have a mixed comprehension lesson with a previously unseen text. They will work through the questions together, discussing right/wrong answers, ways of phrasing questions, finding information in the text etc. We also have a common approach to written question and answer comprehension.

### COMPREHENSION CHECKLIST!

	1. Underline/highlight <b>key words</b> in the question
	2. <b>Scan</b> to find the section in the text
	3. <b>Read around</b> the key word
	4. <b>Answer</b> the question (use the answer starters!)
	5. <b>Check</b> your answer. Have you answered the question?



To ensure that there is consistency across the school, each member of staff adopts the same approach when teaching comprehension and the checklist to the right is followed.

## Assessment and Intervention

**Reception:** Children are baseline assessed on entering Reception using a RWI assessment and assessed regularly throughout the year with provision built around children's current needs. The children are also assessed using the Year 1 phonics check at the end of Reception.

**Year 1:** Children are assessed half-termly using the RWI phonics assessment and 3 times a year using the practice Phonics check materials and RWI alien word assessment materials (Nov, Feb, Apr). Phonics provision is then built around the areas identified on these assessments. Interventions in Year 1 have a phonics focus and are based around the RWI programme.

**Year 2:** Children are assessed on phonics half-termly and those still requiring phonics provision receive this provision daily. In Year 2, interventions can be phonics based/comprehension based.

## Intervention

**One-to-one Tutoring:** All children working on the RWI programme are assessed half termly. Those children who are in our lowest 20% attaining group or need an extra boost are given one-to-one tutoring for 10-20 minutes daily. This works solely on the speed sounds and word time activities from the phonics lessons and is designed to be short and pacy.

Interventions are monitored and when tutors feel the children are secure in sounds they mark them on the children's individual progress sheets.

## Recovery Curriculum

**Afternoon phonics:** Due to the Covid-19 pandemic, children have some gaps in their phonics knowledge. Therefore, Rec, Y1 and Y2 are all taking part in a ten-minute, short speed sounds lesson every afternoon. This is run as a whole class and ensures that gaps in any phonic knowledge are filled and those children who have not moved onto a more advanced set due to fluency are still exposed to the sounds they need for the phonics screening check.



## Across the Curriculum

Opportunities are made wherever possible for children to apply their reading skills. Each class has quality non-fiction texts linked to their curriculum topics to give children an opportunity to read for information and apply the skills developed in their reading lessons. ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas.

## The Reading Environment

Each class at Tudhoe Colliery Primary School will demonstrate to children that books are valued, with areas for children to read a variety of texts, reflecting genres, cultures, gender and race. Books are banded according to their difficulty – more details are given in the Home Reading section. A respect for books will be fostered and modelled by all staff.

Year 2 will have a 'class novel' which their English and topic work will be linked to. It will be read daily with the children and additional copies will be available for the children to use during their English lessons.

Reception and Year 1 will be exposed to a variety of different stories and texts, which will be used to complement their English and topic teaching.

## Involving parents

**Reception:** Prior to the children beginning their phonics teaching in Reception, parents are invited into school to learn about the way reading is taught in school and ways to support their child at home. We also run regular 'catch-up' sessions with parents at the end of Love Reading where parents can ask questions, share concerns and all the positives that are happening on their child's reading journey.

**Reading Together (whole school):** Throughout the school, classes hold termly 'Reading Together' sessions, where parents are invited into school to read with their child and also take part in a session to learn about an aspect of reading in school e.g. phonics, book club, reading plus, questioning etc.

Parents are encouraged to read with their children at home regularly, at least 4 times per week. Teachers discuss children's reading at home with parents at Parents' Evenings and on termly status reports.



## Home Reading

**Phonics Books:** For those children still working on RWI (Rec, Year 1 and some Year 2), our home reading books are closely matched to the phonics children have been working on in class. Children will take home a copy of the book they have been reading in their RWI lessons, as well as the corresponding RWI Book Bag Book.

- Books will be sent home on a Friday
- The focus of the books is on consolidation of sounds and developing reading fluency, therefore the books the children take home will always only contain sounds that children have been taught in class
- Children will be encouraged to re-read the same book to develop fluency

**Dream Reads:** In Reception, Year 1 and Year 2, children will also take a 'Dream Read' book home weekly. Dream Reads are our list of 40 books per class which we feel all children should have experienced during their time in that year group. While our phonics books are designed for children to read to their parents, our Dream Read Books have been selected for adults to read to the children. A full list of our Dream Reads is available on our school website. The Dream Read Books are also read regularly with our children within school.

**eBooks:** All pupils on the RWI programme are given an eBook login for the Oxford Owl website. Alongside their Book Bag Books and Dream Reads, staff assign an eBook matched to the sounds and book they have covered that week in their group. This provides an alternative way of exposing children to text and is a great way of engaging them/promoting a love of reading!

**RWI Phonics lesson:** Each week staff allocate a RWI phonics lesson based around a particular sound the children have been working on that week. This allows the children to consolidate their learning at home and also allows parents to see what children have been working on in school and the approach to phonics teaching.

**Home Reading in Year 2:** From Year 2, once children have finished RWI, they will be selecting books from our class libraries. Staff will have regular conversations with children about the books they are selecting and their reading preferences. Children will have opportunities to change their books daily.

## Reading Rewards

**Reception and Y1:** The children in Reception are going on a book hunt! They each have their individual maps through the woods and if they collect all 6 stickers in a half term, they will receive the prize book in the treasure chest at the end of the trail. Children who read 4 or more times



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a week will receive a sticker for their trail and a clue as to what book is inside the treasure chest.

**Y2:** Children who read 4 or more times a week will receive two points for the reading chart and any additional amazing reading in phonics or book talk sessions can earn them extra points. For every point received, they also earn a token to put in the class jar. Whoever has the most reading points at the end of the week can take Doc home for the weekend and when the class jar is full of tokens, the children all sit together to choose a new book to buy for their class library.

## Core texts

Each class has a core list of texts (as well as Dream Reads) which details which fiction, non-fiction, poetry, rhymes and songs they will cover during their year. This is to ensure children are exposed to a wide range of genres, authors, text styles and language! A full list of our core texts is available on our school website. These lists are constantly being reviewed and added to throughout the year.