



Bath and Wells Multi Academy Trust
Staplegrove Church School
READING AT STAPLEGROVE CHURCH SCHOOL



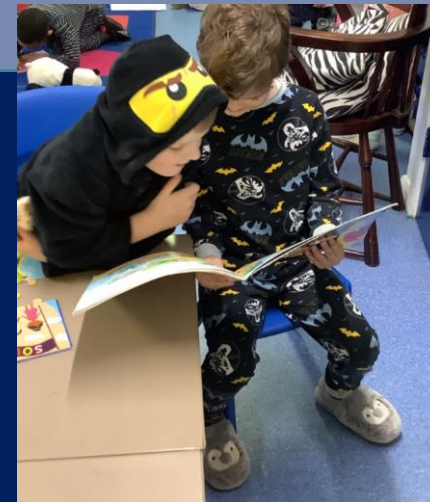
A child-centred community with a Christian ethos, enabling all to become the best version of themselves

STAPLEGROVE IS A LEARNING FAMILY

RESPECT | THANKFULNESS | COURAGE | PERSEVERANCE | FRIENDSHIP | TRUTHFULNESS

Our Reading Vision

At Staplegrove Church School, our aim is to enable every child to become a reader. We are passionate about reading for pleasure and purpose. We believe that children are entitled to a rich reading diet and high-quality, explicit teaching. We believe all children are readers and can enjoy reading. Children are taught reading through phonics (daily in EYFS and KS1), daily reading lessons, daily story time, daily independent and shared reading.





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Explicit Teaching of Decoding and Comprehension

	Phonics	Group/Guided Reading	Reading Comprehension	1:1 Reading
EYFS	Daily Whole Class Phonics Teaching Rapid Intervention – targeted children Application in provision	Focus on decoding, prosody, comprehension. Every child will be heard read in a guided group once a week by a trained adult. In addition to this, any children the teacher des not work with a normal phonics group will have a teacher led session.	Book Talk	Lowest 20% at least 3 times per week, once with a teacher focusing on the earliest sounds. Part of group reading
Year 1	Daily Whole Class Phonics Teaching Rapid Intervention – targeted children Application in provision	Focus on decoding, prosody, comprehension. Every child will be heard read in a guided group once a week by a trained adult. In addition to this, any children the teacher des not work with a normal phonics group will have a teacher led session.	Book Talk	Lowest 20% at least 3 times per week, once with a teacher. Part of group reading
Year 2	Daily Whole Class Phonics Teaching/ National Curriculum Spelling Lessons	Focus on decoding, prosody, comprehension. Every child will be heard read in a guided group once a week by a trained adult. In addition to this, any children the teacher des not work with a normal phonics group will have a teacher led session.	Whole Class	Lowest 20% at least 3 times per week, once with a teacher. Part of group reading
Year 3	Interventions to address the gap	Weekly whole class	Weekly lessons focusing on	Lowest 20% will be heard at least



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Reading for Pleasure

	Read aloud/Story Time	Independent Reading	Shared Reading	Library Time
EYFS	Daily in class using high quality texts	Access to books within provision	Book Talk Reading a book for joy. Access to reading for pleasure books in high quality book corners with peers and adults.	Weekly (action plan in place for library development)
Year 1		Access to books within provision		
Year 2		Daily in class with books that children are able to access. Access to reading for pleasure books in high quality book corners.	Whole Class Reading Reading a book for joy. Access to reading for pleasure books in high quality book corners with peers and adults.	
Year 3				
Year 4				
Year 5				
Year 6				



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Reading Assessment

	Phonics	Comprehension
EYFS	Read Write Inc Assessment and tracker	Teacher assessment during group reading Teacher assessment during Book Talk
Year 1	Read Write Inc Assessment and tracker Phonics screening	
Year 2	Read Write Inc Assessment and tracker Phonics screening	Teacher assessment during group reading Teacher assessment during whole class guided reading PIRA assessment
Year 3	Read Write Inc Assessment and tracker for children that require it.	Teacher assessment during whole class guided reading
Year 4		Teacher assessment during 1:1 reading
Year 5		PIRA assessment and Accelerated Reader Star Tests Head start once a term
Year 6		Teacher assessment during whole class guided reading Teacher assessment during 1:1 reading PIRA assessment and Accelerated Reader Star Tests Regular SATS practise questions.



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Reading at Home

	Texts	Communication with Parents	Incentives
Whole School	<p>Children access fully phonetically decodable books that meet the needs of the child.</p> <p>Banded Accelerated Reader books.</p> <p>Reading book for pleasure sent home for families to read together.</p>	<p>Reading records</p> <p>Videos on the website on how to help your child read at home.</p> <p>Parental workshops for phonics and reading</p>	



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Phonics at Staplegrove

Phonics is an essential strategy for learning to decode words and our aim is to ensure all children at Staplegrove read proficiently and become life-long readers. Phonics is a key part of this as it enables children to decode automatically over time and become fluent readers. We believe that it is everyone's responsibility to teach children to read. Phonics also teaches children to spell by segmenting words into their phonemes. At Staplegrove, we recognise that phonics and spelling are intertwined. Therefore, phonics is present in all year groups across the curriculum.

Phonics at Staplegrove is taught following Read Write Inc (see overview of RWI at end). We also follow the National Curriculum spelling appendices.

When teaching phonics, we always use the correct technical vocabulary with the children.

Glossary

Phoneme = the sound a letter makes

Grapheme = the visual representation of the sound

Shwa = the 'uh' noise when a consonant is mispronounced e.g. 'buh' instead of b.

Digraph = two letters that make one sound e.g. ar or ch

Trigraph = three letters that make one sound e.g. igh

Quadgraph = four letters that make one sound e.g. eigh

Split digraph = two letters that make one sound but that are separated by a consonant e.g. i-e in like

Consonant cluster = multiple consonant phonemes that blend together at speed e.g. spr. These are not phonemes in themselves like digraphs they are a combination of phonemes.

Common exception words = words that you do not use phonics to decode. We use the term tricky words with children.

At Staplegrove, we use the following tools to support children's phonics learning:

- Read Write Inc actions
- 'Dots and dashes' (. for a single letter grapheme, - for a digraph/trigraph and two dots joined by an arc under the corresponding letters.



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Phonics at Staplegrove

At Staplegrove we follow the Letters and Sounds systematic teaching of phonics:

Revisit and Review	<p>We revisit previously taught phonemes and their graphemes. We revisit previously taught common exception words.</p> <p>This may not always include all previously taught phoneme/graphemes. It may include just those that the children need to revisit and become secure on.</p> <p>What is revisited will depend on the content children need to go over again.</p> <p>During this time, teachers review children's learning and make formative assessments. This may result in children needing further intervention, repeating the content the following day, addressing misconceptions etc.</p>
Teach	<p>Children are introduced to the new phoneme/grapheme. There should be opportunities for the children to practise saying the phoneme to practise the shapes that need to be made by their mouths. Read Write Inc actions are introduced (or revisited if an alternative grapheme). Children are given opportunities to identify the phoneme, see it in the context of words (context for words included), form the letters of the grapheme. Teachers model writing the grapheme in a way which produces the letters e.g. writing on a board.</p> <p>New common exception word is introduced and taught.</p>
Practise	<p>Blending: Children practise sounding out the individual phonemes in a word and blending them together to read. During this time, we emphasise that phonics helps us blend sounds to read words. E.g. t-a-p [Symbol] tap. Dots and dashes are used to identify the phonemes/graphemes in the word. Words are always taught in context by using pictures, objects, saying words within a sentence, discussing children's existing knowledge of the word, putting words into the context of children's lives.</p> <p>Segmenting: Children practise splitting a word into its phonemes e.g. tap [Symbol] t-a-p. Children then practise writing the graphemes that correspond with the phonemes. Children use their knowledge of phoneme/grapheme correspondence to do this. Children may use strategies such as counting phonemes to support themselves.</p>
Apply	<p>Children apply their knowledge of the new phoneme/grapheme and the new common exception word to sentences. This may be through dictation work, reading sentences, reading or writing captions.</p>



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Progression of Phonics at Staplegrove

Please note: these are the expectations for the *lowest 20% of children*. Other children should be *well* in advance of this.

All children should achieve these expectations, if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes



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Phonics in EYFS

Year R

In Reception, phonics is taught in small groups every day for 30 minutes. New phoneme/graphemes are introduced daily. Phonemes/graphemes may be revisited to embed children's understanding. The complete teaching sequence of Revisit and Review, Teach, Practise, Apply is taught every day. Additional adults may support specific children to enable all to access the learning. The teaching sequence may not always be taught in its entirety each day in Reception. It may be taught across several days in order to embed children's understanding more fully. Phonics is also present within continuous provision. Children who are currently behind their peers/do not have secure knowledge of the grapheme/phoneme correspondence (GPC) taught during the phonics session have speedy intervention to address this. This may be with the class teacher or teaching assistant. The intervention will be focussed on the gaps in children's knowledge. In line with a graduated response, this intervention will occur as needed within the classroom provision of Quality First teaching. Some children may need regular intervention if they are working at a level behind their peers. If a child is working significantly below their peers ie more than one academic year behind their peers having had quality first teaching, then further advice should be sought from the SENCo. Children have access to fully phonetically decodable texts to apply their phonics knowledge during group reading sessions.



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Year 1

Phonics in Key Stage 1

In Year 1, phonics is taught in small groups every day for 30 minutes. New phoneme/graphemes are introduced daily. However, this may vary depending on the children's understanding and the complexity of the new phoneme/grapheme. The complete teaching sequence of Revisit and Review, Teach, Practise, Apply is taught every day. Additional adults may support specific children to enable all to access the learning. Pseudo words are introduced to children in Year 1. This will form part of the practising section of the teaching sequence. Phonics is also taught outside of the phonics session. It is modelled across the entire curriculum e.g. when writing, vocabulary in topic. Children are given opportunities to further apply their phonics outside of the phonics session. The skills of segmenting and blending can be modelled any time during the school day. Children have access to fully phonetically decodable texts to apply their phonics knowledge during group reading sessions.

Children who are currently behind their peers/do not have secure knowledge of the phoneme/grapheme taught during the phonics session have speedy intervention to address this. This may be with the class teacher or teaching assistant. The intervention will be focussed on the gaps in children's knowledge. Some children may need regular intervention if they are working at a level behind their peers. Others may need 'one off' intervention to address a specific gap in knowledge.

Year 2

In Year 2, phonics/spelling is taught in small groups every day for 30 minutes. Year 2 follow the same teaching sequence of Revisit and Review, Teach, Practise, Apply. However, in Year 2, the new content may be a spelling rule opposed to a new phoneme/grapheme depending on the point in the curriculum. Children will then practise reading and writing the new spellings rule and applying it to sentence work. Additional adults may support specific children to enable all to access the learning. Phonics is taught outside of the phonics session. It is modelled across the entire curriculum e.g. when writing, vocabulary in topic. Children are given opportunities to further apply their phonics outside of the phonics session. The skills of segmenting and blending can be modelled any time during the school day. Children have access to fully phonetically decodable texts to apply their phonics knowledge during group reading sessions.

Children who are currently behind their peers/do not have secure knowledge of the phoneme/grapheme taught during the phonics session have speedy intervention to address this. This may be with the class teacher or teaching assistant. The intervention will be focussed on the gaps in children's knowledge. Some children may need regular intervention if they are working at a level behind their peers. Others may need 'one off' intervention to address a specific gap in knowledge.



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Phonics in Key Stage 2

In KS2, phonics may not be taught as a whole class lesson. This may vary depending on the needs of individual classes. However, phonics will be modelled across the curriculum as a strategy for reading and spelling.

Individual children may need additional phonics provision to support their reading or spelling. In the first instance, this is to be done in class through resources and explicit teaching from the teacher or teaching assistant. This may escalate to a phonics intervention group taking place.



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Phonics Intervention

Ongoing assessment of phonics, with half-termly formal assessment, ensures any gaps in children's knowledge are addressed rapidly. Where intervention is required, we use programmes from Read, Write Inc so that we continue to teach phonics with fidelity to our chosen SSP.



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Whole-class Reading Lessons

Whole class reading is the method used to teach children key comprehension skills and expose them to a wide variety of texts. The purpose of this time is to develop children's comprehension skills in line with the end of Key Stage expectations (see end of document).

Comprehension happens both during reading and after reading. During reading, we unpick the underlying skills at work and after reading we reflect personally and analyse an overall text. During Reading lessons, we will focus on developing children's deep, multi-layered understanding of texts rather than telling them what they *should* understand from the text. All children will respond differently to a text and will have different interpretations. Reading lessons are when fluency, prosody and comprehension skills are explicitly taught so that children can then apply this to their independent reading and assessments.

Reading fluency is taught through talk for reading strategies using oracy as the focus.

Reading comprehension is taught using VIPERS':

- Vocabulary
- Inference
- Predict
- Explain
- Retrieve
- Summerise



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Whole-class Reading Lessons Year 2 and KS2

Day 1	Day 2	Day 3	Day 4	Day 5
Fluency based learning – linked with Oracy	Vocabulary based learning linked to the text and top Talk for reading words	VIPERS	VIPERS	VIPERS/Love of reading



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Whole Class Reading Lessons

EYFS & YEAR
1

Book Talk. Whole class book talk to develop children's confidence to discuss texts, develop their comprehension skills and share a collection of texts in common.

Year 2 - 6

Whole Class Reading. Whole class reading lessons to develop all children's reading skills, share a collection of texts in common, ensure all reading lessons are purposeful for all children.