



Dene House Primary School

Phonics and 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

At Dene House Primary School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We ensure that children acquire the reading skills and language knowledge to read increasingly complex books. Through our reading curriculum, we aim to develop our children as 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. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading. Through our reading curriculum children will:

- Develop their **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 **accuracy, pace, 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, story plots and authors
- Be **tracked, monitored** and provided with **intervention** if they are at risk of falling behind
- Encouraged to **read beyond the school day**

All aims are of equal importance.

Ultimately, our strategy can be summarised as:

“Children Learn to Read in order to Read to Learn”



How will we achieve it? An overview...

| Aim | Why? | How? |
|---|---|--|
| <p>Develop our children's phonic knowledge so they can accurately decode words, using a consistent and progressive approach through EYFS and KS1</p> | <ul style="list-style-type: none"> In the EEF Guidance Report 2017 (and the 2020 update) 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-yearold pupils, have consistently demonstrated the impact of phonics on early reading.'</i> | <ul style="list-style-type: none"> Consistent approach to phonics (RWI) Reading books closely linked to phonics programme (RWI Book Bag Books) Regular phonics assessments and regrouping of children High levels of staffing for phonics and reading in Rec and Y1 |
| <p>Develop fluency in reading and be able to read with accuracy, pace, tone and expression</p> | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> Use of RWI phonics books in Reception and Year 1 to consolidate and build fluency with sounds taught Daily opportunities to develop fluency across the school. RWI interventions built in as required Reading Plus Online programme used to build fluency in Year 3/4/5/6 Reading with accuracy, pace, tone and expression is modelled and taught by staff |
| <p>Develop a love of reading and individual preferences for books and authors</p> | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Regular reading conversations with children High quality class novels High quality books in classrooms Staff as reading role models Fluency session 'Dream Reads' are set up in Reception and will be rolled out to KS1 |
| <p>Be able to talk confidently about books and their opinion on what they have read</p> | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Book talk modelled in reading lessons Regular opportunities are provided in the reading sessions for children to share their opinions about books |
| <p>Develop and extend their vocabulary</p> | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> Vocab taught through all areas of reading and the wider curriculum Vocab discussed and modelled through reading sessions Two week blocks of vocab focused lessons within the reading cycle Y2-6 |



| Aim | Why? | How? |
|---|---|---|
| Develop a deep understanding of what they have read | <ul style="list-style-type: none">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. | <ul style="list-style-type: none">Clear approach to teaching reading skills: Big three skills and mini skillsFocus on reading for understanding from Reception to Y6 |
| Develop their understanding of the world through experiencing a wide range of different genres and authors | <ul style="list-style-type: none">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: general knowledge, a better understanding of other cultures, community participation and a greater insight into human nature and decision-making | <ul style="list-style-type: none">Range of texts covered in each year group through the seven story plotsVaried texts for home readingBooks link to PSHE and Right Respecting topics where possible |



Our approach to reading

In our school, there is a consistent whole school approach to the teaching of reading. A range of reading strategies are taught throughout all year groups, reflecting the requirements of the 2014 National Curriculum and new 2021 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 and Year 1. In Year 2 and in KS2, phonics continues to be taught as an intervention for children who require it. At Dene House Primary, we teach phonic skills using the RWI, which is a systematic phonics programme.

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, sh, r, j, v, y, w, th, z, ch, qu, x, 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.

Progression in Phonics

Reception children begin to learn the first 31 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 and if secure move onto set 2 and 3 sounds as appropriate.

Additional intervention activities are in place for those children who are not secure with the set 1 sounds to target any gaps in phonic knowledge.



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

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

Key Stage 2: In Years 3-6, children who are working below age related expectations are assessed for RWI. These are delivered by trained staff and monitored by SLT and Phase Leaders.



Term by Term Expectations:

| Reception | | | | |
|---|---|---|--|---|
| | End of Autumn | End of Spring | End of Summer | |
| SEND Phonic Intervention 1-1 Quality First Teaching with books matched to phonic ability Pinny Time | Set 1 Sounds and Word Time 1.1, 1.2, 1.3 | Set 1 Sounds and Word Time 1.1, 1.2, 1.3, 1.4, 1.5 | Set 1 Sounds and Word Time 1.6, 1.7 Ditties | End of Reception: <ul style="list-style-type: none"> ALL children will be secure with Set 1 sounds MOST children will be secure with Set 2 sounds SOME children will know some Set 3 sounds |
| Target group 1-1 Phonic Intervention Quality First Teaching with books matched to phonic ability Pinny Time | Set 1 Sounds and Word Time 1.1, 1.2, 1.3, 1.4, 1.5 | Set 1 Sounds and Word Time 1.6, 1.7 Ditties | Set 2 Sounds Green Books | |
| Expected Quality first teaching with books matched to phonic ability | Set 1 Sounds and Word Time 1.6, 1.7 Ditties | Set 2 Sounds Green Books | Set 2 Sounds Purple Books | |
| Above Small group quality first teaching with books matched to phonic ability | Set 2 Sounds Green Books | Set 2 Sounds Purple Books | Set 3 Sounds Pink Books | |
| Year 1 | | | | |
| | End of Autumn | End of Spring | End of Summer | |
| SEND Phonic Intervention 1-1 Quality First Teaching with books matched to phonic ability Pinny Time | Set 1 Sounds Red Books | Set 2 Sounds Green Books | Set 2 Purple Books | End of Year 1: <ul style="list-style-type: none"> ALL children will be secure with Set 1 -3 sounds MOST children will have finished the RWI programme |
| Target group 1-1 Phonic Intervention Small Group Intervention Quality First Teaching with books matched to phonic ability Early morning reading | Set 2 Purple Books | Set 3 Sounds Pink/Orange Books | Set 3 Sounds Yellow Books (all sounds covered by May half term) | |
| Expected | Set 3 Sounds Pink/Orange Books | Set 3 Sounds Yellow Books | Set 3 Sounds Read and Spell Blue | |



| | | | | |
|--|----------------------------------|---|---|--|
| Quality first teaching with books matched to phonic ability Class novel and phonic book comprehension skills Early morning reading | | | | |
| Above Quality first teaching with books matched to phonic ability Early Morning reading Class novel and phonic book comprehension skills | Set 3 Sounds Yellow Books | Set 3 Sounds (Read and Spell) Blue | Set 3 Sounds Read and Spell Grey Books/completed programme | |
| Year 2 | | | | |
| | End of Autumn | End of Spring | End of Summer | End of Year 2: <ul style="list-style-type: none"> ALL children will have finished the RWI programme |
| SEND Phonic Intervention 1-1 Quality First Teaching with books matched to phonic ability Pinny Time | Set 3 Sounds Pink | Set 3 Sounds Orange Books | Set 3 Sounds Yellow Books (all sounds covered by May half term) | |
| Target group 1-1 Phonic Intervention Small Group Intervention Quality First Teaching with books matched to phonic ability Early morning reading Class novel and phonic book comprehension skills | Set 3 Sounds Yellow Books | Set 3 Sounds Read and Spell Blue Books | Set 3 Sounds Read and Spell Grey Books, completed programme | |
| Expected Quality First Teaching with books matched to phonic ability Early morning reading Class novel comprehension skills | Completed programme | | | |
| | | | | |



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.

Children engage with RWI at least twice a day: once as a recap and once as a formal RWI lesson. Any children struggling to keep pace or in need of catch up receive additional RWI intervention.

Phonics:

| Set 1 Phonics | Set 2 Phonics | Set 3 Phonics |
|---|---|--|
| <ul style="list-style-type: none"> • Introduce new sound • Review sounds at speed • Oral blending • Blending with speed sounds • Blending boards | <ul style="list-style-type: none"> • Introduce new sound • Hide new sound in pack • Review sounds at speed • Word time activities: Fred Talk new sound in green words, Fred in your head previous sound in green words, speedy words review sounds in green words • Alien words • Spelling activity | <ul style="list-style-type: none"> • Introduce new sound • Hide new sound in pack • Review sounds at speed • Word time activities: Fred Talk new sound green words, Fred in your head previous sound in green words, speedy words review sounds in green words • Alien words • Spelling activity |

Developing a Love of Reading

The texts we choose for home reading, class novels and those we use in reading lessons are all geared around giving children experience of a range of genres, story plots and authors, broadening their reading diet and developing a love of reading. Teachers model reading for pleasure through the end of day novels. We utilise opportunities to promote and develop reading across the curriculum.

Teaching Understanding

We prioritise the skills of retrieval, inference and language and these form the core of our teaching for understanding. We call these our ‘Big Three’ skills and each is taught as a two-week block across Y2-6. We use the term ‘Mini Skills’ for skills that are taught over a shorter period for example: analysing whole text, prediction, summarising and comparing (KS2) and predicting and sequencing (KS1). Work builds through the week with children having an opportunity to complete a range of activities linked to the skill being taught e.g. debate, personal responses to a text, 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 support the development of a love of reading and children’s awareness of authors, different genres and a range of curriculum areas.



Timetabling

Reading lessons take place on mornings. Opportunities are then 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 and Key Stage 2. As a result, at the end of each two-week block, children will have a mixed comprehension lesson with an 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.

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.

COMPREHENSION CHECKLIST!

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

Assessment and Intervention

Reception: Children are baseline assessed on entering Reception.

RWI assessment is used and assessed regularly throughout the year with provision built around children's current needs. Children who are not keeping pace with the programme or who are in need of catch up receive additional RWI intervention.

Year 1: Children are assessed regularly using both the RWI phonics assessment and Year 1 phonics check materials with their phonics provision built around the areas identified on these assessments. After the first half term, they are also assessed termly in reading. Interventions in Year 1 have a phonics focus and are based around the RWI programme.

Year 2: Where required, children are assessed on phonics and those still requiring phonics provision receive this provision either during their taught reading time or as an afternoon intervention. Children are assessed at least termly on their reading and interventions are set up for children who need additional support. In Year 2, interventions can be phonics based/comprehension based.

KS2: At the start of the year, all children complete baseline assessments to assess their reading age and reading fluency. Pupils who access Reading Plus complete an assessment to analyse reading fluency, comprehension and vocabulary acquisition.



For those lower attaining pupils, interventions take place in a variety of forms to reduce the risk of them falling behind: 1:1 paired reading, reading fluency, Cracking Comprehension, phonics intervention based on RWI programme and Reading Plus. These interventions are either run on an afternoon or during the reading session.

Assessments are repeated termly to assess progress and ensure programmes are still relevant for the children. Attainment and progress in reading is measured using the statutory assessments at the end of Key Stage 1 & 2. These results are measured against the reading attainment and progress of children nationally.

Across the Curriculum

Opportunities are made wherever possible for children to apply their reading skills. Each class has quality non-fiction books linked to their curriculum topics to give children an opportunity to read for information and apply skills developed in their reading lessons.

The Reading Environment

Each class at Dene House 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. Every class will also have a range of books available to pupils that reflect their current class topics.

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. A respect for books will be fostered and modelled by all staff.

Years 2-6 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.

Home Reading - 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. Children will receive picture book or books that match their phonics stage as soon as they start school.

Year 1: In Year 1, parents are invited to attend a meeting in preparation for their child taking their Y1 Phonics screening check. This advises parents on the format of the screening check and gives advice on how they can support their child at home. Children will receive a book which matches their phonics stage as soon as they start the school year.

Dream Reads: In Reception and KS1, children will also take a 'Dream Read' book home weekly. Dream Reads are our list of 30 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 their children.

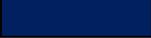
Whole School:

Parents are encouraged to read at least three times per week with their child at home. This is recorded in their Daily Reading Record Books. Home reading is monitored in school and children who do not read three times per week, read to staff in 'Early Reading' sessions.

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. We use Read Write Inc Book Bag Books for our home reading scheme.

- Books are sent home once per week
- 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

Home Reading in Year 2-6: From Year 2 to Year 6 children will be selecting books from our colour banded system. Books have been banded into the following colour groups:

| | | |
|---|-------------------|--------|
|  | Reading Age 5-6 | Year 1 |
|  | Reading Age 6-7 | Year 2 |
|  | Reading Age 7-8 | Year 3 |
|  | Reading Age 8-9 | Year 4 |
|  | Reading Age 9-10 | Year 5 |
|  | Reading Age 10-11 | Year 6 |

Children are assigned a colour band/s to select their home reading books from. Staff will regularly check the colour that children are working on and have regular conversations with children about the books they are selecting and their reading preferences. Children will have opportunities to change their books daily.

Rewarding Reading

Across the school, we ask that the children read at least three times a week. Staff check pupils Home Reading Records daily for parental signatures, to show that their child has read. Children who have read three times per week have the opportunity to be entered into a draw, where they can win a book in our weekly assembly. The aim of our reward system is to encourage children to read for pleasure and appreciate the importance of books.