



**St. John's C.E. Primary**

## **READING AND PHONICS GUIDELINES**

### **Statement of Intent**

At St. John's Primary School we want our reading programme to equip our pupils with the literacy skills and knowledge they require to achieve academically and socially as young people and eventually, adults in the workplace. We want to ensure that all staff foster a love of reading and our children are taught to read confidently, fluently and with good understanding. To this end pupils are encouraged to develop a habit of reading widely and often, for both pleasure and information. This is made possible through daily practice, thoughtfully crafted lessons and whole school activities and by ensuring that children have easy access to a wide range of reading materials in every classroom. We want our pupils to become independent, resilient and divergent learners so that they are ready for secondary school and adulthood.

### **Implementation**

The guidelines have been established to achieve consistency in practice across all key Stages. Teachers must follow the recommendations and not deviate from the bullet points which follow. Teachers should be fully conversant with the curriculum objectives and expectations for their year group, as well as knowledge of progression. It is important that teachers provide a rich and rewarding reading experience for all pupils and that this is supported by the maintenance of a stimulating reading and learning environment in every classroom.

Reading matters in every year group and for every child.

Good practice begins on entry to the school in the Nursery and/or Reception class and continues across key stages. The principles of good early reading experiences for pupils and the school's commitment to securing excellent outcomes for pupils in reading is best summarised through the 'Magic Seven:'

1. The head teacher prioritises reading
2. Staff foster a love of reading
3. The content and sequence of the phonics programme supports pupils' progress
4. Reading books match the sounds that children know
5. Children are taught phonics on entry to the school in EYFS
6. Pupils who fall behind are supported to catch up quickly
7. Staff develop expertise in early reading

Bullet points 1,2 and 6 are applicable across the school. At every stage of a child's learning we want our pupils to develop an enthusiasm for and an enjoyment of reading. We also want our pupils to become competent readers as this enables children to engage with their learning and access the curriculum across the primary phase and beyond. Every teacher, teaching assistant and nursery nurse has a shared responsibility for providing the opportunity and the right environment for these things to occur.

### **DEAR (Drop Everything and Read)**

SLT and the Literacy Lead are responsible for ensuring that every classroom has a range of fiction books available to every child in the class covering a range of genres and authors. The headteacher prioritises reading - this has resulted in a significant purchase of 'real' and rich fiction books for children who are moving on from their phonics books. The books are available for children up to year 6. Many of these books have been written in recent years, cover a range of genres, have won numerous awards, and come recommended as books that children love to read. They promote diversity, and offer windows of opportunity for children to learn about the authentic experiences of children outside their daily experiences. To this end, DEAR promotes our children's cultural awareness and knowledge, which is part of our cultural capital agenda. Children will engage in silent reading at designated times on a fortnightly schedule. They will fill in their reading diaries at these times, and teachers will 'check in' with children's engagement and monitor their diaries. DEAR is implemented in years 1-6, for 7 sessions of about 15-20 minutes on a fortnightly rolling programme. Children's reading books and diaries should be on their desk at all times. To further promote independent reading, children will take home an additional book from the class library to read at home. This book can be changed weekly and parents will be encouraged to make comments in a reading diary.

It is important to note that DEAR gives teachers and teaching assistants protected quiet spaces, even in KS2, to listen to children read and talk about the books they like and their reading preferences. It also allows staff the opportunities to match books to children at the right level of reading attainment after listening to children read and discussions with them. It may be that a teacher recommends similar books, or suggests that the child try a different genre. To aid independence, it is useful to get children to apply the five-finger rule to check if a book is at the right level: 0-1 errors, too easy; 2-3 errors, just right; 4-5 errors, too hard. The number applies to how many fingers they are holding up after reading a page. This is a useful tool to aid independence in choosing a book - check the blurb, the style of how the book is set out and read the first couple of pages.

### **Non-Fiction**

Every term, the teacher uses the Library Service to order and access 30 non-fiction books related to the topic and science subjects being taught. These books are carefully-chosen to inspire children to research and learn about aspects of RE, science, geography or history, both in focused tasks and independent inquiry.

These books should be displayed in class, and be readily available for children to enjoy and learn from. The class reading section also contains many high quality non-fiction books. These books should be displayed in a way that is accessible and encouraging for children to read.

### **Writing Lessons (see writing guidelines)**

Children will be taught writing in their daily English lessons using a high quality text as a stimulus and inspiration for their own writing. This way, children have the linked experience of understanding in greater detail how an author engages their reader. These books are carefully chosen to reflect a range of fiction and nonfiction. Children understand how authors write for effect - they can use pictures, rhyme and repetition, vocabulary choices and sentence length and structures in their craft to engage the reader. For our children, it is reading into writing!

### **Assessment**

The most important form of assessment is formative, at the point of learning. Assessment for learning strategies form part of a teacher's strategy on a daily basis and beyond, enabling the teacher to assess and hence deliver the gaps or next points in a child's learning. Summative assessment is also used to measure progress at key points in the academic calendar. In Y2 and KS2, half-termly reading assessments take place. In KS1, assessments are made during set points of the Letters and Sounds cycle.

### **Reading and Phonics in EYFS (practice and principles which must be adhered to)**

#### **NURSERY**

##### **Phonics**

- Letters and Sounds (phase 1) is followed in nursery.
- Secure foundation of phase 1 phonics is taught during carpet sessions and small group focus times through engaging games and activities.
- Opportunities for children to consolidate their learning are planned through continuous provision.
- Children who are ready are introduced to letters and Sounds phase 2 phonics.
- Assessment of children's current knowledge is used to inform planning and provision.

##### **Early Reading:**

- There is a quality book that is focus book of the week with continuous provision based around the book
- There is a familiar book box for children to revisit books that have been shared in class
- Children have access to high quality reading areas

- two book from the class library that are chosen by the children are sent home each week to encourage parents in shared reading
- parents are encouraged to comment on how their child enjoyed the book
- There is daily shared reading each day where the adult models the skills required to read effectively including comprehension
- we have a nursery rhyme of the week
- Books woven into continuous provision for children to encounter during their play
- **There is an annual parents' workshop to inform about phonics and shared reading - see Jenna 1st half term October**
- Parents are invited to come in as a secret story teller comes in and reads to the children so that they can see that books can be enjoyed by everyone
- **reading records are acknowledged by members of staff**
- **RECEPTION**
- **Phonics:**
  - Essential Letters and Sounds is used to teach all phonics.
  - Consolidation of phase 1 phonics is provided for children who require catch up.
  - Phases 2-4 are taught and revised before moving onto Phase 5.
  - All children remain together for every phonics lesson.
  - There is a focus on 'keeping up'. However, children who need additional support are quickly identified and participate in small group booster sessions which are additional to their daily phonics sessions.
  - Differentiation of task, resource and adult support will cater for differing attainment levels during whole class teaching.
  - Games used in phonics lessons are left out for children to re-visit during daily provision.
  - Displays of tricky words and phonemes are displayed at children's height and are accessible to them throughout the day.
  - Assessment using the phonics assessment document and teacher judgments of children's current knowledge are used to inform planning and provision

### **Early Reading:**

- Children have access to high quality reading areas
- Decodable books in classroom which are linked to phonics sounds available during reading
- Reading for a purpose is encouraged through decodable signs around the room as well games that encourage children to apply their learning
- **Quality texts chosen for children and changed regularly to engage their interests**
- Developing vocabulary - adults pull out interesting words during shared reading and discuss what they mean with the children
- There is a quality focus book of the week with continuous provision based around the book

- There is a familiar book box for children to revisit books that have been shared in class
- Books are woven into continuous provision for children to encounter during their play
- There is shared reading each day where the adult models the skills required to read effectively including comprehension and decoding
- Individual reading takes place once a week

**One phonics reader and one additional book are sent home with children each week to encourage parents in shared reading**

- **There is a programme of guided reading**
- Books for reading include words that children can decode using their phonics skills as well as the tricky words they have been introduced to
- Phonics tasks are sent home weekly to support children who are not yet on the reading scheme
- A secret story teller comes in and reads to the children so they can see that books can be enjoyed by everyone
- Parents' workshops are scheduled to inform about phonics and shared reading
- Outdoor reading activities are available to engage the more active children
- Trips will encourage children's love of reading and to provide them with information about where to find books eg: children's books shops and local library

### **Reading and Phonics in KS1 and KS2 (practice which must be adhered to)**

#### **Phonics:**

Phonics teaching and planning at KS1 and in LKS2 must be consistent and systematic across the school, leading to raised standards and improved outcomes for all pupils. Every teacher must ensure that:

- planning is uploaded to Google Drive
- mock phonics checks occur in January and May ( in Year 1 and in Year 2- when necessary)
- ongoing assessment takes place using the Assessment tool in Essential Letters and Sounds in EYFS, through KS1 and on into KS2 when necessary. Performance is monitored on entry and tracked throughout KS1 and on into KS2 to ensure that phonics standards are maintained and reached at the end of KS1 or KS2. Children who did not pass the phonics screening test in Y1, or who are highlighted as needing additional support with phonics, will have additional targeted support and will be tracked at key points.
- phonics scheme books are continuously monitored to ensure a match to pupils ability phases 2-6 are taught
- parents will receive guidance from teachers as to how best to help their children develop their decoding skills
- the Essential Letters and Sounds rhymes, actions, letters and sounds form the basis of phonics teaching and learning. The ELS flashcards must be displayed in all EYFS and KS1 classrooms
- Terminology, phase sounds and correct annunciation are understood and embedded to support development and understanding. Teachers to also explain key terminology to parents when necessary

- Teachers are aware of the reading programme of phonics and reading CPD
- Junior staff will have an understanding of early reading
- Junior staff to be aware of phonetic terminology and use this in lessons.

### **KS1 Guided Reading**

Well planned and thoughtfully-delivered guided reading sessions equip pupils with strategies to enable them to become independent, fluent and skilled readers. Guided Reading sessions are run for a group whilst the rest of the class are on task with well-planned activities with another adult or as an independent task.

### **What is Guided Reading?**

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviours and can access similar levels of texts. The text is easy enough for students to read with skillful support from the teacher; it offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. Pupils can understand and enjoy the story because it's accessible to them through their own strategies, supported by a teacher's introduction. They focus on meaning but also use problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print. Guided reading gives pupils the chance to apply the strategies they already know to new text. The teacher provides support, but the ultimate goal is independent reading.

### **The Goal of Guided Reading**

Guided Reading enables children to practise their phonic knowledge and reading strategies in the context of a small group. Children can share their thoughts and ideas about a book, as well as developing their comprehension skills. Developing readers have already gained important understandings about how print works. These students know how to monitor their own reading. They have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading. For these readers, the guided reading experience is a powerful way to support the development of reading strategies. The ultimate goal of guided reading is being able to read a variety of texts with ease and deep understanding.

### **Matching Books to Readers**

In general, the text is about right for students in the group: It is not too easy, yet not too hard, and offers a variety of challenges to help readers become flexible problem solvers. The teacher selects a text for a small group of pupils who are similar in their reading behaviours at a particular point in time. The recommended reading accuracy rate is between 90-94%

Teachers can use the five-finger rule (see above) to support the matching of books to readers.

Guided Reading books should be chosen for pupils that:

- provide children with rich learning experiences
- help them take the next step in learning to read
- offer just enough challenge to support problem solving while still supporting fluency and meaning

### **Procedure for Guided Reading**

- the teacher works with a small group of pupils with similar needs
- the teacher provides introductions to the text that supports pupils' later attempts at problem solving
- each pupil reads the whole text or a unified part of the text
- readers figure out new words while reading for meaning
- the teacher prompts, encourages, and confirms students' attempts at problem solving
- the teacher and pupils engage in meaningful conversations about what they are reading
- the teacher and pupils revisit the text to demonstrate and use a range of comprehension strategies
- Teachers will deliver effective lessons whilst the rest of the class are on task with well planned activities with, when possible, another adult.

### **KS2 Whole-Class Reading**

From year 3, children will move on to whole-class reading. At this point, most children are fluent decoders. The onus on the teacher now is to focus on the shared enjoyment of a rich, quality text. Whilst doing so, the teacher will share strategies for extending strategies on comprehension and decoding skills, acquiring vocabulary and recognising how authors use grammar and sentence structures to entertain their reader. The children will get time to engage with a novel, which could be a classic text, often linked to their geography or history topic. Above all, this book will be a high- quality text and the children will benefit from the teacher's input, cohesion as a class and the buzz of whole-class discussion. Children should hear the teacher reading aloud, so that fluency and expression are modelled. If children can't access the text, strategies will be put in place such as pre-teaching with vocabulary support, or support during the session. Teachers will have two timetabled 45 minute sessions on a Tuesday and Wednesday morning to deliver these lessons. One session will be the

class novel, and one session will be on Picture News, so that children can be supported with accessing non-fiction models. Picture News is a stimulating resource that offers children the opportunities to learn about what is happening in the world, developing their awareness, knowledge and behaviours, whilst developing their comprehension and vocabulary awareness. A rolling programme of reading poetry whole-class texts will be introduced from the second half of each term. The reading books can be ordered from the Library Service so that 15 copies are available for the children to access - one between two children.

### General Reading Guidance

- All teachers have an entitlement to reading and phonics CPD. Please share your training needs with the subject leader or SLT.
  - Books that children are reading MUST be on their tables with their reading records.
  - Every class will elect 'book monitors' to assist the class teacher in managing reading resources, eg. keeping reading areas tidy.
  - Books must be organised in a systematic and accessible way.
  - Reading areas MUST be attractive and tidy at all times.
  - Every reading corner should have a reading display.
  - There must be a constant supply of new reading materials in every reading area. The school's annual subscription to the Schools Library Service facilitates this and provides books relevant to every class topic and a very large list of books that can be ordered in sets of 15 for whole-class reading.
  - Teachers need to make sure that they know who are reading below ARE (Age Related Expectations) and know the strategies that can be put in place to support these children. Teachers should liaise with the SENDco and Literacy Lead to ensure that appropriate provision is made for these pupils.
  - Pupils in EYFS/KS1 will be heard to read at least once a week.
  - Adults should regularly be adding reading observation comments to each child's yellow reading log - see Literacy Lead for guidance.
  - Adults should display the class whole-class reading book (photo-copy of front and back pages) and recommended reads on their classroom door.
  - Ensure that you teach children how to choose a book! Teachers use the vocabulary from the suggested strategy. National Literacy Trust & 'Love your Libraries'
1. Look - browse the shelves.
  2. Read the Blurb.
  3. Try it out - read a few pages.
  4. Ask - seek advice and recommendations.
  5. Check out the cover - does it look interesting? Who is the author? Is it like books you've read before?
  6. Think about the genre - is it what you're looking for? Try something different to what you usually read; factual, comedy, adventure or fantasy?



7. 'The RIGHT one' - use the 5 finger test; open the book, read a page and each time you find a word you don't know, count one finger. If you get to 5 the book is probably too hard, put it back and try another!

### **Homework and Supporting Parents**

- From January in reception, children will be allocated online Reading Eggs books. Parents are encouraged to look at these books with their children.
- A phonics workshop will be available in the Autumn Term.
- Children will be sent home phonics readers and other books selected from the class library on a weekly basis. Parents can comment on these books for the teacher to read.
- All year group pages contain a Brilliant Book List, chosen for that year group.

### **Supporting Readers Encountering Difficulties**

Children who are identified as finding reading difficult but are able to use phonics as a platform to learn how to read will have small group sessions which will be individualised for either the group or a child. The small group/individual sessions are designed to go at a slower pace and tend to focus on the phonemes that the child/group are struggling with. A range of activities linked to the Essential Letters and Sounds programme and additional reading comprehension strategies will be used during these sessions, depending on the needs and progress of the child or children. There will be systematic tracking of these children.

If the child needs additional support, strategies such as the ones outlined below will be considered:

- for visual learners - sight words/picture books and flashcards to help them associate whole words with pictures to help give the words context and meaning;
- for auditory learners - whole language learning, rhymes, jingles, and auditory repetition through audio cds; and
- for kinaesthetic learners - need to touch and manipulate things, so that they can learn through their senses. Physical phonics, through using everyday objects can keep physical learners interested, using tactile materials to make phonics sounds.

If the child continues to have difficulties with reading and depending on the age, a targeted reading intervention or a combination of the following will be put in place such as: Project X Code, Barrington Stoke scheme book with 1 to 1 adult support, daily Precision teaching, Toe by Toe, Wordwasp, Paired reading and personalised 1 to 1 reading sessions with a TA.

### **Promoting Reading for Pleasure - ideas to consider incorporating into your class reading experience**

- Promote and participate in reading events such as World Book Day, the Scholastic Book Fair and any other events or initiatives encourage reading for enjoyment.
- Provide children with audio books to enhance their reading experience.
- Invite children to write and share their own book reviews and put them on your Google Classroom page.
- Teachers offer their own verbal book reviews.
- In KS1, pupils can use Busy Things as a separate reading or phonics activity.
- Children can do 'book swaps' with their peers.
- Older children can read to younger children.
- Create a reading road map of children's book reviews.
- Ensure that the principles and practice of DEAR are adhered to at all times.