

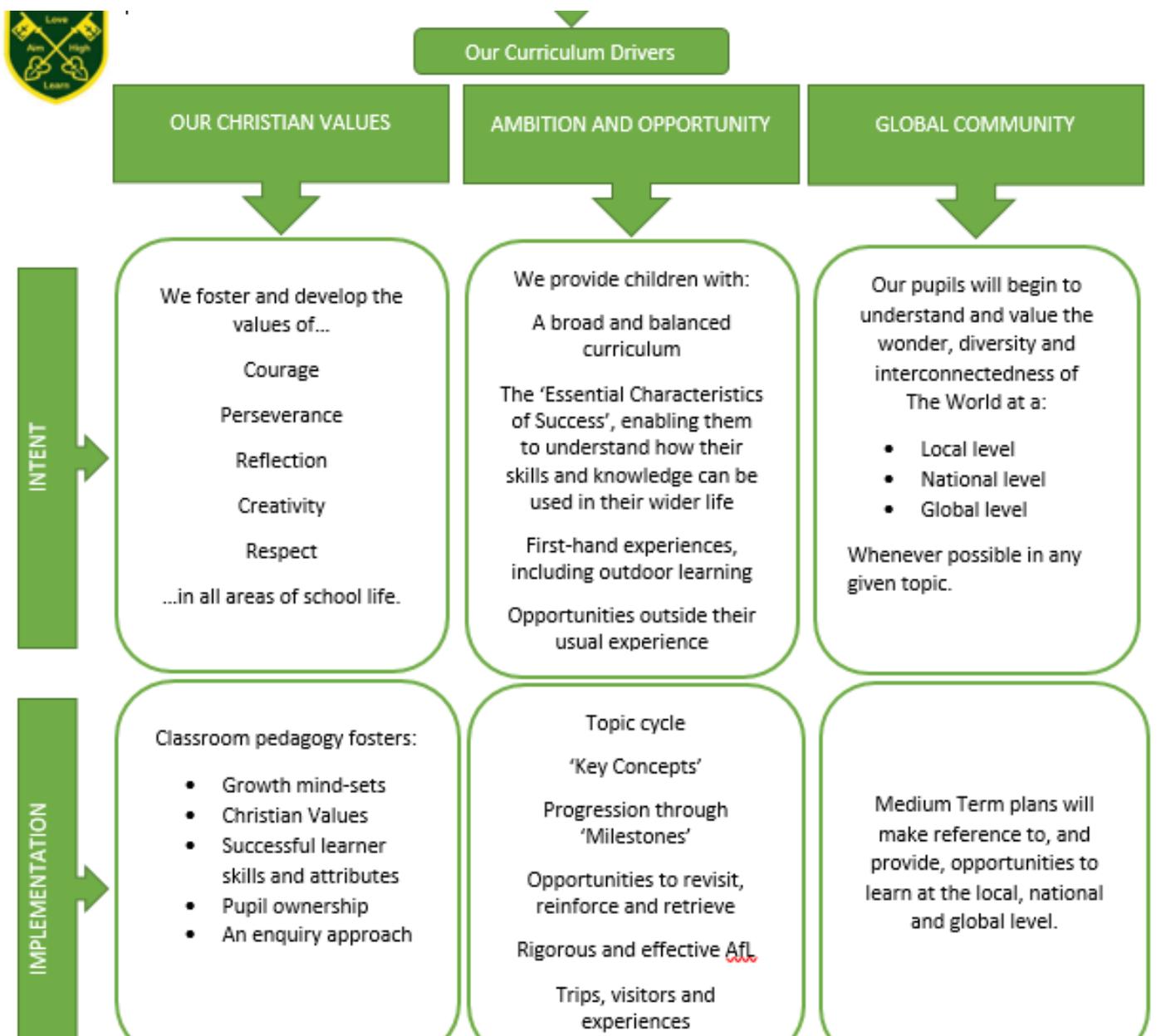
How we teach Reading at St Peter's C.E. Primary School

The Place of Reading in the Curriculum

It is vital that children learn to read fluently as quickly as possible. Inevitably, fluent readers will learn more, because they can read and gain knowledge for themselves. Therefore, reading is the corner stone for our whole curriculum and teaching it as effectively as we possibly can has the highest priority at St Peter's.

Reading is a joy and one of the most vital life skills a person can possibly have. We aim to foster a love of stories, poems and non-fiction in a variety of media from books to online media. Being able to escape in to a book is one of life's greatest gifts and we want every child who attends St Peter's to leave with that gift.

St Peter's School is determined that every pupil will learn to read to the expected level for their age, regardless of their background, needs or abilities.



Early Reading and Phonics

Curriculum Provision

At St Peter's, our teaching of phonics follows the National Curriculum of phonics statutory guidelines. We use the Letters and Sounds continuum framework (2007) to underpin the progression of teaching and to track children through the phonics phases, intervening promptly when necessary.

During phonics lessons, teachers use ideas from Jolly Phonics. These include actions, songs, visual prompts, auditory hooks and stories. These resources support pupils' grapheme recognition and recall in the early stages of acquisition. However, we ensure any resources used from Jolly Phonics are adapted to correspond to the Letters and Sounds progression, for example, word mats used in sessions.

Phonics Sessions

In Years R to 2, phonics sessions run daily, last approximately 25 minutes and are fun and interactive. Children are put into ability groups allowing the teaching to directly focus on the phonics phase they are currently working on.

Some children in Key Stage 2 (particularly in Year 3 and 4) also have 25 minute phonic sessions because they still need them and these usually take place whilst their classmates undertake spelling work related to the National Curriculum word lists and rules. Phonics sessions are in small groups with either a Teaching Assistant or the Teacher.

Phase Timescales	Overview of Phase
Phase 1/2 (Nursery/Reception – 6 weeks) Pupils who do not achieve all of phase 2 by END OF NOVEMBER YEAR R are identified as falling behind.	P1-Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. P2- Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase 3 (Reception – up to 12 weeks) Pupils who do not achieve all of phase 3 by END OF MARCH YEAR R are identified as falling behind.	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase 4 (Reception – 4 to 6 weeks) Pupils who do not achieve all of phase 4 by END OF JUNE YEAR R are identified as falling behind.	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase 5 (Throughout Y1) Half way through by FEBRUARY HALF TERM of YEAR 1. All of Phase 5 by START OF JUNE	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase 6 (Throughout Y2)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Assessment and Tracking

Children's understanding of phonics is assessed on entry into Reception (end of October) and then at half termly intervals. As part of these assessments, we assess children's grapheme knowledge, and their reading of tricky words and alien words to accurately assess their sight reading and blending skills. These allows us to accurately pinpoint what the child's area of particular weakness is, whether that be blending or grapheme knowledge.

As a school, we have identified bench marker to allow us to promptly intervene when a child is falling behind the prompt pace of the phonics programme. This is as follows:

Assessment Point	Expected Phase in L+S	Score in Old Y1 Phonics Test
End of November (YR)	All of Phase 2	N/A
End of March (YR)	All of Phase 3	N/A
End of June (YR)	All of Phase 4	20+
End of October (Y1)	All of Phase 4/Recap Phase 5	25+
Feb Half Term (Y1)	Halfway through Phase 5 (or better)	28+
April (Y1)	Most of Phase 5 (or better)	30+
Start of June (Y1)	All of Phase 5 (begin Phase 6)	32+
Throughout Y2	Phase 6	N/A

Interventions

Formative Assessment is a key tool and every phonics session begins with a 'revise' time. It is here that a teacher or teaching assistant must first identify if any child has not grasped the previous learning. Then the first intervention step is for the teacher to organise an extra time in the day for a child to go through the learning that should have occurred in their morning phonics session again.

If, after regular extra input like this, a child slips further behind in the group they are placed in then a review of what group they are in will take place. If it is possible and appropriate for them to join a lower group that is more closely matched to their level, that will be arranged.

If they are already having an input in the group on the lowest phase, then a further group / one to one will be set up. Parents will be encouraged to support and specific phonics work will be sent home.

If, after the above actions, a child has not begun to catch up with their phonics regular additional phonics sessions will be set up and investigations about any special educational needs will occur.

What happens for children who are behind with the programme including children who fail the Y1 phonics screen and those children who still need phonic input in KS2.

Year 2 pupils who did not pass the Year 1 Screener join a group at the right level for them and continue to learn in the manner described above.

Pupils in KS2 who continue to need phonics have this organised for them in a daily group with a Teaching Assistant. The programme of work is designed by the class teacher, or the English subject leader.

Phonic assessments continue in KS2 in exactly the same way as KS1 until a child has completed all of Phase 5.

Decodable Reading Books

Initially, as children start to read, it is vital that their readers contain the graphemes and words they know. Therefore, our phonic readers are broken down into the sets of sounds that match the Letters & Sounds Progression.

Our independent readers are under pinned by the structure of Pearson’s BUG CLUB books, which is the scheme that we can see matches Letters & Sounds the closest. They also match the National Colour coding system.

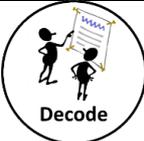
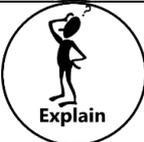
If pupils need to broaden their diet of books in Key Stage 1 we also have a separate stock that draws on a range of phonic reading schemes to provide a wide variety of books that engage and cater to every child. These reading books are colour coded by The National System into sets of similar difficulty and are used if a child has read all the Bug Club books in their Phase or as they become more confident readers. A few children continue on these into Year 3. All children in KS1 and EYFS have a reading record which is signed both at home and at school whenever a child reads to an adult. All children are also heard read by a teacher or TA at least once a week during guided reading. Our decodable readers are also supplemented by a school library books – these books are not easily decodable but are intended to be shared and enjoyed at home with a family member.

When a child is completely secure with Phase 5, and has completed one of our Phase 5 assessment booklets, they take a Renaissance Learning STAR reading assessment. This provides them with a ZPD range, and they join our Accelerated Reader Program. This range enables children to choose free reading books from our school library which are accurately suited to their ability as a reader.

Whole School Approach to Reading

DERIC Approach

At St Peter’s we use a consistent approach to teaching the skills of comprehension. We call this the DERIC Approach. The different reading skills are as follows:

Skill	Description
 <p>Decode</p>	Decoding unfamiliar words from the text
 <p>Explain</p>	To explain the meaning of vocabulary in the text
 <p>Retrieve</p>	Retrieve information from the text
 <p>Interpret</p>	Infer information from the text



Make comments about authorial intent

KS2 Reading Lessons

Children in KS2 have one hour of focussed reading teaching per week. This lesson is run as a whole class reading lesson with all children focussing on the same text. The text for the lesson may be the class reader or a fiction/non-fiction text which links to their topic.

At St Peter's we value using high quality, engaging texts for these lessons and try to avoid using extracts with no context. We also focus on getting children to answer questions in a wide range of ways, no just through answering straight forward comprehension questions.

KS1 Reading Lessons

Children in EYFS and KS1 are either taught comprehension through group guided reading sessions or through whole class activities. Children are not introduced to the skill of choice until they reach Y3. As in KS2, activities are planned which allow children to answer questions in a wide variety of ways. Activities which encourage comprehension but which removed the barrier of decoding, e.g. Read with RIC activities around a short video clip, are also used.

Promoting Reading for Pleasure

Class Readers

Each class has a class reading book. This story might be chosen because it adds depth to curriculum lessons or because it is a rich text. At St Peter's we do not make it a rule that class readers must link to the curriculum. The main driver for choosing the book should always be that it is excellent text.

Embedding texts into English and Other Curriculum Areas

High quality texts are often use in English lessons as drivers for writing and to study authorial techniques. Teachers also endeavour to make use of high quality texts in other curriculum areas. In the Summer Term, St Peter's has a book themed unit to raise the profile of reading across the school.

Accelerated Reader

When a child is completely secure with Phase 5, and has completed one of our Phase 5 assessment booklets, they take a Renaissance Learning STAR reading assessment. Then they are moved onto our Accelerated Reader programme. The STAR reading assessment which provides the teacher with an accurate picture of the child's strengths and weaknesses in reading. The children retake the STAR test in each assessment window. The STAR test provides the child with a ZPD scores which gives them a numbered range which to read across in our library. This ZPD allows books to be accurately matched to the reading level of the child. Once the child has read the book, they then complete a short online quiz which assesses their comprehension of the text. It is a requirement of children that they bring their book into school every day and read for at least 15 minutes per night.

Teachers carefully monitor the progress of the children in their class by checking quiz scores and progress in their ZPD scores. They intervene when necessary to provide support – this may be arranging for a children to be heard read regularly by an adult to check comprehension, encouraging the child to read at the lower end of their ZPD, working with the child to find a book their enjoy, discussing with parents/carers.

Children are regularly rewarded for their reading efforts. Each classroom has a Accelerated Reader display with 100% quiz scores and words read being celebrated.