

Our approach to Reading at Thirsk Community Primary School

Rich texts are at the heart of our teaching and adults in school are role models.

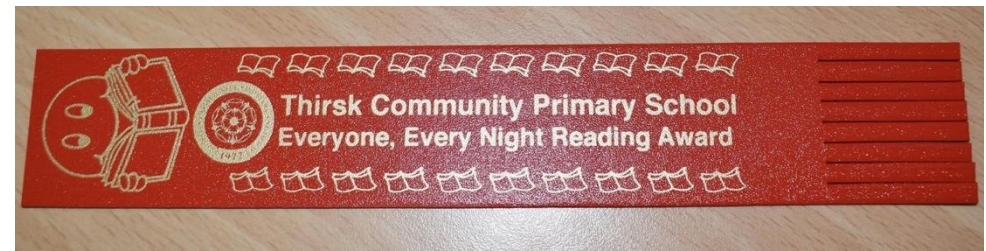
The **intent** behind our approach to reading is:

- Promote a life long passion and love for reading;
- The opportunity for all children regardless of their back ground and prior attainment to read to a high standard of fluency and comprehension;
- To broaden their experience by exposing them to a variety of different genres that are integrated throughout all aspects of the wider curriculum.
- To offer the chance for pupils to develop culturally, emotionally, intellectually, socially and spiritually.

Our Approach to developing a love for reading across the whole school:

Every Body Every Night

Our expectation is that children reads every day with an adult at home; we call this 'Every Body Every Night'. Children have their reading diaries signed by an adult and receive a variety of incentives to maintain this -such as weekly raffle tickets, prizes within their classroom and each term receiving a personalised bookmark award that is celebrated as a school. This begins with our very youngest children in Nursery, who are encouraged to share a bedtime story every night at home.



School Library

The school library is packed with high quality books. It is an exciting space that each class is timetabled to visit at least once a week with their teacher. The library is run by two members of staff and ten pupils who are trained as librarians. The librarians open up the library every lunch time for children to be able to change their books. The library is operated using the online Reading Cloud; where all children have their own log-ins to receive personal recommendations about new book releases, recent recommendations based on children's interests and curricular topics. The Reading Cloud provides up to date data on the most popular books in our school and across the other schools across the United Kingdom who use the system. This enables the books within the library to be kept up to date and relevant for the pupils and offer new opportunities for children to try new authors or genres.

Thirsk Library

Every child who starts with us in Nursery is signed up to Thirsk Library. The Early Years Team and Thirsk Library work in partnership to run termly Pop-up Library events in school, where children from Reception, Nursery and KS1 can borrow books to take home. As the children then reach KS2 they will want to visit the library to borrow books outside of school time. The Nursery class also visit Thirsk Library every half term for an extra special story time.

Reading Team

Throughout the school there is a team of skilled Teaching Assistants that form the reading team. The Reading team hear readers throughout the school day ensuring that all pupils that need to make rapid progress in their reading are heard read. Notes are recorded in pupils home reading records. To maintain development of the reading they meet every week with the reading lead or phonics lead for training and to highlight any issues.

Helpful Huddle

Nursery have trained volunteers who staff their reading area every day between 9.30 – 10.45 am, this ensures that in this very busy environment there is always an adult available to share stories with the children. The Helpful Huddle also support the Phase One Phonic provision related to reading which is threaded throughout the reading area and have received training in relation to this.

100 books to read in KS1 and KS2

KS1 and KS2 have an additional challenge of reading 100 books. These books were chosen by a group of ten children with the help of an exceptional local book shop that recommend titles based on the children's ideas and passions of the pupil voice.



Reading Assemblies

Each week we come together as a school to celebrate any reading achievements. To promote the love of reading staff take it in turns to share with the children their favourite author or book. During each assembly we talk about our feature author and put examples of their work on our 'Author of the week display'.

Book Reviews

Our children are encouraged to review texts that have been used in the classroom. This begins in Early Years, where pupil voice is collected and shared in floor books with the class. These reviews are used by staff to inform which texts are chosen for future study. Children are encouraged to write book reviews either on the Reading Cloud or on paper to encourage other children to read.

High quality texts for Power Literacy

To ensure that the texts we use for Power Literacy are challenging we use the Lexile analyser as a guide. The Lexile predicts and assess how difficult a text will be for a reader to comprehend. The two main criteria it tests are word frequency and sentence strength. The score is then linked to both the reading books in school and Year group expected standard.

Our Phonics Approach

Letter and Sounds

In September 2021 we will be adopting the Revised Letters and Sounds, Little Wandle. This is a systematic programme which aims to build children's speaking and listening skills, as well as to prepare children for learning to read by developing their phonic knowledge and skills. We have chosen it because of the robust nature in which the programme is designed and delivered. In particular, the programme supports linking sounds and letters in the order in which they occur in words, naming and sounding the letters of the alphabet in relation to the frequency they appear in our written and spoken language. The programme is also grounded in speech sound development, ensuring that children are being taught what is developmentally appropriate. The Letters and Sounds programme consist of five phrases, which begin in Nursery and typically end in Year 1.

Phase One (Nursery) 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.

Phase Two (Reception) 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 Three (Reception) 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 Four (Reception) 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 Five (Year 1) Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, this I sknown as 'grow the code'.

Reading Books

A part of our Phonic Approach is ensuring that children are reading books that they can use their phonic skill to decode. Reading books that are sent home match children's individual phonic assessment so that they can build fluency when reading, we use 'return and read', training the children that when they reach punctuation they must return to the beginning of the sentence to re-read it fluently and with expression.

	Reading	Phonics
Nursery	By the end of Nursery, children will be able to: <ul style="list-style-type: none">• Recognise rhythm in spoken words.• Listen to and joins in with stories and poems.	By the end of Nursery, children will be able to: <ul style="list-style-type: none">• Identify a variety of sounds, and describe these in terms of volume, pitch, and length.

- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Show an awareness of the way stories are structured.
- Suggest how the story might end.
- Listens to stories with increasing attention and recall.
- Recite 3 Traditional Tales off by heart.
- Describe main story settings, events, and principal characters.
- Answer a who, what, where and why question in relation to what has been read to them.
- Express an idea or an opinion about what has been read to them in relation to plot or information.
- Look at books independently.
- Show an interest in illustrations and print in books and print in the environment.
- Know information can be relayed in the form of print.
- Hold a book the correct way up and turns pages.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Recognise familiar words and signs such as own name and advertising logos.

• The children who have done 4 terms in Nursery are typically secure in Phase 1 and have begun Phase 2:
Read VC, CV and CVC words made from graphemes taught.
(s a t p i n m d g o c k e u r)

To reach these goals, we will support children by:

- Choosing our stories for direct teaching very carefully, considering engagement, enjoyment, vocabulary, and teaching points.
- Story Telling every day, using one Focus Story a week.

- Use their own voice to make and match a variety of sounds, and describe these in terms of volume, pitch, and length.
- Use an instrument to make and match variety of sounds, and describe these in terms of volume, pitch, and length.
- Repeat back a simple sequence of sounds, with their voice and with an instrument.
- Sing and recite 20 Nursery Rhymes.
- Recognise rhyme in spoken words., match rhyming couplets and generate a rhyming string.
- Group items that have the same initial sound.
- Continue an alliterative string of words.
- Give the initial sound for all words spoken to them.
- Sing the McKie alphabet chant using both letter sounds and letter names.
- Orally blend VC, CV and CVC words by using the 'Say it Speedy' method.
- Orally segment VC, CV and CVC words by using the 'Phoneme Fingers' / 'Spilt it Up' method.
- Count the phonemes in a VC, CV and CVC word.

• The children who have done 4 terms in Nursery are typically secure in Phase 1 and have begun Phase 2:
Name the grapheme for each phoneme taught.
(s a t p i n m d g o c k e u r)

To reach these goals, we will support children by:

- Maintaining a clear focus on the underlying skills needed to be proficient at Phonics;
Aspect 1: General sound discrimination – environmental sounds
Aspect 2: General sound discrimination – instrumental sounds

	<ul style="list-style-type: none"> • Story Telling - Text Detective, which incorporates three levels of question types. <ol style="list-style-type: none"> 1. Copy That – Retrieval 2. Detective – Inference 3. You Judge – Inference and Deduction. • Using ambitious vocabulary whilst Story Telling, underpinned by our six focus Wow Words. • Using our Focus Story and Wow Words as the driver behind our medium and short-term planning, so that our continuous provision is embedded with opportunities for children to revisit teaching points and for high quality practitioner interaction. • Having a book and language rich environment, with meaningful text threaded throughout all Nursery provision, enabling emergent reading and practitioner modelling. • Ensuring there is always an adult from our Helpful Huddle in our Reading Area, to share stories and rhymes. • Establishing Everyone, Every night, as supported by our Helpful Huddle who will Share a Story with any child who has not had a bedtime story the night before. • Organising special events that highlight the importance of stories and reading, for example our Bedtime Story Morning. • Sharing resources to take home daily with our families, including our Lending Library which focuses on Story Sharing and Telling, and our Rainbow Reading Resources which focuses on rhythm, rhyme, and emergent reading. • Providing decodable books for children to take home once the first set of graphemes are secure. 	<p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p> <ul style="list-style-type: none"> • Directly teaching Aspects 1- 7 of Phase One Phonics during the Autumn term. • Having aspects 1 – 7 of Phase One Phonics embedded in our continuous practice and provision throughout the whole year. • Assessing Aspects 1- 7 at our Baseline Assessment and again at Autumn 1, continuing throughout the year at every half term. • Learning a new rhyme every week at Rhyme Time.
Reception	<p>By the end of Reception, children will be able to:</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<p>By the end of Reception, children will be able to:</p> <ul style="list-style-type: none"> • Sing the alphabet chant using both letter sounds and letter names. • Orally blend CVCC and CCVC words. • Orally segment CVCC and CCVC words. • Count the phonemes in CVCC and CCVC words.

<p>Power Steps</p>	<ul style="list-style-type: none"> • Talk about the stories and books that they like, showing an awareness of the range of books that there are. • Read words and simple sentences. • Use their phonic knowledge to decode regular words and read them aloud accurately. • Read some common exception words. • Demonstrate understanding when talking with others about what they have read. • Fluently read yellow colour band books. • Be avid readers, using reading as a method to learn new things. <p>To reach these goals, we will support children by:</p> <ul style="list-style-type: none"> • Choosing our stories for direct teaching very carefully, considering engagement, enjoyment, vocabulary, and teaching points. • Story Telling every day, using one Focus Story a week. • Story Telling - Text Detective, which incorporates three levels of question types. <ol style="list-style-type: none"> 1. Copy That – Retrieval 2. Detective – Inference 3. You Judge – Inference and Deduction. <ul style="list-style-type: none"> • Using ambitious vocabulary whilst Story Telling, underpinned by our six focus Wow Words. • Using our Focus Story and Wow Words as the driver behind our medium and short-term planning, so that our continuous provision is embedded with opportunities for children to revisit teaching points and for high quality practitioner interaction. • Deliver high quality Little Wandle Phonic lessons and Keep Up sessions. • Ensuring that all our children read at school every day – through our phonic practice, Guided Practice Partner Reading, and Paired Reading. • Ensuring that the bottom 20% of readers read every day. 	<ul style="list-style-type: none"> • Recognise each of the 42 phonemes taught by a grapheme. • Read words containing adjacent consonant, CCVCC, CCCVC and CCCVCC words. • Read polysyllabic words. • Read DfES Letters and Sounds Phase Three and Four common exception words • Read the 45 DfES Letters and Sounds high frequency words . • Secure in Phase Four Phonics . <p>To reach these goals, we will support children by:</p> <ul style="list-style-type: none"> • All teaching staff including the reading team are experts in teaching Systematic Synthetic Phonics. • All lessons are well planned and sequenced. • Repetition and recap at the start of every lesson. • Teaching a new phoneme everyday • Teaching to blend with the new phoneme • Teaching to segment read with the new phoneme. • The teacher modelling through guided practice how to read the text with the new phoneme using all methods taught. • Employing Partner Reading- using Finger Detective to find the new grapheme. • Teaching how to retell the text in their own words. • Teaching ‘return and read’ to enable fluent readers. • By assessing Phonics every three - six weeks to find gaps and next steps. • By grouping children according to gaps and next steps.
	<p>By the end of Power Steps, children will be able to:</p>	<p>By the end of Power Steps, children will be able to:</p>

Year 1

- Listen to and read stories, explain what has happened in the text, make predictions, and make inferences around key events and characters.
- Listen to and read non-fiction texts and discuss the purpose and layout of these texts.
- Listen to and read books which they can relate to their own experiences.
- Listen to and read a range of genres and be able to talk about the genres they like and dislike.
- Use a broad vocabulary (Texts detectives extends children's vocab beyond what they could read independently)
- Answer a range of visually different style questions independently during Text Detectives
- Read Orange books fluently.
- Be inquisitive readers by reading a range of different texts and learn new things.
- Access the library confidently and be able to find and choose books.
- Read most of the 100 books to read in KS1 by accessing the library.



To reach these goals, we will support children by:

- Recite the alphabet using the rhyme and from this recognise all the letter sounds and names for each letter in the alphabet.
- Orally blend phase 5 words.
- Orally segment phase 5 words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- To recognise all phase 5 common exception words.
- Securely blend and segment unfamiliar green words which contain GPCS already taught when reading texts
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings fluently within a text.
- Read words of more than one syllable that contain taught GPCs fluently within a text.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read books that are closely matched to their developing phonic knowledge.
- Pass the statutory Phonics Screening Check in Y1 or practise Phonics Screening tests.

To reach these goals we will support children by:

- All teaching staff including the reading team are experts in teaching Systematic Synthetic Phonics
- All lessons are well planned and sequenced.
- Repetition of GPCS already taught at the start of every lesson.
- Teaching a new phoneme everyday
- Teaching to blend with the new phoneme
- Teaching segment with the new phoneme.

- Carefully match reading books to phonic knowledge, using our detailed plan, Phonic Scheme Following Letters and Sounds Revised Little Wandle.
- Ensuring that all our children read at school every day – through our phonic practice, Guided Practice Partner Reading, and Paired Reading.
- Ensuring that the bottom 20% of readers read every day with the class teacher or a member of the reading team.
- The reading team listen to the children read on a 1 to 1 basis prioritising the bottom 20% and PPG pupils.
- The reading team having daily focusses including comprehension, fluency, vocabulary, and story telling so that children develop all reading skills.
- Through Text Detectives children will be guided to answer the three strands of questions including:

1. Copy That – Retrieval

2. Detective – Inference

3. You Judge – Inference and Deduction.

- Once the children gain confidence in these strands with guidance they will answer questions independently and by the end of Power Steps will be able to do this confidently.

Use ambitious and challenging vocabulary when selecting Wow words from the text detective texts and encourage children to incorporate these wow words into their vocabulary.

- The teacher modelling through guided practice how to read the text with the new phoneme using echoing the teaching and read and return methods.
- Ensuring children support one another with the methods taught to them.
- Teaching children how to summarise during text detectives.
- By assessing Phonics every three - six weeks to find gaps and next steps.
- By grouping children according to gaps and next steps.

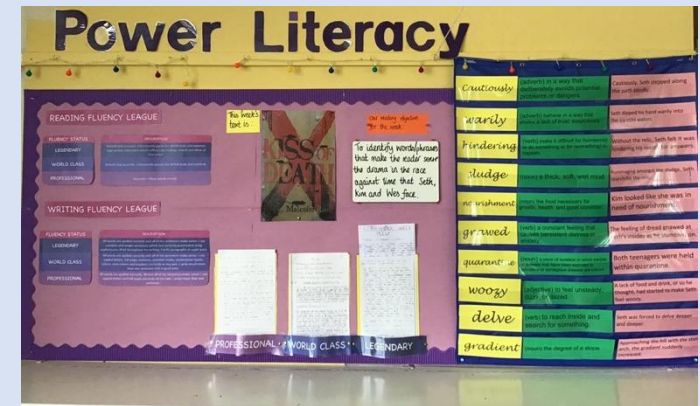
Power Literacy
Year 2

By the end of Power Literacy, children will be able to:

- read with fluency, accuracy and understanding
- develop a high standard of reading stamina
- develop an understanding and appreciation of literature
- take inspiration from a wide range of authors
- become independent and confident writers/readers
- use an ambitious vocabulary range in their verbal sentences as well as their written sentences.
- Assess own peers confidently and with justification
- Transfer sophisticated SPaG learnt in the lesson to their writing

To reach these goals, we will support children by:

- Acknowledge success through the points system
- Mini teachers
- Engage with book choices
- Promote success and enjoyment in reading
- Encourage Partner practise
- Offering reading strategies when needed



Thirsk Community Primary School
Letters and Sounds Half Termly Expectations

Typical progress for a child who begins Nursery at expected level.

Nursery

Phase One provision ongoing within areas and Rhyme Time	Nursery	
	When Listening and Attention is at expected	Autumn One
	Autumn Two	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 1 and 2 General Sound Discrimination: Environmental Sound and Instrumental Sound
	Spring Term One	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 3 General Sound Discrimination: Body Percussion
	Spring Term Two	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 4 General Sound Discrimination: Rhythm and rhyme
	Summer Term One	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 5 General Sound Discrimination: Alliteration

Summer Term Two	Phase One provision within areas and Rhyme Time.
	Phase One adult directed – Aspect 7 Oral Blending and Segmenting

Please note; our Nursery has a September, January and April intake. It is therefore possible for both Phase 1 and Phase 2 to be planned in adult-initiated activity and provision based learning.

Typical progress for a child who begins Nursery at expected level and who does **4** terms in Nursery.

Phase One provision ongoing within areas and Rhyme Time When Listening and Attention is at expected	Nursery	
	Summer One	Phase One provision within areas and Rhyme Time.
	Summer Two	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 1 and 2 General Sound Discrimination: Environmental Sound and Instrumental Sound
	Autumn One	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 3 General Sound Discrimination: Body Percussion
	Autumn Two	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 4 General Sound Discrimination: Rhythm and rhyme

Spring One	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 5 General Sound Discrimination: Alliteration
Spring Two	Phase One provision within areas and Rhyme Time. Phase One adult directed – Aspect 7 Oral Blending and Segmenting
Summer One	Phase One provision within areas and Rhyme Time Phase Two adult directed – Phase 2 set 1 and 2 SAT PIN MD
Summer Two	Phase One provision within areas and Rhyme Time. Phase Two adult directed – Phase 2 set 1 and 2 SAT PIN MD If secure Phase 2 set 3 GOCK

Reception

Phase One provision ongoing	Reception	
	Autumn One	Phase 2
	Autumn Two	Phase 3
	Spring Term	Consolidate Phase 2 and 3

	Summer Term	Phase 4
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Year One

	Year One	
Autumn One	Recap phase 4	
Autumn Two	Start phase 5 part 1- 2	
Spring One	Phase 5 part 3-4	
Spring two	Phase 5 part 5	
Summer Term	Phase 5 consolidation	

Thirsk Community Primary School – Letters and Sounds Progression

Emerging	Developing	Secure
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Reception

	Below	Expected	Above
Autumn 1	Emerging Phase 1	Emerging Phase 2	Secure Phase 2
Autumn 2	Developing Phase 2	Emerging Phase 3	Secure Phase 3
Spring 2	Emerging Phase 3	Secure Phase 3	Emerging Phase 4
Summer 2	Developing Phase 3	Secure Phase 3/ Emerging Phase 4	Developing Phase 4

Year 1

	Below	Expected	Above
Autumn 1	Phase 3	Developing/ Secure Phase 4	Emerging Phase 5
Autumn 2	Phase 4	Emerging Phase 5	Emerging Phase 5
Spring 1	Emerging Phase 5	Developing Phase 5	Secure Phase 5
Spring 2	Emerging Phase 5	Developing Phase 5	Secure Phase 5
Summer 2	Developing Phase 5	Secure Phase 5	NC Yr 2