

Early reading at Hollyfield

Systematic synthetic phonics is taught through 'Read Write Inc.' and begins in Autumn 1 in Reception. Phonics begins by teaching Speed sound set 1 in the first full week of Reception (see appendix 1). All Reception children will have been taught the sounds in set 1 and 2 by the end of the year. As there is a high expectation for the children at Hollyfield, regular assessments take place to identify whether it is appropriate for set 3 sounds (alternative graphemes for learned phonemes) to be taught. This is reviewed on a yearly basis depending on the needs of the children in the cohort. To ensure a seamless transition between EYFS and Year 1, a detailed handover of the graphemes covered is conducted at the end of the Reception year. This guarantees that Year 1 continue to develop their phonic knowledge from the appropriate starting point. Daily lessons (lasting for 30 minutes) teach children the alternative graphemes for known phonemes and develop their knowledge of spelling patterns. Phonic workshops in Reception and Year 1 allow the parents to receive guidance on how to support their children with developing reading skills at home. If parents are unable to attend these workshops, alternative opportunities are provided for them to access this information. Children read phonetically decodable books with an adult on a weekly basis and these books are then sent home for children to build their reading fluency and showcase their developing skills and phonetic knowledge to their parents. This is continued into Year 1 and Year 2 where guided reading takes a more formal approach with children being heard read three times a week. These sessions consist of reading the same book with a focus on decoding, comprehension and prosody respectively (See appendix 2). Currently in Year 2, in order to meet the specific needs of the children, daily phonic lessons take place revising and applying the sounds that were taught in Year 1 and Reception.

Reading books

Reception, Y1 and Y2: Oxford Reading Tree Floppy's Phonics

Oxford Reading Tree Phonics

Oxford Reading Tree Songbirds

Big Cats (for letters and sounds)

Fireflies (non-fiction), snapdragons and poetry (extra challenge home readers – these are non decodable but help increase vocabulary for more able readers)

KS2 reading at Hollyfield

Reading is taught in a multi-modal approach in KS2 through whole class reading, guided reading, reading comprehension and in synchronicity with writing when appropriate. Focused reading lessons are organised into a two week rolling programme (appendix 3). The first week consists of a 'Big read' session lasting between 1hr -1hr 15min. This is where staff can choose whether to use a whole class book or a range of books that have been selected based on the group's reading ability. In these sessions, the teacher and teaching assistant will hear children read whilst the other children complete a variety of activities focusing on one of the reading content domains. In the second week, children receive three guided reading sessions lasting for 25-30 minutes (see appendix 3). During English lessons, familiarity with books and other texts is gained through Talk for Writing techniques

where pupils repeat and internalise the text. This is then used as a model for their own writing and meaningful links between texts can be embedded.

Year 3-6: Oxford Reading Tree
Project X
Collins Big Cat Books
Read and Respond

Children in KS2 who are not at 'Age related' have access to Reception, Y1 and Y2 books.

Children read books that have been carefully matched to their individual reading and these books are then sent home for children to build their reading fluency and showcase their developing skills and phonetic knowledge to their parents.

Reading culture

- There is a clear overview of the expectations and delivery of guided reading across the school (See appendix 4)
- A whole class book/text is shared with the children daily during story time. These books should be accessible but challenging in order to provide opportunities for valuable discussion and expose them to higher level vocabulary.
- Reading for pleasure occurs daily with children allocated time to read a book/text of their choice.
- Celebrations of national reading events such as Roald Dahl Day and World Book Day.
- Regular competitions via Twitter promote a love of reading that extends beyond the classroom.
- Lunchtime reading clubs
- Building reading communities through 'What I'm reading' displayed on classroom doors.
- Reading challenges
- Pupil and staff book swap

Appendix 1

Speed Sounds Order

Set 1	Set 2	Set 3	'Set 4' – not on RWINC
m	ay	ea	ea (head)
a	ee	oi	ie (tie)
s	igh	a-e	ie (field)
d	ow	i-e	oe (toe)
t	oo	o-e	wh (when)
i	oo	u-e	ph (photo)
n	ar	aw	c (circle)
p	or	are	g (giant)
g	air	ur	e-e (pete)
o	ir	er	ue (& you)
c	ou	ow	au (Paul)
k	oy	ai	ore (more)
u		oa	i (find)
b		ew	y (ee & igh)
f		ire	o (cold)
e		ear	ch (sh)
l		ure	ch (ck)
h		tion	ou (shoulder)
sh		tious	ou (could)
r			ou (you)
j			a (what)
v			ear (pear)
y			+ other graphemes from
w			complex speed sound
th			chart that you have
z			noticed/added e.g mb, gn
ch			etc..
qu			
x			
nk			
ng			

Appendix 2-

Decoding (Day 1)

All groups should begin with a phonic and tricky word starter that is relevant to the group's ability. To make the session run as smoothly as possible, have these key sounds, words and tricky words ready in your packs as flash cards, and these can then be used for further sessions. Post it notes, white boards and white board pen should be made available for use at every reading session.

- Start with the key sounds that appear in the book (sound cards provided in packs). Ask the children to say those sounds, making it clear that they will find them within the text as they read through the book.
- If applicable to the group, ask the children to sound out and blend some words that appear in the book, using the focus sounds (on green cards). For children who have picture books without any text, create flash cards with key sounds that fit the theme of the book, this will help them to start to understand the decoding process.
- Ask the children to read through any tricky words that appear in the book (on red cards in pack). Make it clear to the group that these words will be in the book. This could be made into a game, for example, hand up when you read a tricky word etc.

Main Activity

Look at the title, author and make a prediction (if relevant)

- Tell the children the key skill they will be focusing on today is decoding. Show the children how they can be effective decoders by modelling a page to them. Sound out and blend each word individually pointing out any tricky words and matching them to the flash cards from the starter activity. If you feel it is appropriate, read the sentence fluently to show the children how it sounds without using decoding skills. The children can then repeat this as they read the book. Staff member is to 'tap in' to hear each child read (not round robin). Do not overload the child's working memory by asking comprehension questions here.

Comprehension (Day 2)

In sessions when the focus is on developing comprehension, this should be the main priority. The adult will read the book to the group focussing on a particular comprehension skill relating to one of the **Reading Owls**. For example, if the skill is Inspector Inference, the questions being asked should only be inference style questions. You should be encouraging the children to use the pictures and/or text to evidence their thinking in this instance. These questions are provided in the packs.

- When you are reading to the children, model fluent, expressive reading, as this will have an impact on how well they read when they become fluent. Also, model what you are thinking using the key skills as you read the text, for example, "*from what I have just read, I'm now thinking.....because.....*". This shows the process of actively reading and models to the children how to make inferences, predictions, deductions etc.
- The questions you ask should have direct links to the particular skill you are focussing on. It might benefit you to write them down and leaving them in the pack ready for next time.
- Throughout this process, constantly refer back to the key sounds and tricky words, as this will help the children to build their fluency.
- Model the skill you want the group to focus on and let them practise on their own, explicitly referring to what you want them to be doing or thinking about as they are reading. You should listen to individuals to check their progress, ask questions and pick out any misconceptions. Once they have finished reading their part of the text, ask questions based on the key skills being focused on to check understanding, and then repeat the process.

Plenary:

- Review the key skills the group have been focusing on during the session-can the children explain what it means?
- Play a game-how many times can you spot a key sound in the book? How many tricky words can you find?

Prosody (Day 3)

Using expression and fluency well.

Recap any of the sounds or difficult words from the last 2 days.

Teacher to model using fluency and expression ell 1 page at a time. Children to then copy and follow the words on the page as they repeat using expression well. Children to rehearse and read aloud using expression.

Teacher to address any misconceptions and ensure the range of punctuation is picked up and also – why certain types of punctuation have been used.

By the end of day 3 children should be confident reading all pages in the book. They should have understood the text and answered questions about the text. They should be able to read the words on each page fluency without overtly sounding out.

Books are to then go home with the child to then 'perform' to parents and 'show off' their reading and further develop their fluency.

Appendix 3- KS2 guided reading timetable exemplar

L.O. To read with understanding summarising key events/facts from a paragraph. 2c (non fiction- Geographical information text)						
Week 1 - Big read (Thursday)						
Week 2						
	Activity 1	Activity 2	Activity 3	Monday	Tuesday	Thursday
Group 1 (SEND)	Teacher led- Echo reading	TA led- To support children with identifying key facts (group record)	Reading fluency (partners)	TA led: Hear children read. Discuss vocab and organisation.	Reading fluency	Teacher led: continue to read. <u>Chn summarise</u> main points
Group 2 (LA/SEND bottom 20%)	Pre-read identifying vocab can't read/don't understand.	Teacher led: Discuss difficult vocabulary and hear children read.	Children to verbally identify main facts to share with partner.	Pre-read text	TA led: summarise what <u>chn</u> have read so far. Vocab check. Continue to hear children read.	Children to list 5 key facts (Record in books)
Group 3 (MA)	Independent read: identifying geographical language	First news- look for Geographical articles and record key facts	Teacher led: Children discuss key facts & hear children read.	<u>Chn</u> to generate questions on what they want to find out.	Pre-read identifying difficult/new vocabulary in grid	TA led: summarise the paragraphs so far. Vocab check & hear <u>chn</u> read.
Group 4 (MA)	TA led: hear children read and discuss language used in text.	Independent read: Prioritise 6 key facts and record in books.	First news- look for Geographical articles and share key facts with a partner.	Teacher led: Hear children read text. Discuss vocab and organisation.	Independent read- Reading comp questions- true/false and ordering	Prioritise facts and write <u>summarising</u> paragraph.
Group 5 (HA)	First news- look for geographical articles and read these to a partner.	Pre-read identifying geographical language (Record in vocab grid)	TA: discuss and <u>prioritise 6 key facts.</u> Hear children read.	Pre-read text and answer questions- ordering/ true or false	Teacher led: Discuss questions. Check vocab and hear <u>chn</u> read.	Prioritise facts and write summary paragraph.

Can be done on any day!

Appendix 4- Overview of guided reading across Hollyfield

Guided reading across the school 2019-2020

Reception	<p><u>Autumn term</u> Phonics 5 x a week (1 hour sessions) whole class in Autumn 1. These then progress into reading and writing lessons where a range of stories are shared with the children (see reading and writing spine 2019)</p> <p><u>Spring and Summer term</u> RWI 3 x a week where children are grouped in abilities to work on basic reading skills (30 minutes) E.g. assisted blending, independent blending, ditties and books. Whole class phonics x 2 a week. New learning takes place e.g. new sound taught.</p>
Year 1-2	<p>Guided reading groups (ability set) 3 x a week for 30 minutes with 5 members of staff. Day 1- decoding Day 2- comprehension Day 3- prosody Daily phonics (30 minutes)</p>
Year 3-5	<p>Guided reading runs on a 2 week program. Children are split into ability groups. In week 1, children receive 1 reading comprehension lesson (45 mins) and 1 Big read 1hr-1hr15mins. In week 2, children receive 1 reading comprehension lesson (45 mins) and 3 guided reading sessions (20-25mins). In both the Big read session and in guided reading sessions the teacher and TA read with a group and the other children either pre-read, have a reading fluency session or complete a reading based activity (all activities are structured around the same content domain. All children are heard minimum 2 x a week. Bottom 20% and SEND are heard 4 x a week by either the T or TA.</p>
Year 6	<p>Year 6 have tightened their focus for guided reading and will now be doing: Guided reading 3 x a week where children will use a range of texts to develop reading skills. They will be set in 5 ability groups to focus on the specific areas of development for those children and given an appropriate level of challenge. Reading comprehension 1 x a week. Children set in 4 ability groups.</p>