

# Reading and Phonics Policy



**Believe Enjoy Succeed Together**  
“I can do everything through God who gives me strength”  
Philippians 4:13

Cronton CE Primary School

## The KEYS Curriculum

Knowledge and skills  
Empower  
You to  
Succeed

## Keys To Success





# KEYS Curriculum

## Curriculum Intent

Our Curriculum has been designed by Cronton CE to provide a bespoke, unique and exciting curriculum that is tailor-made to suit our children, their learning and their futures. Every child is unique and important. They are at the centre of their learning; starting as part of a class, whole school, the local community and then on to their future role in modern Britain and as a future global citizen. Our KEYS curriculum develops each child and the understanding that **Knowledge and skills Empower You to Succeed**.

We maintain a broad and balanced approach to our curriculum, which alongside English and Mathematics will provide our children with skills, knowledge and vocabulary rich experiences that excite and engage. We will foster attitudes and qualities which will enable them to become confident, caring, respectful and responsible citizens. We offer a spiritual, moral, social and cultural experience for all through our curriculum and also through extra-curricular clubs and activities, day trips and residential experiences in KS2. We use a wide variety of resources to assist us in delivering this bespoke curriculum including specialist teachers, visits and curriculum enhancements and ensure links and relationships are meaningful to the children and their learning.

Our curriculum is planned to ensure it will build upon what children already know in a sequential way to give them powerful knowledge and skills while making relevant links to secure their understanding of the world around them. We ensure that all children receive quality first teaching for every subject with high of expectations for all. We provide a quality education that is inclusive and equips our children to be lifelong learners.

## Our KEYS Curriculum:

Develops each child with, **KNOWLEDGE**, **SKILLS** and **VOCABULARY**. It is broad, balanced and has clear progression which is sequential in these areas

It is filled with rich purposeful first-hand experiences and uses sourced expertise. It develops values and the learning attitudes of **INDEPENDENCE**, **PERSERVERENCE**, **CURIOSITY**, **TEAMWORK** and take **RESPONSIBILITY** to always be the **BEST** we can be.

We want our children to show **RESPECT** and have **RESPONSIBILITY** to each other and in all aspects of life. It embraces children's knowledge and understanding of the developing world we live in, from our **COMMUNITY**, modern multi-cultural Britain and as a Global Citizens of the future.

## Our Vision

**Everyone** a reader  
**Everyone** wants to read  
**Everyone** can read

## Overall Intent

At Cronton, reading is a priority and encouraging and ensuring a love of reading is at the core of everything. All pupils deserve a rich curriculum which encourages extensive reading of whole books and other types of text and poetry. Reading is a core part of every pupil's educational entitlement, whatever their background or attainment, because extensive reading and exposure to a broad range of texts contribute widely to each pupil's educational achievement.

Our intent is for all pupils to be confident, competent readers, appropriate to age related expectations, and be able to access a range of reading strategies.

All pupils will have the opportunity to develop their spoken and written vocabulary, across the curriculum through exposure to quality texts.



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## Intent

From the beginning of their time in school we aim to enable our children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.

## Implementation

### Nursery

- Exposure to adults reading books and book language – fiction and non-fiction, songs, Nursery Rhymes read/sang aloud daily.
- A focus on Traditional Tales over the year – the children should know six traditional tales inside out by the end of the year.
- Vocabulary: Title, Cover, Author, illustration/illustrator, story, finding out, fact.

### Sound Awareness Aspects

- General sound discrimination – environmental sounds
- General sound discrimination – instrumental sounds
- General sound discrimination – body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

While there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries between each strand are flexible and not fixed: practitioners should plan to integrate the activities according to the developing abilities and interests of the children in the setting.

### There are three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

### Activities within the seven aspects are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

The ways in which practitioners and teachers interact and talk with children are critical to developing children's speaking and listening.

## Implementation of Phonics

### Read Write Inc

Read Write Inc. (RWI) is an inclusive literacy programme for all children in Reception and Year 1 learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.



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Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

- Starting from the Summer Term in Nursery, we use Read Write Inc. Phonics to teach our children to read and write. Every child can read the last set of phonic stories before they progress to Accelerated Reader. Some children complete the programme in Year 1 and others complete further up the school.
- RWI is delivered daily for 40 minutes for those children on the programme.
- Children are assessed every half-term and placed in groups where they are able to make the most progress. This means children are grouped by their word reading and fluency – not by their progress in comprehension or writing, or by their age.
- The Reading Team carries out all the online assessments to ensure children are placed in the correct group.
- Each child's individual progress is tracked on the online assessment tracker.
- Extra daily one-to-one sessions are provided for identified children who need some extra support. These may be 1-1 with an adult or accessing allocated video lessons on i-pads.
- Children work with a partner, the teacher checks what they know and only moves on when they understand. Partner talk is fundamental to the success of our school. 'Turn to your partner' is used in every lesson throughout the day.
- The phonic knowledge is split into two parts.  
First children are taught one way to read and write the 40+ sounds in English. Pictures are used to help, for example 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help all children to read the sounds easily. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.
- Then children are taught the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. Phrases to help them remember each sound for example, ay - may I play, a-e – make a cake?
- Children are given books that teachers know they can read – without any guessing.  
Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky Red' words, and are told a thought-provoking introduction to get them excited about the story.
- Across the week, children re – read the story: first to focus on reading the words carefully; then to help them read the story fluently and talk about the story together for example, how characters might be feeling and why. By the time children read the story at home, they will be able to read it confidently with expression.
- Links are sent home via tapestry (EYFS) or through the weekly phonics newsletter to the relevant, interactive, animated lessons from the Virtual Classroom so parents and children can join in with lessons at home. The online teachers help children to practice the sounds and words they have learnt in school.
- Sound posters and high frequency decodable and red 'tricky' words are on display in the classrooms where appropriate.
- Once the children have completed the phonics programme successfully they move to Accelerated Reader for their reading books.

### Statutory Phonics Screening Check

Children take the Phonics Screening Check (PSC) in Year One in June. A meeting is held to explain the Phonics Screening Check to parents. Children who do not pass the Phonics Screening Check retake the following year in Year Two.



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## Expectations of Progress in Phonics Across Read Write Inc.

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

	<b>YR children can:</b>	<b>Y1 children can:</b>	<b>Y2 children can:</b>
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all Set 1 single-letter sounds  Blend sounds into words orally	Read Pink Storybooks  Read first 5 Set 3 sounds	Read Grey Storybooks
<b>End of Spring 1</b>	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks  Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks  Read Set 1 Special Friends	Read Yellow Storybooks  Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
<b>End of Summer 1</b>	Read Green Storybooks  Read 4 double consonants	Read Yellow Storybooks  Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes
<b>End of Summer term</b>	Read Green Storybooks  Read first 6 Set 2 sounds	Read Blue Storybooks  Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes

## Reading books across EYFS (Reception), Key Stage One and Key Stage Two for those children on RWI.

- Children take home phonetically decodable reading books matched to the letter sounds the children know following RWI.
- RWI Reading books are changed once a week – two books being sent home each time.
- Reading with an Adult in school may be:
  - During a phonics lesson
  - During a Whole Class Shared Reading Lesson
  - 1-1 with their reading book
- It is expected that children will be reading at home with an adult five times a week.

## Reading books across Key Stage One and Key Stage Two for those children on Accelerated Reader

- When a child has completed RWI successfully, they should be moved onto Accelerated Reader and follow the procedures for ensuring a correct level of text. (Star Test)
- ZPD levels are based on the child's performance on the Star Test which should be completed each half term, or more regularly for targeted children.
- AR (Accelerated Reader) books are changed when they have finished a book and completed the appropriate quiz on the book.



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- The children can move up through a ZPD **after two** 100% quiz results for longer books higher up the ZPD levels or **after three** 100% for those shorter books at the lower ZPD levels. They have their record card signed by the teacher.
- Books children have read are recorded in the back of their journals on the 'bookshelf'. Teachers have a file for AR to record star test results and individual children's progress.
- A record is kept of the books given and the number of reads the children have completed over a week in the reading journals – this helps monitor home reading. Children not reading at home will be encouraged to do so and picked up in school.
- It is expected that children will read to an adult in school when they are confident and fluent every other week. Other identified children will read more than once a week.
- Reading with an adult in school may be:
  - During a phonics lesson
  - During a Whole Class Shared Reading Lesson
  - 1-1 with their reading book
- It is expected that children will be reading at home with an adult five times a week.
- **In KS2, there are AR sessions across the week:**
  - Y3-Y4: 3 x 15 minutes weekly
  - Y5-Y6: 2 x 15 minutes weekly plus time during morning registration.In these sessions children read their book on the appropriate Zone of Proximal Development (ZPD) and fill out chapter synopses in this session.

The teacher and TA use this time to listen to individual children read, check up on frequency of reading at home (five times a week), check AR data such as quiz scores or assess children on their reading and spelling.
- Accelerated Reader progress is monitored by class teachers.
- Each Friday morning the word count for each class is collected and the class with the most from Lower KS2 and UKS2 are awarded a trophy in Star Badge assembly.
- The children with the top word count in each class will be asked to stand and receive a clap in Star Badge Assembly and are given a certificate. A trophy is given to the class with the highest total word count for Y2 and LKS2 combined and UKS2.
- After a class has read reached 250 000 words they receive a coloured ball at the end of that half term.
- We run a reward 'book shop'. When a child scores fifteen (Y2 and LKS2) or ten (UKS2) 100% quizzes on Accelerated Reader, they can come to the mobile book shop and select a text to take home and keep. The books are replaced regularly with engaging, high quality texts.

### Comprehension

- Comprehension and vocabulary skills are developed through whole class reading of the genre books and Whole Class Shared reading lessons timetabled for every class.
- Through teacher modelling, class discussion, paired and individual work the children will develop their understanding of texts and comprehension skills which provide links to the Content Domains of the National Curriculum.
- KS1 learn more about comprehension through daily lessons designed to follow on from the RWI programme. KS2 have a discrete comprehension lesson once a week.



# KEYS Curriculum

KS1

Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

KS2

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

## Whole Class Shared Reading

In KS1 there is a weekly Whole Class Shared Reading Lesson.

Lower KS2 have a Whole Class Shared Reading (WCSR) lesson five times a week.

Upper KS2 have a Whole Class Shared Reading (WCSR) lesson three times a week.

This takes place for 30 minutes and follows an agreed lesson structure. See below.

The books for WCSR have been carefully planned to link in with the English genres studied in each class and link with the wider curriculum where appropriate. Books have been selected to ensure a diverse range of characters, authors and experiences are included. Please refer to the High Quality Text Overview.

<u>Key Principle</u>	<u>Notes</u>
Introduction to the Text	Introduction to the text – A key question to get the children engaged e.g. Y2 read an Anansai story where he is typically very sly and tricks his friend in to giving him free food. The question to engage the children was: Is it ever right to trick your family and friends? (Talk to Your Partner) Then give a quick explanation of the text they going to read. Or if reading a longer text – a recap based on what has been read in the book so far with a key question based on the next part of the text they are going to read.
Vocabulary	Vocabulary – Give the children some key unfamiliar words and their definition. Give them a chance to say them out loud. Read the sentence with the word in from the text. (May have these ready on a small sheet to stick into books)
I Read It - Teacher	The teacher reading aloud and modelling pace, expression and intonation – modelling fluency.
We Read It – Whole Class	Children read together as a class.



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<b>You Read It – Children read individually or with partners.</b>	Children will read either individually or in partners – Partner 1/Partner 2. Teacher will go round and focus on spotlight children – give prompts/help etc.)
<b>Modelling</b>	The teacher’s modelling and explanations designed to help children deepen their thinking and understanding of the text.
<b>Questioning</b>	Two or three questions around the text that enables children to show their understanding and thinking.

### Reading into Writing

Reading is a major focus of our English curriculum. Children will be exposed to carefully selected high quality texts through the ‘Immerse’ and ‘Analyse’ series of the genre based lessons. This forms the start of the reading into writing approach using the Ready, Steady Write plans.

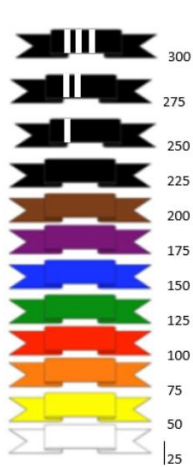
### Reading for Pleasure

At Cronton, our aim is that every child becomes a lifelong reader. The National Literacy Trust has noted that becoming a lifelong reader is based on developing a deep love of reading. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). As well as this, reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002)

- Every classroom has a class library with a variety of texts including fiction, non-fiction, texts from different cultures and poetry.
- Every class has a daily timetabled story time where a variety of nursery rhymes are sung or poems, fiction and non-fiction books are read to the children as appropriate for their age. Where the class is studying an author – other books by that author may be read in the daily timetabled story times or if the class is studying a novel, that may also be continued in this time. Studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is about creating a positive reading experience to engage pupils, so teachers model their enthusiasm for books and reading them. Teachers interact with the pupils during this reading time, sharing thoughts, putting on voices and using actions and asking questions to improve comprehension.
- Every child visits the school library once a week to select a book of their choice to take home on loan.
- Every class has a Top Ten Read Collection which children choose to take home on loan and share with their parents or read for themselves.
- Children are able to bring in their own books from home to share that they particularly like. Children in EYFS may vote for a preferred story to have at the end of the day.
- Focus Days such as World Book Day and international celebrations such as Chinese New Year or Dwali are celebrated in school and include traditional tales from those celebrations as part of the learning.



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### Reading Challenge

Cronton C of E Primary School are continuing to run the Reading Ninja Challenge. The children will be rewarded with 'Reading Belts' in the form of a certificate. To gain a belt they will need to read 25 times. For a 'read' to count towards a band your child needs to share a book with an adult for at least 10-15 minutes. This could be their school reading book, library book, book from home or a comic.

An adult must sign their reading record book and only one read per day counts (so there is a maximum of seven reads per week). Older, confident readers may read to themselves but must still have their reading record signed by an adult. We recommend a period of a minimum of 15 minutes (less for younger children) for a signature in their reading record. Class teachers will ask for your child's reading record every week to total and record the number of reads for each child. As they gain more signatures, they will progress through the coloured belts. We hope that this will be an exciting way of encouraging the children to read at home every day.

### Impact

- There is a culture of reading embedded across the school.
- Reading is embedded in everyday teaching and learning across the curriculum.
- Children will be on track at identified key points across the year in EYFS and all key stages.
- Achievement in reading will be above the national at expected+ and Exceeding across EYFS and all key stages.
- Children have a bank of reading strategies and skills and are able to articulate their reading preferences.
- Children have an extensive and adventurous vocabulary that they use and access with understanding.
- Children have an understanding and familiarity with stories from a variety of authors, cultures and countries.