





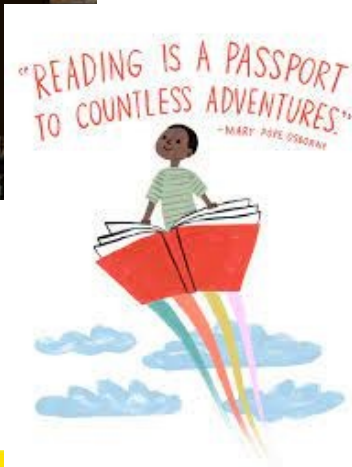
Reading at Threshfield Primary School



The Importance of Reading



 The more that you **READ**
 the more things you will **KNOW**.
 The more that you **LEARN**
 the more **PLACES** YOU'LL GO!

 -- Dr. Seuss




TODAY A READER
 TOMORROW A LEADER
 - MARGARET FULLER
 BilingualKidspot.com

IT ADDS UP!

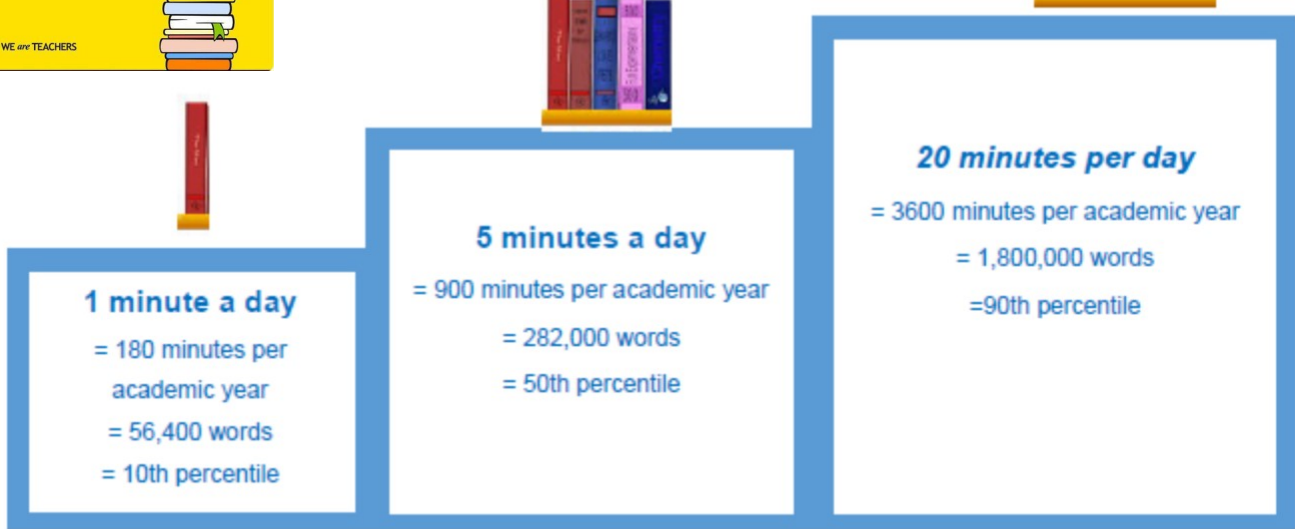
If you read just 15 minutes a day, in one year you will have read over 1,000,000 words!

Source: Scholastic.com



WE are TEACHERS

READING ADDS UP



Reading Through School

At Threshfield Primary School, we are committed to teaching our pupils to be-come skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide pupils with a range of strategies in order to do this.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily Phonics Lessons						
Small Group Reading Sessions 3 times per week		Small Group Reading Weekly				
Individual Reading Weekly					Individual Reading Twice per week	
			Whole Class Reading Lessons Three times per week			
Whole Class Reading Daily						



Reception and Key Stage One

Phonics

Systematic synthetic phonics is taught using The Little Wandle Letters and Sound Revised programme throughout reception and year one. Whole-class teaching takes place on a daily basis.

Four new sounds are taught each week using flashcards and some interactive resources and the learning from the week is revisited on Fridays.

Lessons are kept fast-paced and last no more than 30 minutes. The format of each lesson is kept identical to ensure that children focus solely on the acquisition of the new sounds, minimising cognitive overload.

Formative assessment takes place during all phonics lessons, quickly identifying who has or has not achieved the new taught sound. These children are then provided with interventions on the same day, to make sure children do not fall behind their peers.

Phonics does not stand alone at Threshfield Primary School. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible.

Our full phonics programme, plus our phonics parents information video can all be found on our school website under: Curriculum, English and Phonics. To observe a phonics session in action, please contact the school office to make an appointment to observe a lesson.

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term has been organised so that children are taught from the simple to more complex GPCs, as well as take the frequency of their occurrence in the most commonly encountered words. All the graphemes taught words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read to learn, giving them access to the treasure house of reading. Our expectations of progression are set achievable if schools maintain pace, practice and participation by all children. Children who are not at their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s e t p i n d g o c k c k a u r h b j l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss v w x y z z qu ch sh th ng nk • words with -is/ added at the end (bats sits) • words ending in a /s/ (bats) and with -is/ added at the end (bags sings)	put* pull* full* as and has his her g push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ee or ur ow oi ear air er • words with double letters • longer words	was you they my by all ore sure pur

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with -s/ in the middle • words with -is/ at the end • words with -es/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCVC CVCVC CVCVC CVCVC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /d/, -ed /s/, -est	said so have like some come love ds says there when what one out todo

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCVC CVCVC CVCVC CVCVC • words ending in suffixes: -ing, -ed /t/, -ed /d/, -ed /s/, -ed /s/, -er, -est • longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 fai ay glij fow/ ou cloud foi oy toy foi es each	Phases 2-4: the put* pull* full* push* into I no go of he she we me be was you they all are may by sure pure said how like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
fai/ r/ bird ligl/ a/ pie fool/ gool/ ue blue rescue lgool/ u unicorn fool/ o/ go ligh/ i tiger fai/ a paper fool/ e/ her fai/ e-e shake ligh/ i e time fool/ o e home fool/ gool/ ue rude cute fool/ ee these fool/ lgool/ ew chew new fool/ ie should foi/ aw claw	their people oh your Mr Mrs Ms cat* could would should our house mouse water want

*The tricky word 'cat' may not be tricky in some regional pronunciations, in which case, it should not be

Spring 1 Phase 5 graphemes	New tricky words
fool/ y funny foi/ ac head foi/ wh wheel fool/ or oa toe shoulder ligh/ i g jig fool/ one snow fj/ g giant fj/ ph phone foi/ le/ a apple metal foi/ c ice foi/ ve give foi/ o e o o a some mother young foi/ se cheese foi/ se ce mouse fence fool/ ey donkey fool/ ai ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
fai/ or word fool/ u out our/ could fai/ are above fool/ no our or/ author dinosaur floor walk foi/ tch ture match adventure foi/ ai a high/ fether* foi/ a water schwa in longer words: different foi/ a want fai/ ear ere bear there foi/ ear learn foi/ er worst foi/ it at what/ science foi/ ch school foi/ ch chief foi/ ce peace schwa at the end of words: actor	once laugh because eye

*The tricky words 'high' and 'fether' may not be pronounced as this in some regional pronunciations, in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words	Summer 2: Phase 5 graphemes	New tricky words
fai/ igh/ igh ey ee eight straight gray break foi/ kn gn knee gnaw foi/ mb thumb fool/ ere eer here deer foi/ au is treasure vision foi/ dge bridge foi/ g organ/ai foi/ ge large foi/ is is is ci potion mission mansion delicious foi/ ough our ear ore daughter pour ore more	foi/ igh/ igh ey ee eight straight gray break foi/ kn gn knee gnaw foi/ mb thumb fool/ ere eer here deer foi/ au is treasure vision foi/ dge bridge foi/ g organ/ai foi/ ge large foi/ is is is ci potion mission mansion delicious foi/ ough our ear ore daughter pour ore more	busy beautiful pretty hour move improve parents shoe



Early Reading

Small Group Reading

In reception and year one, in order for pupils to apply their phonic knowledge and develop their fluency and comprehension skills, the children read in small groups led by a trained adult, three times a week. The children are grouped based upon their current phonic knowledge. Over the course of the week, the groups read the same, phonetically decodable book three times, each time focussing on a different aspect of reading. This book is then sent home for the children to celebrate their reading success with their family and friends.

Weekly group reading plan

Read 1 Day One	Decoding the book Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
Read 2 Day Two	Reading for speed / fluency This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read.
Read 3 Day Three	Comprehension This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading?

Reading at Home

Children in reception and year one are sent home with two eBooks per week. These books are all decodable and have already been read in school. After the children have read the books three times, the book is sent home so the children can celebrate their reading with their parents. Your child should confidently read this book and should automatically read the majority of the words, only having to sound out around 5% of the book.

The children also take home a book to share. This book is extremely important in prompting your child to become an enthusiastic reader. An enjoyment of reading is what we are wanting to achieve with our children. Research undoubtedly reflects that children who have a love of reading, have much more of a chance to achieving high grades in their GCSE and continuing into further education, whether that be academic or vocational.

Lots of information to support reading at home and sharing books together can be found on our website.



Year Two

Phonics / spelling

The year two children follow the program: Read, Write, Inc Spell which supports the teaching of phase 6 Letters and Sounds.

Any children who have not achieved all the phonetical sounds are supported further through interventions.

Phase 6 focuses on turning pupils into fluent readers and accurate spellers by teaching them fundamental grammatical skills, such as verb tenses, suffixes, additional spelling rules and helpful spelling techniques.

Group reading

In year two, pupils read within a small group once a week, reading a book that is appropriate for their reading level. Within these groups, the pupils read the book as well as talking and discussing their opinions and feelings with the teacher. This creates a real chance for the pupils to understand what they are reading and clear up any misconceptions. We focus our theme of questioning on the VIPERS framework strands.

We also focus our teaching on the National Curriculum and the end of key stage one English Reading framework.

Reading at Home

Pupils progress through the Big Cats reading scheme; these are books similar to the ones used in the younger year groups. The books sent home are matched to each child's reading level. The scheme exposes the children to a wide variety of fiction and non-fiction books, which broadens their knowledge, vocabulary and interest.

Whole Class Reading Sessions

We have whole-class reading sessions daily. Books are shared with the children. They are discussed. They are repeated. They are enjoyed.



Reading books in Early Year Foundation Stage and Key Stage One

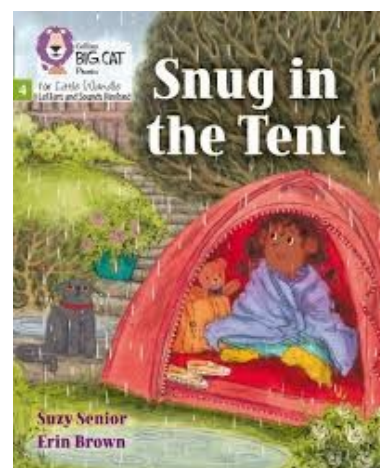
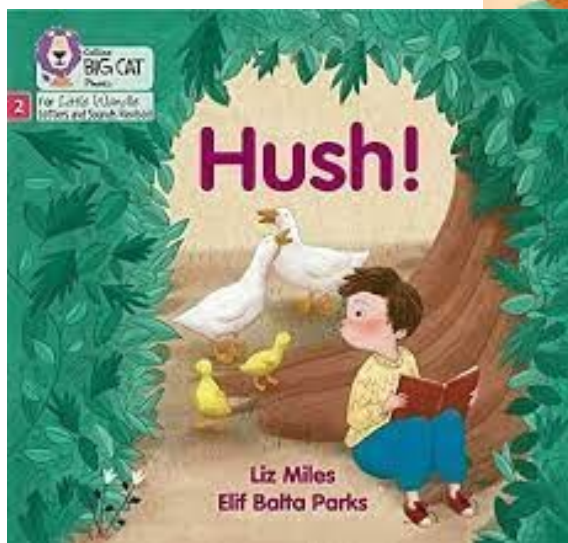
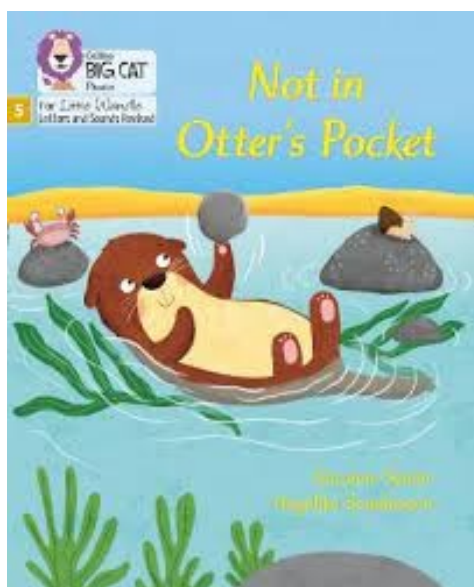
Individual and group reading books used in the EYFS and year one progress according to their sound content. Pupils' reading books are chosen according to their phonic knowledge.

In each reading book, there is useful information for the reader and the listener. Phonemes that will be covered in the book are at the front ready to be practised, as well as the common exception and high-frequency words that are going to appear through the book.

When pupils come across these words, the children should be reading them automatically, with very few words having to be sounded out.

At the back of each reading book, there are specific questions linked with various reading skills. This is something we really encourage parents to use to ensure the child has a good understanding of what they have just read and develops your child's inference and deduction skills.

We use the Big Cats Little Wandle Reading Scheme.



The books in year two are by the same company but are not phonetically decodable, as by this point we would expect all children to automatically read the sounds from phases 2 to 5.



Key Stage Two

In key stage two, pupils read a variety of quality texts in order to develop their reading skills and to further embed a love of reading. These texts are often linked to other curriculum areas. This promotes the use and understanding of a range of vocabulary linked to specific subjects.

Children are encouraged to read aloud, individually and in pairs, before the information is further discussed and examined.

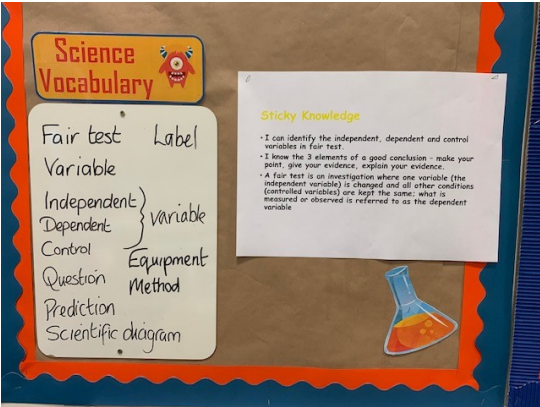
Dialogic Talk as a tool for engaging with the text.

Talk and discussion play a central role in deepening understanding and comprehension. Pupils discuss questions which require them to draw on evidence from the text and justify their answers. They are free to disagree and work hard to justify their choices. Through this process, a cumulative effect deepens understanding and comprehension and prompts pupils to probe their understanding of the text.



Vocabulary across the curriculum

Pupils discuss new words and build a wider understanding of vocabulary through building word families and exploring the meaning and etymology of different words. This provides a wider context to learning and enables pupils to make connections to prior and future knowledge. Subject specific and technical vocabulary is introduced and phonic knowledge from EYFS and KS1 is applied to develop fluency and understanding.





Using drama as a tool for deepening engagement and inspiring creativity

Through a range of drama techniques, pupils are provided with opportunities to further their comprehension and understanding of texts and engage on a deeper level with the characters that they encounter. Texts provide a departure point into creative story-making and give pupils opportunities to deal with broader themes.



Individual Reading Books

All children are encouraged to choose a reading book of their choice from the school library, their year group 'bucket list' or from home. These books are accessible throughout the day.

Children in lower key stage two are given a specific reading to take home, to accompany their book of choice.

The individual reading books, are usually matched to ability but also provide the children with a range of different genres, text types and books with varied



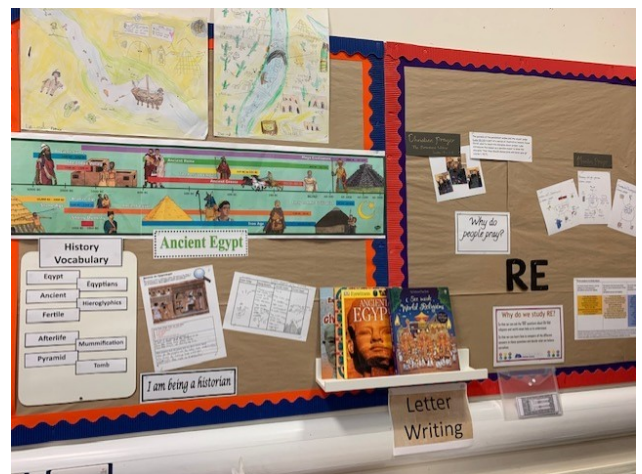
Reading Across the Curriculum

From reception to year six our teaching staff use Hamilton Trust as the foundation of their English planning. The Hamilton Trust planning blocks, structure their units around high-quality inspirational and enjoyable texts which are always thoroughly enjoyed by both teachers and pupils.

The books offer a broad range of genres, diverse cultures and many links to many other subject areas.



Links to inspirational books are always included within our subject learning journeys. Books have been specially selected to enhance children's understanding and to put their learning into a real context.



Our Geography Learning Journey

