



Chilton Academy and Nursery School
Where Everyone C.A.N

Reading teaches children about the world around them - through reading, they learn about people, places and events outside their own experience. Reading improves a child's vocabulary, leads to more highly-developed language skills and improves the child's ability to write well. At Chilton Academy, we believe that every child can develop into confident, fluent readers and we ensure the teaching of reading is a high priority in every class in school. We have a range of approaches across school to ensure this philosophy is aspired to by all adults and pupils to enable pupils to Keep Up not Catch Up:

- Promoting a love of books from Nursery through providing a range of quality texts for pupils to share at home.
- Well planned and delivered teaching of systematic phonics using Letters and Sounds
- Whole Class teaching of reading from Year 2 which utilise Assessment Focuses and the teaching of reading strategies
- Home reading opportunities which promote a love of reading (utilising books which children can read successfully and through sharing high quality texts with parents)
- Accelerated Reader is used from Year 2 upwards to motivate and assess pupils understanding
- Whole Class readers daily where teachers read to children in their class
- Well-chosen, challenging texts for English which allow teachers to embed reading skills taught in whole class sessions
- Intervention and targeted support across a school day for pupils who are identified as requiring this additional input
- One to One coaching of reading weekly for all pupils

Teaching Early and Phonics Reading

Systematic Phonics Teaching

In school, we use the *Phonics Play* planning to ensure a progression in the teaching of systematic phonics in relation to the *Letters and Sounds Program*. We ensure progression is quick and encourages a Keep Up not Catch Up approach. We ensure intervention is quick and direct to make sure gaps in learning do not occur.

Nursery

In Nursery, children are introduced to Phase 1 of the *Letters and Sounds Program*. Phase One supports the development of speaking and listening and an awareness of sounds. Our aim is to teach children the important basic elements of letters and sounds such as oral segmenting and blending of familiar words. Children working in Phase 1 will:

- Explore and experiment with sounds and words
- Distinguish between sounds in the environment and phonemes

- Show an awareness of rhyme and alliteration

Phase 1 falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. It also draws on and promotes other areas of learning, particularly Personal, Social and Emotional Development and Creative Development.

How We Teach Phase 1

Within phase 1, we play a variety of games and activities with the children and music has a key part in developing children's language. Most are adult led activities and the way we model speaking and listening, interact and talk with the children is critical to the success of our phase 1 activities and to promoting the children's speaking and listening skills. We also provide opportunities on a daily basis for child initiated learning where children play and explore their new-found skills. This plays a very important part in their development.

Examples of Phase 1 activities are:

- ***Listening walks*** in small groups where children listen for specific sounds and/or environmental sounds
- ***Identify the instrument*** where a child identified the hidden instrument and plays it back
- ***Copycats*** supports children in repeating rhythms using instruments, body percussion or different equipment to make noise
- ***Singing Nursery Rhymes*** and reading Poems helps children to identify patterns in sounds. We support the children in changing the words or making up new verses to keep them fresh and exciting and to apply new knowledge
- ***Making Up Stories*** help all children to actively engage in the structure of a story. Adding our own sound effects to these stories (as well as well-known stories) helps pupils fully engage with the storylines

The power of story, rhyme, drama and song supports children's imagination and interest encouraging children to use language copiously.

Reading Books

Reading Books are introduced when we feel the children are ready. In the early stages of a child's education these take the form of picture books which help children to embed their Phase 1 learning. We invite parents in weekly for a Early Years Reading Café where parents and children can choose stories to share and take home for the week.

High quality texts are read throughout a week in nursery. These link to class learning and children's interests. These are additional to the class texts (two each half term) which link to the class topics and are used to teach a number of aspects of Phase 1 of the *Letters and Sounds*. By sharing texts children are taught about the structure of books and also how to treat books with care and respect. When reading a class text children are encouraged to talk about what is happening in the picture, how or why it is happening and predict what might happen next. Developing their descriptive language is also very important at this stage.

Pupils enjoy taking their reading books home and will be keen to read the same book over and over again. Parents play a major role in encouraging children to read. Building on their initial observations to enhance their story telling as much as possible and helping them develop their language will go a long way in ensuring children become confident and happy readers.

By the end of Phase 1, children will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

Reception

Many of our children enter Nursery *significantly well below* the expected standard for their age in Communication, Language and Literacy. Pupils make good progress during their Nursery education however, many children still require Phase 1 learning during the first half term. Reception staff begin the year following the program of study from nursery to ensure all pupils are ready to start Phase 2 of *Letters and Sounds*. Some identified pupils with Special Educational Needs require further Phase 1 teaching however it is our aim that all pupils Keep Up and work through the systematic phonics teaching at the same rates of progress.

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

What does learning a letter comprise?

- Distinguishing the shape of the letter from other letter shapes;
- Recognising and articulating a sound (phoneme) associated with the letter shape;
- Recalling the shape of the letter (or selecting it from a display) when given its sound;

- Writing the shape of the letter with the correct movement, orientation and relationship to other letters;
- Naming the letter;
- Being able to recall and recognise the shape of a letter from its name.

Segmenting and Blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read.

Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Common Exception Words

In each year group / phase there is a list of words which children just need to be able to read (and spell) quickly. These are words which are not phonetically read and need to be read on sight. Teachers regularly assess pupils' knowledge of these words and they are sent home to be read (and spelt) at home. Staff have these words on key rings in their classrooms. Children are regularly given short time slots to read the words. Staff also bridge any gaps by reading these Common Exception words from other year groups where needed.

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

During Phase 3, the following tricky words (which can't yet be decoded) are introduced:

- he
- she

- we
- me
- be
- was
- you
- they
- all
- are
- my
- her

Phase 4

When children start Phase Four of the *Letters and Sounds* phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

- said
- have
- like
- so
- do
- some
- come
- were
- there
- little
- one
- when
- out
- what

Phase 5

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could

Phase 6

At the start of Phase Six of *Letters and Sounds*, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.

At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

Teaching Reading

Each time we open a book with children it is an opportunity to walk into a new world together, to explore the inner workings of great literary minds and, as their guide, to point out to the children the sights and sounds that could so easily be missed by the untrained eye. From September 2019 we have adopted a whole class approach to reading. This decision was made because, although group reading was successful for a small group each day, a whole class reading approach would enable all pupils to have access to this high-quality reading input daily. It makes use of better time management each week and allows for longer direct teaching sessions in the weekly timetable.

This approach, considering our belief of Keep Up not Catch Up, means that children of all attainment bands are immersed in the highest quality literature and the discussions these

texts promote within the classroom. This approach works hand in hand with the Accelerated Reader (see below). The whole class reading approach consists of the following essential elements:

1. Utilising paired work (including mixed ability pairs) to allow for frequent, paired discussion about texts. It is essential less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.
2. The text chosen should provide a clear challenge for all members of the class.
3. When reading, the teacher should model good use of intonation, movement, volume and expression. Children will develop in their own reading by listening to performance of adults.
4. Teacher should be actively monitoring pace to ensure high levels of engagement throughout the lesson. Interspersing reading with stints of discussion and independent follow up tasks can help the pace be maintained.
5. Assessment Focuses for questioning and the Content Domain Questions are used by staff to ensure targeted questioning is an opportunity for Assessment for Learning and as a good way to ensure all children engage with the lesson.
6. Teachers, through carefully planned Schemes of Learning, model high-quality responses with evidence and explanation to support their answers. Children need to be able to say their answer before they write one.
7. Follow up tasks are planned however they need to provide challenge for all children as well as support those who need guidance.

Accelerated Reader

From September 2019, we have introduced Accelerated Reader from Year 2 to Year 6. Once pupils in Year 2 are confident readers, they are assessed and given a ZPD (Zone of Proximal Development). The use of AR enable pupils to drive their own learning in reading. Teachers guide their pupils using weekly coaching sessions whilst they engage in quizzes and activities which help teachers to hone students' reading skills.

Teachers monitor the progress of their students to ensure they stay focused on the aspects which will support them in making accelerated progress. Pupils choose their next text and this motivates pupils to develop a true love for reading.

Reading Strategies

As well as using phonics to teach children to read (and learning sight common exception words) we teach a range of other strategies to help pupils deepen their understanding of a text. These include:

Context

- Look carefully at the pictures
- Have the confidence to make a guess, then check it makes sense
- Read the sentence aloud to check it makes sense
- Predict what the word might be from what's already happened
- Rerun from the beginning of the sentence

- Use prior knowledge of the genre to predict words/phrases
- Use any predictable patterns in the language, e.g. rhyme
- Read on to the end of the sentence and look for clues

Grammatical Knowledge

- Rerun from the beginning of the sentence and use awareness of grammar to predict words
- Use awareness of the need for grammatical agreement
- Use the punctuation to get meaning from the text
- Look for familiar prefixes and suffixes
- Read on to the end of the sentence and look for clues

Word Recognition and Graphic Knowledge

- Look at the shape of the word
- Look for words within words
- Read the word in 'chunks', then blend them together
- Locate high frequency or familiar words
- Use analogy with known words to solve new words
- Use letters of own name

Reading at Home

Reading with adults is an essential part of helping all children to develop into fluent readers whilst developing a love and passion for books. Reading books are sent home at a level the child can access fluently. In KS2 this links directly to the ZPD of the child identified through Accelerated Reader assessments. Teachers monitor the progress of a child and supports them in deciding when to move up (or occasionally down) a ZPD so they are successful and to accelerate progress.

In Nursery, children begin to take home picture books to share with their families when they are reading. Children also choose a high-quality text which parents are encouraged to share with their children. This approach is then followed through into Reception and Year 1. We acknowledge some parents find sharing a text more difficult so we deliver in school support sessions during the Autumn Term. We focus on how to share a book with children giving some tips identified by the Book Trust:

Set aside some time

Find somewhere quiet without any distractions - turn off the TV/radio/computer.

Ask your child to choose a book

Sharing books they have chosen shows you care what they think and that their opinion matters. This means they are more likely to engage with the book.

Sit close together

Encourage your child to hold the book themselves and/or turn the pages.

Point to the pictures

If there are illustrations, relate them to something your child knows. Ask them to describe the characters or situation or what will happen next. Encourage them to tell you the story by looking at the pictures.

Encourage your child to talk about the book

Talking about the characters and their dilemmas helps children understand relationships and is an excellent way for you to get to know each other or discuss difficult issues. Give your child plenty of time to respond. Ask them what will happen next, how a character might be feeling or how the book makes them feel.

And lastly, above all - make it fun!

It doesn't matter how you read with a child, as long as you both enjoy the time together. Don't be afraid to use funny voices - children love this!

We also discuss how to question their children, the phonic approach to reading and emphasise the importance of oral storytelling and making stories up together!

Supporting Pupils Who Require Catch Up in Phonics and/or Reading

Pupils who are beginning to fall behind their peers in reading are supported in a number of ways. The primary approach is Quality First Teaching by the class teacher. This includes hearing a child read more regularly in class (Priority Reader), regular short time intervals of phonic or word reading intervention (within class) and targeted questioning of a pupil during Whole Class Teaching of reading. We believe the teacher is central to ensuring all pupils make the required progress and it is expected that teachers assess all pupils with their phonics, reading of sight words and reading understanding and fluency on an ongoing basis. This should inform annotations on planning which ensures Quality First Teaching meets the needs of all pupils.

Some children with an Education Health and Care Plan for a Support Plan may need further withdrawal interventions. At Chilton Academy, these include small group Catch Up phonics (additional to the focussed phonics session), daily reading (with a Teaching Assistant or Visiting Adult), Lexia Intervention (minimum twice a week), flash cards of phonics and Common Exception Words. If progress continues to be a concern, a referral to an external agency may be required in order to assess individual pupils and match specific intervention to accelerate progress.