

## **Reading and Spelling at Torre C of E Academy**

Last reviewed: Autumn 2017

At Torre, we believe that for our children, "Sounds should slip off their tongue and drip through the end of their pencil." (Janet Brennan)

We aim to ensure that our children are equally confident in their phonic knowledge (recognition of GPCs) and phonic skills (blending to read and segmenting to spell).

### **EYFS**

Reading in Nursery is characterised by fostering a love of books. Children are introduced to many fiction and non-fiction texts. They are read to daily and also look at books in small groups and on an individual basis with an adult.

By the end of the Reception year, children use their phonic knowledge to decode words and also have knowledge of the common words - some of which cannot be decoded phonetically.

### **Key Stage 1**

In Key Stage 1, children continue on their journey of acquiring new skills in phonics, enabling them to decode more complex words and texts. We expect children to be able to talk about what they have read as well as sharing their likes, dislikes and preferences.

### **Key Stage 2**

As our children begin in Key Stage 2, we expect them to begin to read to learn as most children should now be able to decode and decipher print with confidence. By the time they leave in year 6, we aim for most of our children to be able to read at such a level, that they can move on to the next stage in their education with no barriers; enabling them to confidently access all areas of the curriculum. They will also have a love and appreciation for books and reading which they support them as they move forward on their learning journey.

### **Phonics and Spelling**

In Nursery, children explore and experiment with sounds and words. They distinguish between different sounds in the environment. They show awareness of rhyme and alliteration and the way is paved for a programme of systematic, synthetic phonic work to begin. They are exposed to the Read, Write, Inc pictorial representations of the letters by having the wall frieze displayed.

Children from Reception onwards follow the Read, Write, Inc programme. This is a systematic, synthetic approach to the teaching of phonics. As well as the sounds and words in

the programme, children are also taught to decode pseudo (nonsense) words. These words are distinguishable by the illustration of a monster next to the word. The purpose for this, is to ensure that the children are secure in the skills of blending.

Read, Write, Inc (incorporating phonics, reading and basic sentence construction) takes place daily for approximately one hour. In Reception, the children are set in ability groups within their own class in the latter half of the autumn term. Where appropriate, children from Key Stage 1 may join one of the sets in Reception. Progress is carefully monitored and where appropriate, children in Reception may join a higher ability set in Key Stage 1.

In Key Stage 1, children are set according to ability and are taught by a teacher or teaching assistant.

Phonics across the whole school is closely monitored by the subject leader. Children move between the different ability groups as and when needed. The sets are rotated termly or half termly (as appropriate) to enable the class teacher to teach the children in their class phonics at some point during the course of the academic year.

The Read Write Inc programme consists of the following:

- Phoneme awareness - oral blending and segmenting
- Grapheme-phoneme correspondences and word reading
- Spelling
- Teaching of tricky and common words
- Reading text
- Practising spelling and basic sentence construction.

The programme includes revision and consolidation of previous sounds.

The reading and spelling parts of the daily sessions are organised carefully across the week, to ensure that there is an appropriate weighting placed on each of the elements.

Children take home the Read, Write, Inc phonic readers to practise with a parent.

Children are assessed regularly to ensure that misconceptions are addressed and they pupils switch groups accordingly.

We try to ensure that children are keeping up with the rigorous pace of Read, Write, Inc and acknowledge that spelling and writing will develop at a slower pace.

Accompanying materials from Read, Write, Inc are sent home with the children so that they can practise at home with an adult.

On completion of the Read, Write, Inc Programme, the children remain in ability sets and move onto the Read, Write, Inc Spelling Programme. This is administered for 15 minutes daily. The programme uses a series of online videos where aliens from an online spelling planet, teach the children rules for spelling.

Activities the children engage include a range of spelling games, quizzes and workbook activities including:

- Speed spell
- Dots and dashes (putting sound buttons onto words)
- Dictation
- Four-in-a-row
- Team teach

As well as introducing new spelling choices all the time, pupils are also always revising previously taught graphemes.

Guided reading and handwriting activities take place during the rest of the hour long session (see below for further information about guided reading).

### **Reading Comprehension**

#### **EYFS**

In Nursery we spend time reading with individuals, pairs and in small groups. Reading takes place during child initiated play, teacher led group time and in whole class sessions. We model and teach the skills of reading and aim for the children to become independent readers within their play. Group time is a focused session when we carry out guided reading activities linked to the reading section of the EYFS curriculum. The guided reading texts vary from sets of lilac banded reading books (with pictures only), picture books to big books and e-books.

We have a range of fiction, non-fiction and rhyming/poetry books in the book corner and often, the texts that we select will link with the current theme. The children can choose one library book each week to take home and share with their parents. We also have a variety of story-sacks which the children take home to share with a parent. The children and parents are generally very supportive of this.

We also encourage the children to be part of making books which can be shared. This might include taking photographs and annotating or making our own versions of a story.

By the end of the summer term, some children in Nursery may have already begun to read the pink book banded books.

In Reception, children share a book with an adult on an individual basis in the first part of the autumn term. By the second half term in October, or when we feel they are ready, children are ready to begin reading the ditty books from Read, Write, Inc.

The children read their book three times a week, in a group with an adult. Children take this book home to read with their parents or guardians.

Progress is carefully monitored and groups are regularly reorganised to reflect individual ability and reading proficiency.

There are many other opportunities for the development of reading comprehension in Reception, such as through story-telling and daily story time.

Family learning is offered to parents who will benefit and this consists of a variety of workshops including the use of story sacks, 'ABC have fun with me', and how to read with a child.

### **Key Stage 1**

As the children progress into year 1, they remain ability grouped for Read, Write, Inc according to their reading level. Children follow the Read, Write, Inc three or five day teaching cycle which incorporates both reading and writing.

Special provision is made for those falling behind which may consist of support on a 1:1 basis, or in small group.

As children move on from the Read, Write Inc programme (which we aim for the end of year 1), the majority of children in year 2 receive an hour of guided reading, grammar, spelling and handwriting provision.

### **Key Stage 2**

As children progress into Key Stage 2, they receive guided reading sessions. The frequency of these sessions is determined very much by need. Sessions focus heavily on comprehension and asking high order questions. Questions cover knowledge, comprehension, application, analysis, synthesis and evaluation. The children are taught reading in a whole class context, however if needed a small group of children may be chosen to work in addition to this with a teacher or teaching assistant.

Any recording of questions is done in the children's Reading Journals. This contributes to our evidence base when making level judgements in reading.

**Independent Reading**

As well as a phonic reader and guided reading book, children also take home an independent choice reading book. In Reception and Key Stage 1, this will be a book banded book from a selection. Children have free choice from within their book band. Teachers do not closely monitor reading of the independent reading book, as reading is taught through phonics and guided reading.

In Key Stage 2, those children still working towards lime book band, continue to select their independent reading book from the lime collection. We have a selection of book banded books in the school library to remove the stigma of having to 'go to key stage 1' to choose a book. On achieving lime, children are encouraged to select their own reading material. This may be from the very well-stocked school library, or a book from home. Occasionally we will find a child reading a book beyond their reading ability. In this case, an adult would have a chat to the child about their choice of book. We have found, however, that this is rare. As our children enjoy reading, we have found that they are much more likely to select a book which is at the correct level.

We have some children across the school who read aloud to an adult daily. This is usually when a child is falling behind or has a special educational need. Sometimes we work individually with children because we are aware that they have limited support at home. We have produced guidance for 1:1 reading to be issued to teachers, TAs and also parent volunteers who work on a 1:1 basis with children. This is to ensure that the time spent is used appropriately.

In Reception children also take home a story picture book or an information book to share with their parents. This 'library' book will generally be beyond the child's reading capability and the expectation is that their parent or guardian will read the book to them. Children have the opportunity to change their independent book band books and 'library' books as frequently as they wish.

**Resources taken home**

	Books	Other
Nursery	Library book	Story sacks
Reception	Library book	Sounds book

	Pink book band book Phonic reader matched to phonics teaching (from Spring term) Guided reading book (from the end of Autumn term or when suitable)	High frequency flashcards
1 & 2	Phonic reader matched to phonics teaching (until RWI programme has been completed) Guided reading book Free choice banded book	
3 & 4	Guided reading book Independent reader (banded if appropriate)	
5 & 6	Guided reading book Independent reader (banded if appropriate)	

**Monitoring and assessment**

**Phonics**

The subject leader has a monitoring cycle for the monitoring of phonics. This is particularly important due to the fact that teaching assistants are also responsible for the delivery of phonics. The subject leader also leads exemplar phonics sessions for other staff as and when required.

Pupils are regularly assessed, using the Read, Write, Inc materials on their knowledge of the phonemes taught and their skill of blending those sounds. Pupils in Year 1 and those in Year 2 who did not meet the required threshold in the government's 'Phonics Screening Check' are also assessed half termly using past screening check papers to enable us to identify pupils who are not on track to meet the required threshold.

In the summer term in year 1, children complete the statutory Phonics Screening Check, which is used to inform our future teaching.

**Reading (Age Related Expectation)**

Book Band	Expected Year group
Pink	
Red	
Yellow	
Blue	End of Reception
Green	

Orange	
Turquoise	End of Year 1
Purple	
Gold	
White	End of Year 2
Lime	

A range of evidence is used in order to make a judgement in reading around whether a child is 'secure' for their year group and at 'age related expectation' including the following:

- Notes and records from guided reading
- Observations made during whole class shared reading
- 1:1 reading conferences (see Appendix 3)
- Notes from 1:1 reading
- Nelson Thorne's PM Benchmarking Kit
- Children's individual reading journals
- Suffolk reading tests for children in years 2, 3, 4, 5 and 6, working at Purple book band and above
- Statutory tests in Key Stage 1
- NFER standardised tests years 3, 4, 5 and 6
- Statutory tests in Year 6.

### **Reading Interventions**

When children are found to be falling behind, a range of strategies are in place to support them.

	Intervention	Frequency
Reception	Early reading programme small group or 1:1	Daily
Years 1 & 2	RWI Phonics 1:1 Fisher Family Trust Additional guided reading sessions	Daily Daily Daily X2 per week
Years 3 & 4	RWI Phonics 1:1 Toe By Toe	Daily
Years 5 & 6	RWI Fresh Start Toe By Toe	Daily

### Reading for pleasure

All teachers read a daily poem or nursery rhyme to their class which the children enjoy. It is discussed briefly with the children.

In EYFS, children are read a variety of illustrated story and non-fiction books as well as using story bags and engaging in story-telling.

In Key Stage 1 and Key Stage 2, all classes have a class reader, which is read aloud to them at intervals throughout the week. Sessions for this are timetabled.

When questioned, most children at Torre say that they enjoy reading and particularly like guided reading.

Please see separate monitoring records for pupil interviews regarding reading.

We mark events such as World Book Day to ensure that reading remains high profile within the school.

We complete projects with local authors. One of our former Year 6 children's writing was published by a local author, David Laurence Jones' in July 2012.

We have inspirational visitors into school, such as the storyteller Clive Pig (Summer 2015) and Cat Wetherill (Autumn 2015).

Many children take part in the local library's summer reading programme.

We plan to set up a group of 'Reading Ambassadors' in the summer term 2016. These children will be tasked with continuing to raise the profile of reading for pleasure across the school.

They will work on developing the following:

- Come and read a book - any book - library open at lunchtime.
- Find a suitable area around school outside for reading during break times and establish this
- Display posters up of authors and books
- Develop an area for children to recommend books to their peers

Every term, parents are invited into school to share books with their children. They will also talk about a favourite book they read as a child.

Parents are also invited into school at least annually to be up-dated on any changes to reading and phonics. They are provided with guidance on questioning their children when they are reading with them at home. See Appendix 1.

Older pupils act as peer mentors and sessions when they meet together often involve sharing a book, reading together and discussing it.

At the end of each half term, during Monday's check-in, classes do the 'reading round up'. This is where children and adults share a recent favourite book.

We have produced a programme entitled 'Reading Rainbows' which is used to promote reading for pleasure. It runs in four stages. In order to achieve a particular stage, children are required to read a certain number of books. Within each stage, children are encouraged to read a minimum number of fiction, non-fiction and poetry books. This is to encourage children to widen their reading choices. On completion of a stage, children are then interviewed by the headteacher or deputy headteacher and asked questions about the books they have read. When children have successfully completed a stage, they are awarded a pin badge which they are permitted to wear on their school uniform. See Appendix 2.

The school website has a reading area which includes recommended reads. Children's book reviews are passed onto Mrs Lewis by class teachers to up-load onto the school website. Children are encouraged to visit this area of the website.

## APPENDICES

### Appendix 1

#### Questions to support reading at home – A parent's guide.

Children working towards secure level one (Green book band) need to focus primarily on decoding the words on the page and on AF1 (Woof, Woof) and AF2 (Hmmm Questions).

Children working at and beyond secure level 1, will have the current focus written inside their blue reading record book. When working with your children on reading at home, please ask questions based on the weekly focus.

#### **The Book Bands:**

**Pink** – Working towards level 1

**Red** – Working towards level 1

**Yellow** – Working towards level 1

**Blue** – low level 1

**Green** – secure level 1

**Orange** – secure level 1

**Turquoise** – high level 1 (*expected level by the end of year 1*)

**Purple** – low level 2

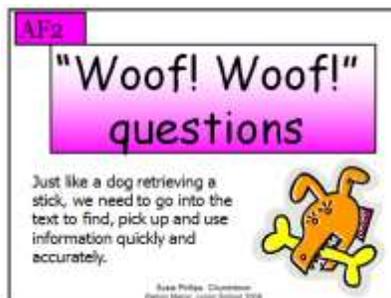
**Gold** – secure level 2 (*expected level by the end of year 2*)

**White** – high level 2

**Lime** – low level 3

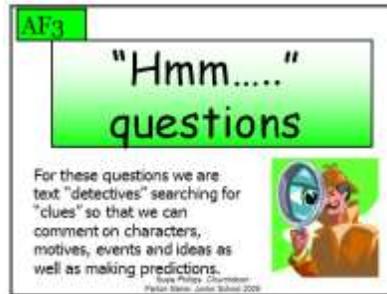
*Please note that some children will exceed the expected level and some children may not reach it.*

See below as a guide to the sort of questions you could ask your child.



- Where and when did the story take place?
- What did s/he/it look like?
- Who was s/he/it? Can you name the....?
- Where did s/he/it live?
- Who are the characters in the book?
- What happened after?
- How many....?
- Describe what happened at....?
- Who spoke to ....? Identify who....?

- Can you tell me why? Which is true or false.....?
- Find the meaning of....?
- What is. ... ?



- How did \_\_\_ feel?
- Why did \_\_\_ feel / think \_\_\_?
- Why is \_\_\_ important?
- Comment on a quotation
- Describe \_\_\_ reaction / feeling
- In what ways does \_\_\_
- Explain...
- Match feelings / thoughts to parts of the story
- If \_\_\_\_, which / why?
- Agree or disagree with an opinion. Justify.
- How do we know \_\_\_?
- What does this tell us about how \_\_\_ is feeling / thinking?
- Have you ever had a similar experience? How did you feel?
- Put yourself in their shoes.
- Hotseat / interview characters
- Who do you know who is like \_\_\_?
- What do you think is happening here? (interpret)
- What happened in this part of the story? What might this mean? (interpret)
- Through whose eyes is the story told? (deduce)
- Do you know what might happen next? (deduce)
- What do we know about....? (deduce/infer) e.g. Sarah was up the tree in her best frock. What do we know about Sarah? (deduce)
- What could this tell us about the character? (infer)
- Describe in your own words .....(interpret)
- What do you think will happen because of ...(infer/deduce depending on text evidence)
- If this was you – how would your friends react? (interpret and deduce)
- How do we know that .....?(deduce/infer- depending on text)
- If you were in \_\_\_\_\_’s shoes what would you do now? (interpret)
- Look at the text and find.... What do you think...?(infer)
- What was \_\_\_\_\_ thinking as he...? How do you know? (could be any depending on the text)
- From the information, can you devise a set of instructions for...
- Where are the examples to support your point of view?
- Could this have happened in ....? Why, what are your reasons?
- Which events could not have happened?
- If \_\_\_\_\_ happened, what might the ending have been?

- How was this similar to....?
- What do you see as possible other outcomes?
- Can you explain what must have happened when....?
- What were the motives behind...?
- What was the problem with...?
- What assumptions have you made and why?
- What evidence do you have? Justify your answer. Clarify your reasoning



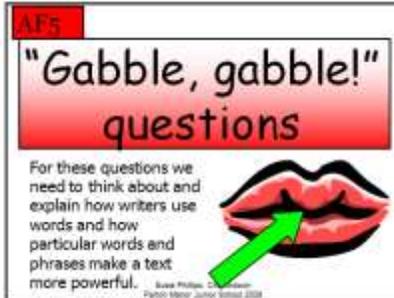
### Questions for Non-fiction

- Where could you find out about... in this book? Where in the book would you find....?
- Is there another way? What the quickest way?
- How many levels of headings and subheadings does this book have? Are they statements or do they ask questions?
- Which engage the reader more effectively?
- How do headings help you when you scan the text?
- What do the headings describe?
- What's the difference between the index and the contents?
- If you want to find out about... how could you do it?
- What's the best place to look for information about...?
- If you can't find information in the contents, where else might you look?
- If there isn't an entry in the index, what might you do to find out about...?
- How could I use the search engine to find out about...?
- Why are the sites found organised in this order? Why are 'hot links' useful?
- Why are these words useful to the reader?
- Highlight the words that tell you which order to follow – e.g. first, then, after, finally
- Why have these words been put in bold? (not-to stand out)
- Who would this information be most useful for?
- How is...similar to and different from....?
- Which words indicate that some people think differently about this issue? E.g. however, although, on the other hand.
- Can you distinguish between formal and informal style?
- Give 2 ways in which this text is written like a diary/report/discussion etc?
- What are the features of this text type? How are they appropriate for the purpose of the text?

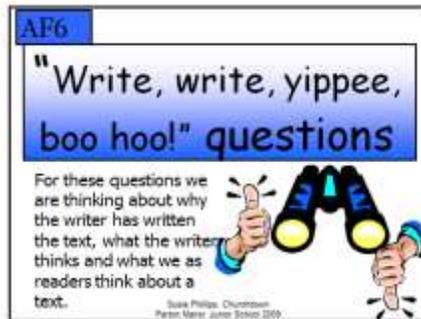
### General Questions

- What are the main ideas in this paragraph and how are they related?
- Which idea in this paragraph is linked to the next paragraph?
- Look at the way this poem is organised. Are there any words that signpost change? What effect does this change have?

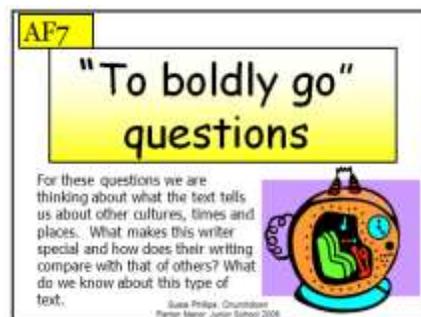
- How does the layout and presentation of this advert help to persuade you to take notice of its campaign?
- Where in this chapter does the writer give another point of view? How does she signal that she's going to do this?
- How does it fit in to the presentation of the argument?
- What was the turning point in the game?



- Which feature does the author use in a (specified) piece of text? Why?
- What does (word/phrase) mean? Why has the author used this phrase/feature? E.g. italics, bold, repetition, simile, exclamation marks, headings, bullet points, captions etc. Comment on the effect.
- What has the author used in the text to make this character funny/sad/angry/tense? How effective is this?
- How has the author used the text to make the situation or event angry/tense? Comment on the effect.
- Think of another more/less emotive word you can substitute here. What different effect would your word have?
- As a reader, how do you feel about...? How has the author created this feeling?
- Which words and phrases tell you that the author is describing...?
- How could the meaning be changed by altering the punctuation? E.g. commas, full stops, ellipsis, exclamation marks etc. Comment on the effect.
- Comment on the technical language..... and.....? Explain why the author used it.
- What words/phrases indicate the author's attitude?
- How does the author show that... is important?
- Why has the author used repetition? What effect does it have?
- Why have exclamation marks/italics/capitals been used? How does this affect the way you read it? What effect does this create?
- What is the author's style? What features help you identify this? Why is this style effective in this text?
- What words give you that impression?
- How has the author been humorous?
- What words, phrases or features make you think that?
- How would you explain this... in similar terms/to a younger child?
- How does the metaphor/simile/adjectives/adverbs... help you to understand this text? What makes it effective?
- What is the relationship between the writer and the person who will receive the letter? How do you know?
- Which features give you a clue that this is a formal letter?
- How would this biology be different if the subject had written it? How would the tone/emphasis/mood change?
- Why has the author set out the text like this? Comment on the effectiveness of this style. Could it have been written any other way?
- How could this be made to sound more friendly and informal? How could this be made to sound more formal and serious? Comment on the effect this has on the reader.



- Why did the author choose this setting?
- What do you think the writer's purpose is? How do you know?
- What did the writer intend by (phrase /sentence /incident... etc)?
- What is the purpose of this particular paragraph/character/change?
- Why has the author used humour at this point?
- Look at the caption and diagram. What does it explain to you? Why does the writer choose to include them?
- What impression do you think the writer wants to give of this character? Why? What effect does this have on other characters?
- In this paragraph, what effect does the author want to have on the reader?
- What is the author's purpose in this piece of text in relation to the plot?
- From the opening section of the text, what is the writer's opinion of school/the war/animals etc? How does this affect the story/plot/characters/setting etc?
- Which other author handles time in this was e.g. flashbacks; dreams? Which stories have openings like this?
- Which article/letter would most persuade you to change your mind? Why?
- By using these words/phrases (.....) what effect has the author had on the reader?
- How are the two texts different in purpose? What effect does this have on the reader?
- From these texts, how have the authors presented the information in different ways? Which is the most effective? Why?
- Whose viewpoint is being presented here?
- What does the writer want to persuade you to do/think/believe?
- Who is the advert trying to persuade?
- Can you tell what the author thinks?



- Can you think of another story which has a similar theme; eg. good over evil; weak over strong; wise over foolish?
- Where there is a different cultural setting - where is the story set? What are the features of this setting e.g. language, environment, attitudes?

- What difference does the culture make to how the characters act/react in the story? What does this tell us about the way of life within this different culture?
- Which other stories deal with similar issues e.g. social; moral; cultural?
- In other poems by (same author), what common features, such as themes or language, do you notice?
- What do you know about this period in history that helps you to understand the writer's second paragraph/ the author's meaning/ the character's feelings etc?
- How is the heroine/hero in this story similar to others you have read about?
- In the fairy stories that you know, who are the heroes/ villains? What have they got in common and how are they different?
- What cultural/ historical/ traditional features add to the success of this story/ piece of writing/ poem/ description etc? What evidence do you have to justify your view?
- How is this setting similar to settings in other traditional tales you have read?
- How would this text work in a different cultural/ historical setting?
- Which text is more effective? In what ways?
- How is this text similar to...? How is it different from...?
- How do you think the author and illustrator worked together?
- What role would the publisher have had?
- What influences might have caused the author to make changes?
- What are the links, if any, to texts by the same author?
- What would he have needed to know/ what research would be needed before writing the text?

## Appendix 2

### *Reading Rainbow – Torre School’s Reading Challenge*

#### Parent Information

Can you climb the reading rainbow?

Stage	Total quantity of books	Total quantity of books should comprise of the following:				Number of book reviews
		Minimum fiction	Minimum non-fiction	Number of poetry books	Number of additional texts (e.g. kids newspaper)	
1	25	5	5	1	n/a	2
2	50	10	10	2	n/a	5
3	100	20	20	4	2	15
4	200	30	30	5	5	25

The stages are cumulative so, on achieving Stage 1 of the ‘Reading Rainbow’, children then read a further 25 books to achieve stage 2, complete an additional 3 book reviews and so on. They DO NOT start from scratch each time they begin a new stage.

In order to achieve a ‘Reading Rainbow’ stage, children have to answer questions about 3 books at random from their list. This will ensure that the books have been read. Mrs Julyan (‘Reading Rainbow’ assessor) will decide whether the child has met the requirements for a particular stage.

If a child has read very long texts, which are challenging, they may be accelerated to a higher stage more quickly at the discretion of the assessor. Equally, if a child has deliberately selected short texts which are not challenging, they may not be awarded the stage applied for.