

Perryfields



Primary

Phonics and Reading Handbook



Our Rational and Ethos

Reading is central to children's intellectual, emotional and social development. It has an essential role across the wider curriculum and helps pupils' learning to be coherent and progressive. It is planned in a sequential way that builds on previous knowledge and understanding. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

At Perryfields, we are determined that every child will learn to be a fluent, competent reader and develop a real love of reading.

The study of Phonics and Reading at Perryfields Primary School follows the guidelines of the National Curriculum. This is further scaffolded by our reading progression scheme, which carefully structures our lessons within school with ambitious, age-appropriate expectations.

<https://www.perryfields-pri.sandwell.sch.uk/reading-progression/>

These skills and knowledge are delivered through our carefully chosen reading spine texts. This had been built to take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. We promote cultural capital via reading by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. These texts include the best of classic and modern fiction.

<https://www.perryfields-pri.sandwell.sch.uk/reading-texts/>

Aims and Objectives

The teaching of Phonics and Reading at Perryfields Primary School aims to enable children to:

- speak clearly, accurately and confidently in order to express their opinions, articulate feelings and formulate responses.
- be effective, competent communicators and active listeners; making formal presentations, demonstrating to others and participating in democratic debate.
- acquire a wide and ambitious vocabulary.
- foster an interest in words, their etymology and meanings
- develop confidence and become independent readers.
- enjoy, engage and read for pleasure a range of text types and genres.
- appreciate our rich and varied literary heritage and so develop their cultural capital.
- use grammar, punctuation and spelling accurately.

Phonics and Reading Expectations

Phonics and Reading **must** be taught daily with all taught sessions using the progression documents. These must be referenced in teacher planning to assess coverage throughout the year. All taught sessions should be oracy-based wherever possible.

Ambitious text selections are carefully chosen from our reading spine or to facilitate new learning within our wider thematic curriculum. Assessment data is used to good effect to make sure all texts chosen are carefully matched to the children's starting points.

Class Reader

It is an expectation that an adult reads to children for at least **ten minutes daily**. Intonation and expression are modelled appropriately throughout. 'Sticking Points' will be addressed as part of this session, such as the discussion of new vocabulary or possibly confusing plot elements.

Phonics and Reading in Early Years

The teaching of early reading in EYFS is delivered in a number of ways. Children take part in daily phonics sessions, which are planned using the Department for Education approved scheme ‘Little Wandle.’



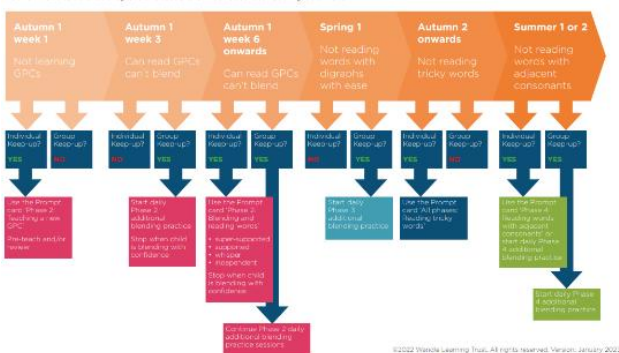
<https://www.littlewandlelettersandsounds.org.uk/>

Pupils are taught a new phoneme every day and are taught how to blend sounds together to read simple words. During phonic sessions, they are also exposed to ‘tricky words’. These words cannot be decoded through their phonic knowledge and need to be learnt by sight.

Formative assessment is conducted regularly to assess children’s progress to ensure that they are being adequately challenged and supported. Development Matters is used to track progress of children in the EYFS and to ensure they are ready to .They then progress on to the National Curriculum Framework: English programmes of study in Year One.

Reception: Identifying children for group or individual Keep-up support

Use the Little Wandle Letters and Sounds Revised assessments (every six weeks), as well as assessment within the daily lesson to identify children in Reception who need either individual or group Keep-up sessions. Do not let children fall behind – take action as soon as possible. Reassess after three weeks to check that these children have filled their gaps. Upload the new data for these children to the Assessments tracker website so that they are allocated the most accurate reading book level.



Groups and individuals falling behind the pace of the programme are quickly identified using Little Wandle ‘Reception: Identifying children for Keep Up’ support materials, and appropriate additional intervention is provided. These groups and individuals are monitored through Provision Map, an internet-based secure portal where additional support for individuals and groups are tracked, evaluated and monitored by the Inclusion Manager and the Senior Leadership Team.

Whole class reading takes place every day, whether that be in the form of a class book or another format such as a list, instructions, poetry, etc. **Talk for Writing** is used on a two-weekly cycle in order to fully immerse pupils in a text, allowing them to explore the structure of a story and the vocabulary that is used. The text is repeatedly recited with actions by the pupils enabling them to embed and subsequently retrieve new vocabulary. The text also provides a scaffold to support writing at a later stage.

Individual reading takes place **twice a week**. Pupils are provided with phonetically decodable texts that allow them to apply their knowledge of the phonemes they have learnt that week. Word cards are also provided to support the children in building up their fluency by reading words by sight.

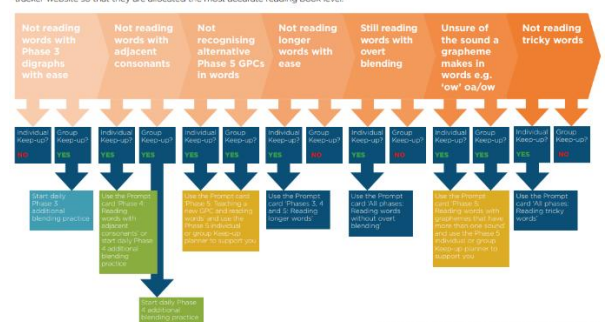
In the summer term, **Cracking Comprehension** sessions begin. Not only do these lessons prepare pupils for Year 1, but they also develop their vocabulary and comprehension of a text.

Phonics and Reading in KS1

At Key Stage One, Phonics continues with daily class sessions until Year Two. Children who are falling behind the pace of the scheme are supported with targeted small group and individual phonics interventions. Groups and individuals falling behind the pace of the programme are quickly identified using Little Wandle ‘Year One: Identifying children for Keep Up’ support materials, and appropriate additional intervention is provided. These groups and

Year 1: Identifying children for group or individual Keep-up support

Use the Little Wandle Letters and Sounds Revised assessments (every six weeks), as well as assessment within the daily lesson, to identify children in Year 1 who need either individual or group Keep-up sessions. Do not let children fall behind – take action as soon as possible. Reassess after three weeks to check that these children have filled their gaps. Upload the new data for these children to the Assessments tracker website so that they are allocated the most accurate reading book level.



individuals are monitored through Provision Map, an internet-based secure portal where additional support for individuals and groups are tracked, evaluated and monitored by the Inclusion Manager and the Senior Leadership Team.

In Year One, group reading sessions take place **three times per week**. In addition, children have two teacher led whole class reading sessions per week. In Year Two, group reading sessions are taught three times per week. Children also complete a written **Cracking Comprehension** exercise once per fortnight, and have a teacher led whole class reading session once each week.

As the children move towards the end of Year Two in the Summer Term, there is more of an emphasis on whole class reading with a focus text, in preparation for the next stage of their learning in Year Three.

Phonics and Reading in KS2

At Key Stage Two, Phonics will only be taught in catch-up sessions for those children who have specific needs or are new to English. This will be delivered through the Little Wandle Rapid Catch-Up Programme by specially trained staff.

In Key Stage Two, class reading sessions will take place at **least three times weekly** delivering age-appropriate objectives from the reading progression framework. As part of these sessions, children will also complete a written **Cracking Comprehension** exercise once per fortnight.

Developing a Lifelong Love of Reading:

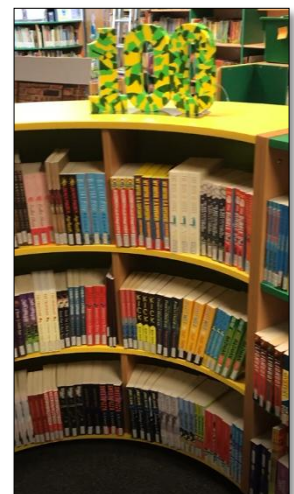
Our reading areas are attractive, stimulating and well organised so that every child understands how to use it and develop their own independent reading skills and a love of books. Reading is front and central to our curriculum and we instill a love of reading in a variety of ways.



- Whole class reading every day or story time with the class teacher
- Individual choice reading including a variety of book choices across school
- Reading Buddy reading opportunities
- Whole school celebrations – e.g. World Book Day
- Scholastics Book Fair (twice a year)

Library

Children are also encouraged to use, with increasing independence, their class and whole school library. All home readers in the library are colour banded according to the Reading Banding Scheme. Every pupil in school is allocated a colour band according to their reading ability. Children read a range of books from that colour band and move progressively through the different bands. There are two banded challenge sections in the library: **'50 books to read before you leave Year Four'** and **'100 books to read before you leave Year Six'** which challenge children to read a range of materials designed to broaden their cultural capital.



Individual Reading

All children will be issued with a School Planner or Reading Diary and their reading fluency assessed. This information is used to place the child on our reading scheme. All children up to Year Four are expected to maintain a Reading Diary as well as those who we identify as the **'lowest 20%'** from Years Five and Six. We actively encourage parents and carers to read with children ten minutes daily.

Book Band Chart			
Perryfields Primary Book Bands for Home and Guided Reading Books			
Book band colours		Year Group Expectation	Phonics Phase (approx.)
Lilac		Pre-School / Autumn Reception	Phase 1
Pink		Autumn Reception	Phase 1-2
Red		Spring Reception	Phase 3
Yellow		Summer Reception	Phase 3-4
Blue		Autumn Year 1	Phase 4
Green		Autumn / Spring Year 1	Phase 4-5
Orange		Spring Year 1	Phase 5
Turquoise		Summer Year 1	Phase 5
Purple		Summer Year 1 / Autumn Year 2	Phase 5-6
Gold		Autumn Year 2	Phase 5-6
White		Spring / Summer Year 2	Phase 6
Lime		Autumn Year 3	
Brown		Summer Year 3	
Grey		End of Year 4	
Dark Blue		End of Year 5	
Burgundy		Year 6	
Black		End of Year 6	

50 Books to Read Before You Leave Year 4			
50 Books	50	Post Year 4 / Cultural Capital.	
100 Books to Read Before You Leave Year 6			
100 Books	100	Post Year 6 / Cultural Capital.	

Progression of Skills

Set out below are the reading progression of skills from EYFS to Y6. Please see **Appendix One** for clarity. To ensure continuity and progression for all pupils, the curriculum is carefully organised from EYFS to Y6 building on the foundations of the national curriculum.

<https://www.perryfields-pri.sandwell.sch.uk/reading-progression/>

The progression of skills is divided into the following categories of objectives, which are used in lessons.

- Applying phonic knowledge to read unknown words.

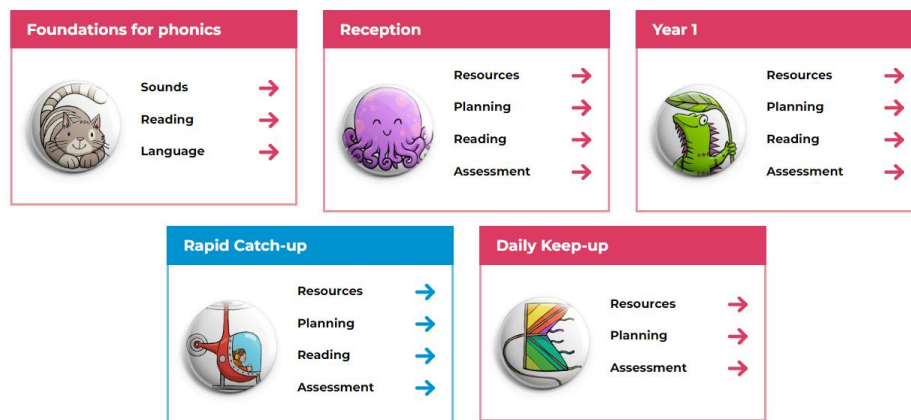
- Comprehension.

- Discuss and evaluate how authors use language.

- Maintaining positive attitudes.

Phonics Planning

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/>



Little Wandle Letters and Sounds Revised is a phonics programme validated by the Department for Education. All phonics planning must show fidelity to the scheme. Planning and assessment documents are available through the website. Whilst the programme is prescriptive, practitioners are encouraged to use their assessments and professional judgements to **ensure all teaching matches the starting points** of the learners in their care. These adjustments need to be approved by the Phonics Co-ordinator.

Reading Planning – Carousel Reading

In Key Stage One and for intervention groups, we use a guided group model to share a text with several children at a time. This allows for the adult to check for the fluency and prosody required. One objective per session will be selected from the reading progression documents.

<https://www.perryfields-pri.sandwell.sch.uk/reading-progression/>

Children working at objectives from previous years will be added to **Provision Map** as an intervention. Whilst adults may correct misreading, Reading sessions will on the whole focus on the objective taught and children will be assessed each sessions against the objective.

The text selected will normally be from the Little Wandle Scheme. However, it may be from the class reader (see below) or from wider reading to support the learning of our thematic curriculum, such as a scientific explanation, etc.

<https://www.perryfields-pri.sandwell.sch.uk/reading-texts/>

Reading Planning – Whole Class Reading

As children progress in their reading, their fluency will develop to a point where they can decode and comprehend to a high standard. Reading sessions are then delivered through a 'Whole Class' model. The aim of this method is to expand pupils' vocabulary and deepen their understanding of the texts they are reading. We do this through explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements, which require further understanding, keeping in mind that children must learn to retrieve information, interpret meaning and comment on the author's choice of vocabulary or style. Questions check pupils' understanding of previous extracts as well as the current text in order to refresh their memory of what has been read previously and make wider curriculum links.

The text selected may be from the class reader (see below) or from wider reading to support the learning of our thematic curriculum, such as a scientific explanation.

<https://www.perryfields-pri.sandwell.sch.uk/reading-texts/>

KS2 Children working at objectives from previous years, or having reading sessions delivered through the carousel model, will be added to **Provision Map** as an intervention.

Reading Lesson Structure

Whether following the carousel or whole class model, the structure of reading sessions remain broadly the same.

The lesson will be approximately 25 minutes and contain the following elements:

- **Pre-read: Revisit and Review.** Explicit links are made to prior learning and wider learning. Mention of BLP links are made. The objective and appropriate success criteria are shared with the pupils and the desired skill is modelled and taught.
- **Practise and Apply.** The children practise and apply the new skill.
- **Review:** The adult will assess each pupil against the objective and use assessment for learning where appropriate to move the children's understanding on.

Assessment

The summative assessments below enable teachers and SLT to track progress over time and target individual pupils and groups of pupils for targeted interventions. Reading is assessed in a variety of ways.

Fluency – pupils' fluency is assessed termly (1:1). Their score is recorded and tracked on SIMS using a traffic light system. The system enables teachers and SLT to track the progress of individual pupils, groups, classes and cohorts over time. It quickly identifies pupils whose reading fluency is below their age expected standard. These pupils are subsequently targeted for reading intervention.

Salford Reading Tests – the Salford Reading Test assesses a child's reading age with a focus on their vocabulary acquisition. This is conducted termly on a 1:1 basis until children achieve a maximum score. It is our main tool for identifying the **lowest 20%** of achievers within a cohort. Pupils reading below their chronological age are often pupils with SEND. They may have specific learning difficulties which are assessed and addressed by the Inclusion Manager and may involve outside agencies.

Cracking Comprehension – pupils' reading comprehension is assessed at least once per half term using the 'Cracking Comprehension' scheme. This increases in frequency to twice-weekly when the children reach Key Stage Two. These tests provide a set of varied and ambitious comprehension tasks for each year group using age-appropriate vocabulary. They allow children to develop their application and retrieval practice of reading skills in context. The teaching staff then use this as a formative assessment tool, adjusting practice and learning sequences to best meet the needs of their learners.

NFER or Past SATs Papers (Years 2 and 6) – these summative assessments national test style questions and provide teachers with a standardised score. This is used to track attainment and progress over time. Teachers use the standardised score and other evidence to determine each child's reading level. In Years 2 and 6, past SAT papers are used to assess pupils' progress in reading. Pupils' progress is tracked and pupils who are not maintaining their age-related standard are targeted for reading interventions or after school reading boosters.

In addition to the above summative assessments, formative assessments such as daily individual, group and class reading, targeted interventions, boosters and reading standards

are used to inform future planning, teaching and final assessment. These are detailed and evaluated on **Provision Map**.

As a school, we also attend external reading moderation sessions with local LA schools, which ensures consistency and accuracy in our assessments.

Resources and Links

Useful links to online resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf
[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf) The Development Matters EYFS Framework.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study> [National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study) The KS1 and KS2 National curriculum in England: English programmes of study.

<https://www.littlewandlelettersandsounds.org.uk/> The Little Wandle Phonics website.

<https://analysis.littlewandlelettersandsounds.org.uk/> The Little Wandle Phonics Analysis website.

<https://www.provisionmap.co.uk/> School provision mapping software.

<https://www.risingstars-uk.com/login> [Access Online Learning Resources - Login Or Register \(risingstars-uk.com\)](https://www.risingstars-uk.com/login) The Cracking Comprehension online resources.

<https://juniorclassic.microlibrarian.net/?customerid=U005575&loggedin=UGowOHZPemdCUzIHb3FPNFdpbHVBYXdleVdZSkIkTU5xa3hEVGRYMIJZUT0=> [Reading Cloud: Junior Classic \(microlibrarian.net\)](https://juniorclassic.microlibrarian.net/?customerid=U005575&loggedin=UGowOHZPemdCUzIHb3FPNFdpbHVBYXdleVdZSkIkTU5xa3hEVGRYMIJZUT0=) The Library Database.