

The Teaching of Reading Red Hill C of E Primary

Early Reading

At Red Hill C of E Primary, we strive to develop the full potential of all our pupils so that they become confident, literate readers. If children are able to develop as a competent, fluent reader, it is essential that they have a secure understanding of phonics. The DFE recommends that we 'give all children a solid base upon which to build as they progress through school and to help children to develop the habit of reading widely and often, for both pleasure and information' DFE 2023.

At Red Hill C of E Primary, we have full fidelity to the systematic synthetic phonics and reading programme 'Bug Club'.

Reading in EYFS and Year 1

Our books progress alongside our teaching of phonics and allow children to use and apply their decoding, blending and recognition of tricky words. The assessment of moving to a new book level is judged by the teacher on the fluency of the child as well as their ability to understand the book.

All children will get the opportunity to read at least 3 times a week within a small group with an adult. They will be grouped to ensure that the Bug Club book they are reading is pitched and matched to their phonic ability.

Each child then gets the opportunity to take a Bug Club book home which is matched to their phonic ability. They will keep the book for a week to ensure they can read it fluently and with ease.

Each child will also be able to take a picture book home each week which they can enjoy with an adult for pleasure.

Phonics Bug set	Sounds	Phase	Book Band/ Colour	Expectation for Book Bands	Words
			Lilac		0
1-2	sapinmd	Phase 2	Pink A	Reception term 1	Under 25
3	gock			Reception term 2	
4	ckeur		Pink B		
5	h b f ff l ll ss				
6	j v w x	Phase 3	Red A	Reception term 3	25-45 45-80
7	y z zz qu		Red B	Reception term 3	
8	ch sh th ng				
9	ai ee igh oa oo				
10	ar or ur ow oi		Red C		
11	ear air ure er				
12	Consolidation	Phase 4	Yellow A	Year 1 Term 1	80-120
			Yellow B		
			Yellow C		
13	th wh ph	Phase 5	Blue A	Year 1 Term 2	100-200
14	ay a-e igh ey ei (long a)				
15	ea e-e ie ey y (long e)				
16	ie i-e y i (long i)		Blue B		
17	ow o-e o oe (long o)				
18	ew ue u-e (long u) u oul (short oo)				
19	aw au al				
20	ir er ear		Blue C		
21	ou oy				
22	eer ere are ear		Green A	Year 1 Term 3	

Excellence, Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Assessment

Children are assessed on a half termly basis using our phonics tracker to ensure all children make accelerated progress within their phonics. Any child who has a gap in their phonic knowledge is targeted on a regular basis to complete quick one to one phonic flashcard sessions until they have made progress.

Reading books are tracked on a weekly basis and progress is evident in their movement through the book bands.

Any children who do not make progress or are in the bottom 20% will get an additional opportunity to read with an adult in school on a daily basis to support them making progress.

Phonics Assessment

Phase	Unit	Phonics focus						Irregular/HFW
2	1	s	a	t	p			
	2	i	n	m	d			
	3	g	o	c	k		to	
	4	ck	e	u	r		the, no, go	
	5	h	b	f	ff	l	ll	ss
3	6	j	v	w	x			me, be
	7	y	z	zz	qu			he, my, by, she
	8	ch	sh	th	ng			they
	9	ai	ee	igh	oa	oo		we, are
	10	ar	or	ur	ow	oi		you
	11	ear	air	ure	er			all, was, give, live

Reading in Year 2-6

Book bands progress into Year 2 where children eventually become 'free readers'. The children are then able to select a quality text from our class reading corner and/or library with the support of an adult to ensure it is appropriate for their reading ability.

From Year 2 onwards, children take part in whole class reading each day. Here, they are exposed to a wide range of texts from a variety of authors, genres and cultures. Children are also explicitly taught how to read with fluency.

Each class selects a high-quality novel to explore each half term from our reading progression document and answers a range of comprehension questions on the text.

Year 3		Count On Me by Bruno Mars Rise up by Andrea Day Fight Song by Rachel Platten When I Grow Up from Matilda the Musical This is me from The Greatest Showman
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We use VIPERS as an approach to ensure that children are exposed to a wide range of comprehension types.

Vocabulary
Interpret
Predict
Explain
Retrieve
Summarise



Reading from year 2-6 follows the following pattern:

Session 1: Children are exposed to extracts from a wide variety of non-fiction and poetry each week. They study the text and answer a wide range of VIPER questions.

Session 2: Read the class novel with a focus on fluency

Session 3: Read the class novel with a focus on one of the specific VIPERS which requires focus.

Session 4: Read the class novel with a focus on a variety of VIPERS

Session 5: Children will complete a 'Reading into writing' activity based on the whole class text or their English quality text.

These reading into writing opportunities support children in developing their understanding of characterisation, themes and a deeper understanding of each text.

All guided reading activities (with the exception of the fluency activity) are evidenced in their guided reading books.

Early reading in KS2

Children who have not yet passed their phonics screening or are still on stage books receive additional support to ensure they make accelerated progress. All bottom 20% readers are listened to on a daily basis by an adult in school and their phonic ability is assessed on a half termly basis to ensure that the gaps in their knowledge are addressed through quick phonic flashcards and/or interventions.

A supply of Bug Club banded books are available within KS2 for KS2 children to read from.

Parental Involvement

Parents are expected to spend time reading with their children by either reading or sharing books with them or listening to them read for at least 10 minutes a day. A home/school reading record is provided as a communication tool between parents. They can make comments on the child's reading, which helps to build up a picture of the child as a reader. Children are expected to bring their reading book and diary to school with them every day.



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Information sessions and workshops are provided for parents throughout the year. We engage with parents through these meetings to demonstrate how we teach reading, including how to read with a child to foster enjoyment. In EYFS and KS1, we explain the pedagogy behind phonics and ways in which they can help their child's reading.

Meetings include: SATs information for both KS1 and KS2; Phonics Screening information for Y1; Phonics workshops for EYFS and KS1 and new starters prior to September; Stay and Share English sessions, where parents can come in and see their child's learning in action. We also hold whole school events such as World Book Day and 'Book and a biscuit' to encourage parents to have discussions with their children about books and vocabulary.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr Seuss