



Blossom Federation

Daubeney, Sebright and Lauriston



Reading Policy

2023



Vision

Our vision at Blossom Federation is to nurture a life-long love of reading. We aim to develop confident readers who can actively choose, critique and comprehend texts. We strive for pupils to build an understanding of the wider world through varied high quality texts in which they see themselves represented. Through their school career they are able to develop an identity as reader.

Purpose

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Aims

Reading is an integral skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective learners. Essentially, we want children to love reading.

The development of reading cannot be seen in isolation from writing or oracy- we read as writers and write as readers!

Aims

- Ensure that the reading curriculum equips teachers with the knowledge and understanding to ensure all pupils are confident readers.
- Outline our approach to ensure that all children receive a progression of key skills and knowledge in reading.
- Help children recognise the value of reading as a life skill.
- Encourage children to be reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, poetry and drama.
- Develop children's confidence when reading for different purposes and audiences.
- Use drama, cross curricular activities and role-play where appropriate to immerse children in a text.



Continuity and Progression

Phonics

At Blossom Federation we have devised our own systematic synthetic phonics programme based upon the principles of Letters and Sounds. We use a range of resources and strategies to tailor the phonics provision to meet the needs of our pupils. It aims to build children's speaking and listening skills in their own right as well as to prepare children sufficiently for learning to read fluently by developing their phonic knowledge and skills. With only very minor exceptions, the phonics content of the original Letters and Sounds has been retained, particularly the progression, the important phases and the teaching sequence.

Each phonics lesson follows the following sequence:

Phase 1

Oral blending and segmenting the sounds in words are an integral part of the later stages of Phase One. Whilst recognising alliteration (words that begin with the same sound) is important as children develop their ability to tune into speech sounds, the main objective should be segmenting words into their component sounds, and especially blending the component sounds all through a word. Exploring the sounds in words should occur as opportunities arise throughout the course of the day's activities, as well as in planned adult-led sessions with groups and individual children. Children's curiosity in letter shapes and written words should be fostered throughout Phase One to help them make a smooth transition to Phase Two, when grapheme–phoneme correspondences are introduced. There is no requirement that children should have mastered all the skills in Phase One (e.g. the ability to supply a rhyming word) before beginning Phase Two.

Phase 2

Children entering Phase Two 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.

- 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

Phase 3

Children entering Phase Three will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally. The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng



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

Phase 4

Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words. The purpose of this phase is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 5

During this phase children learn more complex sounds and also learn alternative ways to pronounce the sounds they already know.

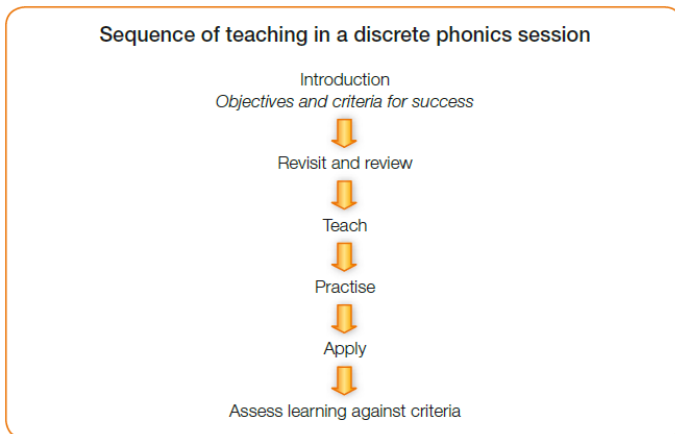
ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul)

Split digraphs a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

Phase 6

Throughout this phase, children develop comprehension skills needed to become successful readers. Children learn a range of strategies that help them to develop their skills of inference. This includes use of dictionaries to clarify meanings and extend vocabulary, generating questions to investigate texts and summarising texts read. Through all stages of phonics, children are given opportunities to listen to texts, read a range of books in order to develop their love of reading.

Each phonics lesson follows the following sequence;



Suggested Phonics Phases

Year group	Age	Phonics Phase
Nursery	3-4	Phase 1
Reception	4-5	Phase 2 – 3
Year 1	5-6	Phase 4- 5
Year 2	6-7	Consolidation of 1-6



Reading

Daily Supported Reading (DSR)

Pupils experience shared, guided and independent reading through a Daily Supported Reading (DSR) model. Pupils are assessed using PM Benchmarking and given a reading level which informs their reading group. Pupils are taught in small groups (4-6 pupils) with a lead adult.

Daily Supported Reading is a programme that ensures children in KS1 develop reading fluency by reading authentic natural language stories every day. Daily Supported Reading is implemented in addition to a school's synthetic phonics programme.

Children read in small groups led by a trained adult. Adults use a lesson guide to structure the session, and to support independent engagement with, and independent enjoyment of, a range of story books. Adults receive ongoing weekly professional development training across the year. They also receive regular coaching support while working with their reading groups each day. The stories that children read in DSR are matched to their independent reading levels and children are promoted to higher level texts weekly.

Through texts, children learn to respond to, and engage with new ideas and information. (Cultural capital).

- They are taught how to access information with increasing autonomy and to read aloud with increasing fluency.
- They learn to problem solve independently, while keeping a story or message in mind. (Global comprehension)
- They begin to trust, value, and deepen their own opinions and responses while reading with increasing fluency and understanding.

Daily Supported Reading: SEF Statement
February 2020

Run alongside daily phonics lessons, DSR helps develop early reading behaviours through this shared reading model. This can include; holding the book the right way up, following the text from left to right, 1:1 correspondence, knowing that print carries meaning, identifying characters and settings, recognising signs and symbols and using images to support comprehension.

Early Years Foundation Stage

In EYFS there is a real focus on the development of communication and language. These building blocks are learnt through role play, stories and rhymes, interacting with adults, peers and the learning environment. Pupils develop curiosity and enthusiasm for reading through whole class and group story time. They have many stories told and read to them and they have opportunities to retell narratives themselves.

In Nursery there are planned daily phase one phonics activities in groups aimed at developing the pupil's early phonological awareness. The pupils move on to learn phase 2 sounds in the Summer Term. Pupils choose a book of their choice from the book corner to take home and share with their parents/carers.

In Reception pupils continue to have daily phonics input. Initially phonics is taught as a whole class. On-going assessment throughout the year then leads to pupils being streamed into three groups based on the phase they are working on. Early reading skills begin to be developed through the model of daily supported reading in small groups led by trained adults. Lessons begin in the Autumn term twice a week



which then increase to four times a week by Summer term at Lauriston. At Sebright lessons begin in the spring term and are timetabled four times a week. In DSR they develop their speaking skills and vocabulary which leads to improved language comprehension and oracy. They begin to be able to read and talk about a range of fiction, poetry and non-fiction. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts through 'book talk'. Pupils have the opportunity to take home a range of books to consolidate their learning at home. Further guidance on this can be found below in the *Home Readers* section.

Key Stage One

Year 1 and 2 continue the model of Daily Supported Reading which pupils are introduced to in the summer term of Reception. This approach is based on children reading with an adult in a small group each day. The adult introduces the text and then reads it to the children. Next they read the text altogether. Finally, the children try reading the text themselves. This highly scaffolded and supported approach allows children to hear and see the words multiple times when reading a book. It encourages pupils to become independent readers with a 'grab bag' of strategies and prompts for when they get stuck. We develop skill word readers through the combination of using their phonetical knowledge to decode unfamiliar words with the speedy recognition of familiar high frequency printed words. This model develops our pupils to be proactive in solving problems whilst keeping a story in mind.

KS1 pupils also continue to have daily phonics sessions. Based on teacher-led assessments pupils are placed into differentiated phonics groups focusing on one phase. Phonics interventions are put into place with pupils are identified as not making progress throughout the year. Every phonics session begins with an introduction of learning objective, revisit and review of previously taught sounds, teaching of a new sound/skill, pupils practise blending and/or segmenting of new sound/skill taught followed by application of taught skill in sentence or caption level. In Year 2, pupils move on to explicit grammar sessions once they have passed the phonics screener.

Key Stage Two

Lauriston and Sebright

In Key Stage 2 the teaching of reading moves to a whole class text approach. High quality texts are chosen which can challenge and stretch all readers within the class. They link directly to the pupil's history and geography topics to form a cross-curricular approach to learning. The aim of this method is to expand pupils' vocabulary and deepen their understanding of the texts they are reading. By reading a text in its entirety (vs. stand-alone extracts each week) allows pupils to experience a full reading journey which includes development of characters, plot structure and themes, comparisons within the text and literary devices used. Each lesson is built up of four stages; teacher model, pupil shared reading, partner reading and comprehension tasks. Each week there is a chosen focus chosen from the reading domains linked to the National Curriculum (see table below).

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text



Daubeney

In Key Stage 2 the teaching of reading moves to a whole class text approach. High quality texts are chosen which can challenge and stretch all readers within the class.

The model consists of:

- 2 x whole class reading sessions where the class read the text as a class and in pairs. Teachers expand pupils' vocabulary and deepen their understanding of the texts through discussion and precise questioning and develop pupils' comprehension and modelling of the 7 key reading strategies; Summarising, Predicting, Inferring, Making Connections, Evaluating and Clarifying. Children will then complete a written task linked to the focus skill based on SATs style questions.
- 1 x 1:1/independent reading where teachers listen to individual children read at their instructional level.
- 1 x comprehension lesson using Rising Stars Cracking Comprehension. This alternates between a modelled session, where teachers read and discuss the text with the class clarifying vocabulary and highlighting key phrases in the text, and an independent session.

The learning environment

All classrooms have well-stocked book corners with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging and texts which show cultural diversity.

The learning environment should also promote reading in an engaging way. There should be a richness of vocabulary for the children to access in on all curriculum displays not just literacy. Maths working walls have key vocabulary areas whilst science and topic displays should display a range of printed, handwritten and child produced vocabulary. In EYFS pupils have access to a wealth of visual vocabulary ranging from labels, lists, instructions, numbers and letters and graphemes.

In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of inter-active displays, notices, charts, posters, advertisements and signs.

Interventions

Interventions are led by LSAs, volunteers and class teachers to support children who are the lowest 30% to make progress.

In KS1, there are extra phonics sessions in the afternoons for those still working below phase 5 and reading sessions for those working below blue level.

In KS2, teachers have identified children that need support to meet the end of year expectations. They receive extra 1:1/small group reading sessions regularly with an adult.

For children working pre key stage in writing, LSAs work with small groups using Colourful Semantics to develop sentence structure.



Home Readers and The role of parents and carers

Reading regularly at home with your child makes a huge difference to your child's reading ability and helps to develop an enthusiasm for reading. We expect children in EYFS/KS1 to be spending at least 10 minutes a day reading at home with an adult with comments recorded into their reading journals. Research shows that this is the single most important thing parents can do to help their child's education. With their growing independence and autonomy children in KS2 can begin to choose whether to complete their reading record independently or with adult support. It is still recommended that you listen to your child read often and engage in conversation about the books they are reading.

Reading Records are given to all pupils within the school. They are four designs, linked directly to the key stage the pupil is in. Pupils are to bring the reading record into school each morning and take it home each evening. The reading record should also come with a selection of books depending on the pupil's age and reading level.

Lauriston and Daubeney Primary School

Key Stage	Books
Nursery	1 x Free choice book
Reception and Year 1	1 x Rising Stars book (linked directly to phonics level) 1 x At coloured level book (same level used in DSR) 1 x Above coloured level book
Year 2	1 x At coloured level book (same level used in DSR) 1 x Above coloured level book 1 x Free choice book
Years 3 and 4	1 x Coloured level book 1 x free choice
KS2 Years 5 and 6	1 x Coloured level book

Sebright Primary School

Key Stage	Books	
Nursery	2x Free choice book	
Reception	Autumn: 1x letters and sound book	From Spring: 1 x Rising Stars book (linked directly to phonics level) 1 x Coloured Level book (same level used in DSR) 1 x Free choice book
KS1 – Year 1	1 x Rising Stars book (linked directly to phonics level) 1 x Coloured Level book (same level used in DSR)	
KS1 – Year 2	1 x PM coloured level book (same level used in DSR/guided reading) 1 x free choice book	
KS1/2 Years 3 and 4	1 x Coloured Level book 1 x Chapter book/free choice book	
KS2 Years 5 and 6	1 x Coloured Level book 1 x Chapter book/free choice book	



The contribution of reading to other aspects of the curriculum

Reading is not restricted to daily reading lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects. High quality texts are often chosen as a stimulus for writing each week. Each year group have access to carefully chosen topic book collections which offer a diverse and inclusive range of texts. Book corners are often replenished with new books from donations and prizes won by the school.

Whole school events support with the promotion of reading across the federation. Each school takes part in World Book Day each March. The Scholastic Book Fair visits twice a year.

Assessment and recording

Assessment is used to inform the planning and the teaching of reading. This takes various forms:

Key learning objectives for reading are identified from the National Curriculum and are translated into learning outcomes. Pupils' progress is assessed and tracked throughout the year, with three key moderation points which are followed by Year Group Pupil Progress Meetings.

Phonic assessments are carried out using a federation designed template based upon the progression of phases in the Blossom Federation Phonics Programme. All pupils are baseline assessed when beginning Reception. They are then assessed on a termly basis to inform teaching and groupings. Each child has a phonics tracking booklet which stays with the pupil throughout their school journey. Teachers assess the phonic development of the pupils on a termly basis to clearly see where the learning has been achieved and where the gaps in learning are.

In the summer term of Year 1, the pupils undertake a phonics screening test. This is a short test to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The aim of the test is to identify children who need extra support to improve reading skills. Throughout the year pupils complete practice screening tests to ensure all pupils are making progress and are on-track to pass the summer screening test. Pupils not on track at identified and interventions are put into place.

Pupils are benchmarked using PM Benchmarking Kits at three points throughout the year. Pupils are assessed each year until they reach to Level 30 (Magenta).

Teachers are responsible for assessing the progress of all pupils in their class. Progress can be assessed through pupils' daily work, reading with their teacher within daily reading lessons and through summative assessment points in each term. Years 1, 3, 4 and 5 take NFER tests.

SATS (Standard Assessment Tests) are given at the end of Year 2 and 6. They are used to show children's progress in reading. In KS1 the tests are more informal and the results are used to back up teacher assessment, while in KS2 the tests are more formal and papers are sent away for external marking.