Airy Hill Primary School

Reading Brochure
2020 / 2021

Funded by Department for Education

English Hubs

Yorkshire Endeavour English Hub

For more information, please ask to see our reading @documents or speak to a member of our staff

The Importance of Reading

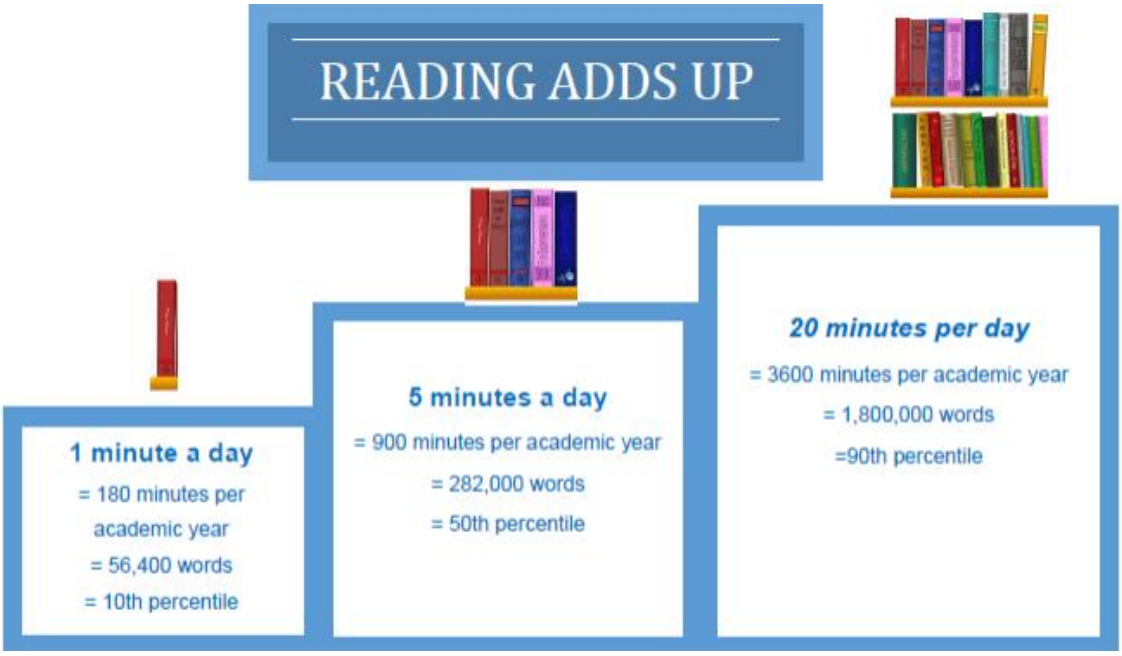
Part of our mission, here at Airy Hill Primary School, is to ensure that reading is at the centre of all learning at home and at school. The school is determined that

every pupil will learn to read

regardless of their background, needs or abilities. Pupils at Airy Hill are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

Airy Hill Primary School is committed to:

- **Teaching EVERY child to read**
- **Closing the word gap**
- **Developing a love of reading**



"Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background." (Sullivan and Brown, 2013)

Our Reading Offer

- Children will be taught using the Letters and Sounds phonics programme from their first day at Airy Hill Primary School
- Phonics teaching will begin on day 1 in Reception enabling all pupils to make a strong start
- Our children will be taught by a team of expert reading teachers and led by a member of our team who is a DfE English Hub specialist
- Children will develop their vocabulary through story time
- All children will have access to enriching texts
- Daily practise and application of reading will enable children to develop their fluency, stamina and comprehension
- Children will have continual access to an enriching and wider curriculum which is text based
- Any child who falls behind will be identified quickly and supported immediately

Developing Reading Through School

<table>
<tr><td>Nursery</td><td>Reception</td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr>
<tr><td colspan="3">Daily Letters and Sounds Phonics</td><td colspan="5"></td></tr>
<tr><td>Daily Story Time</td><td colspan="3">Small group daily reading sessions</td><td colspan="4"></td></tr>
<tr><td colspan="8">Individual reading sessions at least once each week</td></tr>
<tr><td colspan="3"></td><td colspan="5">Whole Class Reading Sessions</td></tr>
<tr><td colspan="8">Reading for pleasure...</td></tr>
</table>

Becoming a fluent reader

Systematic synthetic phonics is taught using the Letters and Sounds programme throughout Nursery, Reception and Year 1 and into Year 2 when needed. Our expectations are continually set high and our phonics programme matches the expectations of the curriculum and early learning goals, with lots of children set targets which exceed these expectations. This is used to ensure the pupils are taught new phonemes in a particular order using the five-part lesson format: revise, teach, practise, apply and assess.

A new sound is taught daily using engaging activities which the children are familiar with. Every lesson also incorporates speed writing of common exception and high frequency words alongside word and sentence reading for fluency development. Lessons are kept fast-paced and usually last no more than 20 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning.

At Airy Hill Primary School, phonics does not stand alone. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible. Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.

<u>Expected phonics progression</u>

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Nursery</td><td colspan="4">Phase 1</td><td colspan="2">Some children begin phase 2</td></tr>
<tr><td>Reception</td><td>Phase 2</td><td colspan="2">Phase 3</td><td colspan="2">Consolidating and applying phase 2 and 3</td><td>Phase 4</td></tr>
<tr><td>Year 1</td><td>Consolidate phase 3 and 4</td><td>Phase 5</td><td colspan="2">Phase 5

+ ore (more, score, before, chore, sore)</td><td colspan="2">Continual phase 5 embedding and focus on fluency

Year 1 statutory spelling requirements</td></tr>
<tr><td>Year 2</td><td colspan="6">Phase 6 + statutory spelling

Daily class reading + reading for fluency</td></tr>
</table>

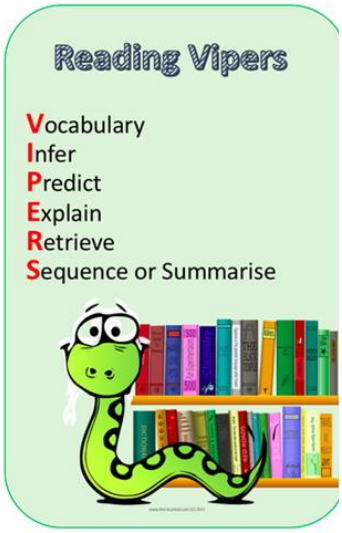
Below is a chart showing the order that children will be taught the sounds

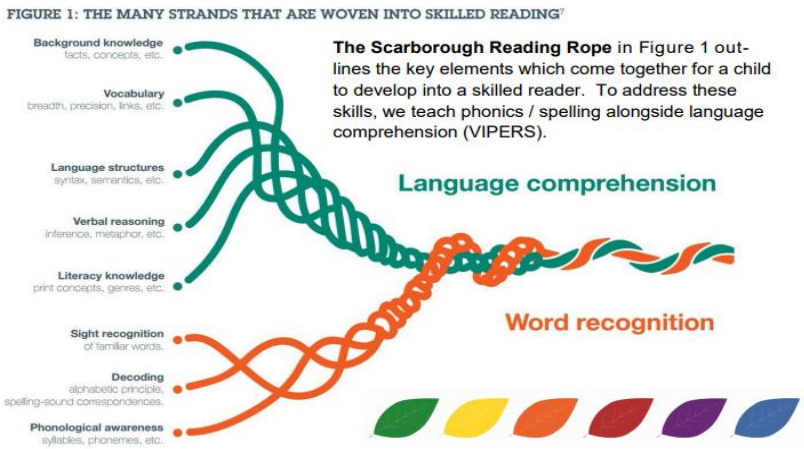
Phase 1	• Listening to and for sounds. • Rhythm and rhyme • Alliteration
Phase 2	• Sounds taught: s, a, t, p, l,n, m, d, g, o, c, k, ck, e, u, r ,h, b ,f ,ff ,l ,ll , ss • Tricky words: the, to, go ,no,
Phase 3	• Sounds taught: j, v, w ,x ,y, z, zz, qu • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all , are
Phase 4	• Recap all previous sounds. • Teach reading and spelling tricky words: said, so, he, we , me, be, have, like, some, come, was, you, were, little, one, they, all, are , do, when , out, what, my, her • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	• Learn new phoneme zh • Teach new graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e • Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. • Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. • Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	• Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words • Introduce the past tense

Glossary.
Phoneme- the smallest unit of speech-sounds which make up a word.
Grapheme- the written representation of sounds.
Tricky word- word which cant be sounded out
Keywords- high frequency words
vc word- vowel consonant word (it, as)
cvc word- word made up of a consonant, vowel, consonant (cat, dog)
Initial sound- first sound in word

Becoming a skilled reader

During all reading sessions at our school, high quality texts and genres are used alongside the term 'VIPERS' to explicitly teach each reading skill. This consistent approach supports children and ensures that the teaching of reading is specific and focused. We post examples of these reading skills being discussed and developed on our Facebook page frequently.





What your child will receive at Airy Hill Primary School

Reception Reading Offer

Parent's meeting

Each day parents are invited to join the class for decoding time and phonics games (this is modelled and explained)

Daily letters and sounds phonics with sentence reading

Daily story time for comprehension development

Daily individual readers

1:1 and small group boosters for those needing a little extra

Weekly decodable home reading book

Daily reading for pleasure text to take home

Access to online e-books which are entirely decodable and support home learning

Year 1 reading offer

Parent's meeting

Twice daily letters and sounds phonics

Daily reading for fluency and decoding

2 x a week whole class reading for comprehension building

1:1 and small group boosters for those needing a little extra

Weekly decodable home reading book

Daily reading for pleasure text to take home

Daily whole class story time

Access to online e-books which are entirely decodable and support home learning

Year 2 reading offer

Carousel / whole class reading x 5 days a week

Daily reading for fluency and decoding

Weekly whole class reading diet x 1 hour

Weekly individual readers

1:1 and small group boosters for those needing a little extra

Weekly decodable home reading book f required

Daily reading for pleasure text to take home

Daily whole class story time

Access to online e-books which are entirely decodable and support home learning

Year 3 reading offer

Whole class reading daily x 4

Weekly individual readers

Weekly reading diet lesson x 1 hour
1:1 and small group boosters for those needing a little extra
Daily decoding and fluency time
Reading for pleasure home reader monitored weekly
Daily whole class story time

Year 4/5 reading offer
Whole class reading daily x 4
Weekly individual readers
Weekly reading diet lesson x 1 hour
1:1 and small group boosters for those needing a little extra
Daily decoding and fluency time
Reading for pleasure home reader monitored weekly
Daily whole class story time

Year 6 reading offer
Whole class reading daily x 4
Weekly individual readers
Weekly reading diet lesson x 1 hour
1:1 and small group boosters for those needing a little extra
Daily reading booster 8:30 – 9
Daily decoding and fluency time
Reading for pleasure home reader monitored weekly
Daily whole class story time

Choosing a reading book

For a child to enjoy reading, they need to be able to access texts at their level. All individual and group reading books in Reception and KS1 match the pupils' phonic knowledge, ensuring all words can be decoded and children can build upon their ability to confidently segment and blend.

Children are provided with one reading book each week which they are encouraged to read at least three times. Research shows that children make the best progress when they read and re-read a text so that they can decode, read fluently and comprehend the text.

Alongside this, children are encouraged to take home a book of their choice (often a picture book in KS1) to share with their family and develop their love of reading. This can be changed as often as desired. These books can be found in the school libraries or on reading

displays around school. Children are encouraged to share these with their family and leave post-it note reviews on the front of the book to entice the next reader.

Children in KS2 read books pitched at or above the expected standard for their age which they can find and enjoy in their class reading area or in the school library. These books are changed with the class teacher's guidance and children are encouraged to read as regularly as possible at home. All of these texts are recommended for the child's age and ability, promoting and publicising children's current interests and up to date global issues and concepts.

Once children can decode and read fluently, pupils choose to work their way through the reading scheme in whichever order they wish and can choose from a range of fiction and non-fiction texts. Having high expectations is very important; all pupils are expected to read at home for 20 minutes a night. In addition to this, pupils may also be reading their own book from home, the local library or the main school library.

Allocating each child's book

All books at Airy Hill have been phased according to the Letters and Sounds document and are provided to the children in a cumulative approach. Children are not encouraged to rush through colour bands, they are encouraged to focus on their ability to read fluently and books will be changed based on current learning and knowledge not by number of texts completed.

Once the children can read fluently and are secure in all sounds, they begin to access texts which are age and theme appropriate rather than working through book bands set by publishers.

All texts have been organised by Airy Hill staff to ensure they are relevant to the needs of our pupils and can help them make excellent rates of progress.

Children's books are reviewed and changed each week based on their current understanding. Once pupils can read fluently, their book choice is reviewed weekly, discussed and changed if required. Book allocation at this point become focused on reading for pleasure and stamina building, enabling children to be exposed to rich vocabulary and exciting themes.

Organisation of book at Airy Hill Primary School

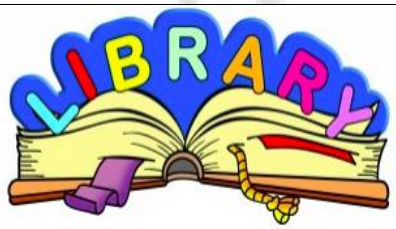
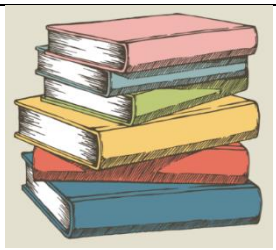
Colour	Phase / Year linked to L&S	New Sounds	Reading for pleasure
Lilac A	1	(no words)	Daily access to recommended reads of their choice which are pitched for Reception and Year 1 in the KS1 library.
Lilac +	1	(CVC)	
Pink A	2	s, a, t, p, i, n, m, d	
Pink B	2	f, h, b, g, o, c, k, e, u, r, l, ck (ff, ll, ss)	
Red A	3	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk	
Red B	3	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ear, air, ure, er	
Yellow	4	Blend 2 or 3 adjacent consonants at the beginning, middle and end of words using short vowel sounds	
Blue	4	Blend 2 or 3 adjacent consonants at the beginning, middle and end of words using long vowel sounds	
Green	5	Alternative vowel graphemes: /ai/ ay, ei, ey, a-e /igh/ i, i-e /oa/ o, oe, ow, o-e, ou /oo/ u, ue, ew, ui, ou, u-e /oo/ u, oul /ee/ ie ea /oi/ oy, ou /ar/ a /or/ au, aw, our, augh, al /air/ ere, ear, are /er/ ir, or, ear /ear/ ere, eer	
		/ure/ our /e/ ea /i/ y /o/ a /u/ oul, o, our, o-e	
Orange	5	Alternative vowel graphemes: /ai/ a, eigh /igh/ ie, y/ee/ e-e, ey, y, e /oo/ u Alternative consonant graphemes: /ch/ tch, t /sh/ ch /c/ ch /j/ g, ge, dge /l/ le /f/ ph /w/ wh /v/ ve	

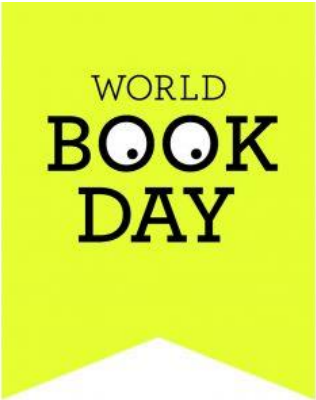
		/v/ ve /s/ se /z/ se	
Turquoise	5 and 6	alternative consonant graphemes: /n/ kn, gn /m/ mb /r/ wr /s/ c, ce, sc /c/ qu, x /zh/ su, si /sh/ ti, si, ssi, ci words with suffixes: er, est, ful, ly, ant, ent, ance, ment, ness, ly, ous, es, en, ward, self, dom, by, al	

Purple	Year 2	Developing reader - Autumn expected	Access to reading for pleasure text pitched at ARE – found in the Y2 classroom and labelled Y2.
Gold	Year 2	Developing reader - Spring expected	
White	Year 2	Moderately fluent reader – Summer expected	
Lime	Year 2	Moderately fluent reader – Y2 Greater depth standard	

Brown	Year 3	Fluent reader	All texts are available at an age appropriate level and are recommended or new releases.
Grey	Year 4	Fluent reader	
Dark Blue	Year 5	Experienced reader	
Red	Year 6	Experienced and mature, independent reader	
Yellow	Young adult reader	Experienced and mature, independent reader Challenging themes and content – teacher to agree this text with child on a 1:1 level	

Developing our love of reading

Termly reading cafes at our school	Termly book fair at our school	Annual author visit at our school
Volunteer Reading Help Weekly reading volunteers at our school	 Termly visits to Whitby library and access to our own school library	 Whole class texts that form our topics
Cosy and relaxing reading areas in all our classrooms	Annual support meetings for parents about reading and regular videos posted to our school Facebook page	Access to our school library and exciting texts



At Airy Hill, staff work together to create an annual reading for pleasure strategy to ensure that events are in place and opportunities are planned which will inspire and engage pupils to read.

Easy ways to help a child with reading at home

I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!

At our school, we continually aim to work alongside and support parents in any way we can. Please speak to a member of staff if you require support with supporting your child to read or would like to find out more about any of our approaches to reading.

Understanding key vocabulary

At Airy Hill Primary School, we consistently use accurate and technical vocabulary with all of our children and staff. This is to ensure that throughout their journey at school, they can develop a secure understanding to support their independent learning.

Glossary

Adjacent consonants—Two (or three) letters making two (or three) sounds. E.g. the first three letters of strap are adjacent consonants. Previously known as a consonant cluster.

Blending - The process of using phonics for reading. Pupils identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.

Consonant digraph - Two consonants which make one sound. E.g. sh, ch, th, ph

CVC, CCVCC etc. - The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant-consonant words, used to describe the order of sounds. E.g. cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words.

Digraph—a combination of two letters representing one sound, as in 'ph' and 'ay'.

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history. Research shows that looking at word etymology prompts pupils to become 'word curious'. It also means that, instead of learning one word at a time ,they will have the keys to decode many more words as they encounter them in their reading.

Grapheme —A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh

Morphology - morphological awareness is an understanding that prefixes and suffixes can be added or taken away to change the meaning of a word. Knowledge of morphemes can make spelling of complex words or spelling exceptions easier for students to remember. It enables pupils to identify root words and build word families effectively.

Phoneme - The smallest unit of sound in a word.

Split digraph— A split digraph is a digraph that is split by a consonant. Usually a long vowel sound,e.g. 'a-e' (cake), 'i-e' (five), 'o-e' (code), 'e-e' (sphere) and 'u-e' (rule).

Synthetic Phonics - is a way of teaching reading. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent. Pupils can then start to read words by blending (synthesising) the sounds together to make a word.

Trigraph—Three letters which together make one sound. E.g. igh

Vowel digraph - A digraph in which at least one of the letters is a vowel E.g. ea, ay, ai, ar