



Airy Hill Primary School

# Reading Brochure



Funded by



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## English Hubs

Yorkshire Endeavour English Hub

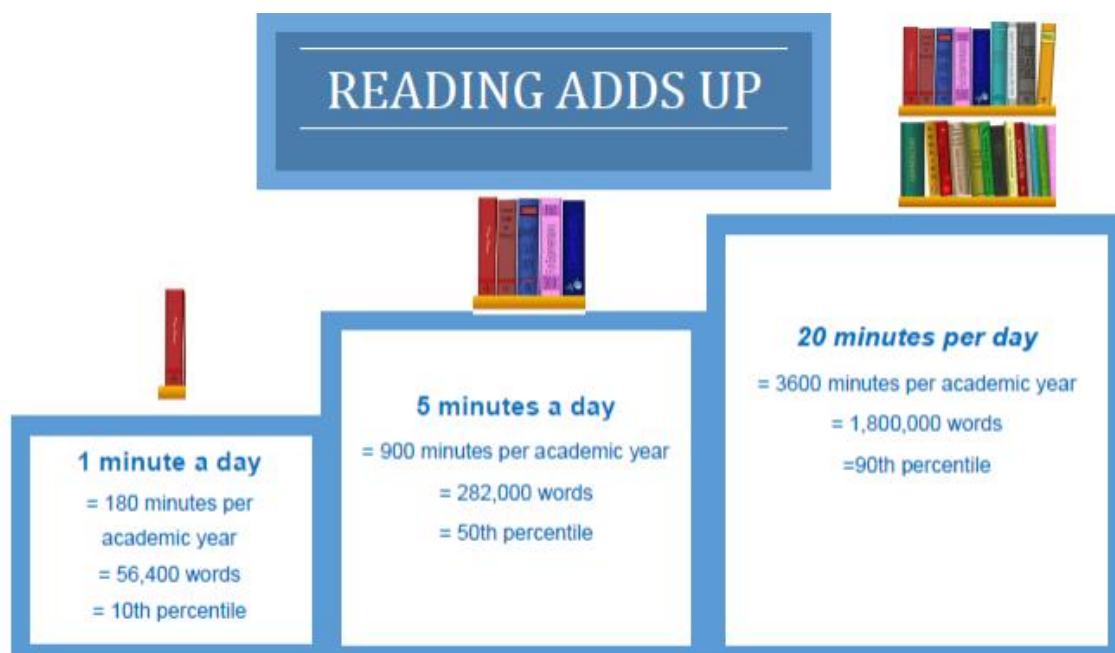
*For more information, please ask to see our reading @documents or speak to a member of our staff*

## 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 **Little Wandle** phonics programme from their first day at Airy Hill Primary School, *you will be invited to attend a parents' meeting each year to provide you with strategies to support your child and to fully understand our approach*
- 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, supported by a DfE English Hub
- 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



## Becoming a fluent reader

Phonics is taught using the **Little Wandle** programme throughout Nursery, Reception, Year 1 and into Year 2. 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.

The teaching of reading at Airy Hill ensures:

- A consistency of approach
- Direct teaching is frequent and in short bursts
- There is a secure, systematic progression in phonics learning
- Pace of learning is maintained
- Opportunity for repeated practice
- Application of phonics using matched decodable books – children will use *Collins Big Cat for Little Wandle Letters and Sounds Revised*
- Early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

### Expected phonics progression

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Here is an overview at what your child will be learning during their time in Reception and Year 1.

#### Reception

<b>Autumn 1 Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l	<b>New tricky words</b> is I the
<b>Autumn 2 Phase 2 graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	<b>New tricky words</b> put* pull* full* as and has his her go no to into she push* he of we me be
<small>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</small>	
<b>Spring 1 Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	<b>New tricky words</b> was you they my by all are sure pure
<b>Spring 2 Phase 3 graphemes</b> Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	<b>No new tricky words</b> Review all taught so far
<b>Summer 1 Phase 4</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	<b>New tricky words</b> said so have like some come love do were here little says there when what one out today
<b>Summer 2 Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words	<b>No new tricky words</b> Review all taught so far

**Year 1**

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

**Summer 1: Phonics screening check review – no new GPCs or tricky words**

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

## Reading at home in Reception and Year 1

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

**A reading practice book.** This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

**A sharing book.** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

### Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

### Sharing books

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

We will regularly send home supportive guides to share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision.

***Please speak to your child's class teacher if you would like any specific support.***

## Reading at home beyond Year 2

Children will choose and bring home an age-appropriate and challenge-appropriate text. This will provide enjoyment through its themes and contexts for your child. We provide the children with a selection of 'old but gold' texts and 'new and bold' as well as a selection of comics and magazines so that they can develop an appreciation of quality texts old and new and build their own reading identity.

To support your child, it is important that they continue to share stories with parents and experience both independent and shared reading. Creating an environment which is relaxed can help support your child as well as making reading a part of your daily routine.

### Becoming a skilled reader from Nursery-Year 1

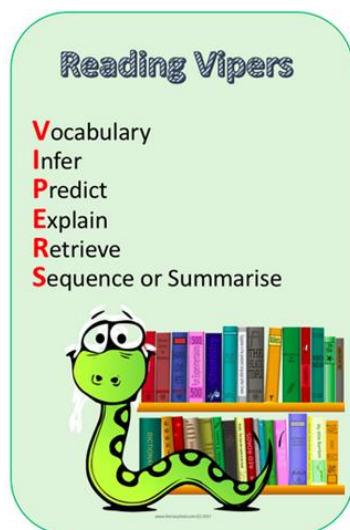
Each day, pupils in Reception and Year 1 take part in the Talk through Stories programme. It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves. Time is not on their side. That is why it has been so important to plan specifically and systematically – step by step – to develop their vocabulary. Individual, daily lesson plans are followed to ensure maximum progress is facilitated.

Nursery follow Foundations for a Love of Reading planning structure to support fostering a strong Reading for Pleasure culture while developing children's language. Carefully chosen key texts are used alongside seven books that children will read and re read throughout the year. Key verbs and nouns are identified to explore with the children alongside planned opportunities for children to connect to the book through nursery rhymes, action songs, poems and songs that link to the text. This provides opportunities for children to develop a rich repertoire of these rhymes and songs, which will support language development and enjoyment.

### Becoming a skilled reader in Y2 and beyond

During all reading sessions at our school, high quality texts and genres are used alongside the term 'VIPERS' to teach each reading skill. Pupils spend time digesting, discussing and comparing their texts as well as immersing themselves in new vocabulary. This consistent approach supports children and ensures that the teaching of reading is specific and focused. You can see the texts read across school on our website!

Alongside this, every child has daily time to practise their fluency through echo reading, paired reading, or teacher modelled reading. Whole-class story time ensures all pupils have an opportunity to **escape into a world of adventure** – listening to a story, for the sole purpose of enjoying it!



## What your child will receive at Airy Hill Primary School

### Reception Reading Offer

Parent's meeting

Daily **Little Wandle** phonics

3 x a week group **Little Wandle** reading time

Daily story /poetry / rhyme time - Talk Through Stories

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

Daily **Little Wandle** phonics

3 x a week group **Little Wandle** reading time

Daily story /poetry / rhyme time – Talk Through Stories

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 2 reading offer

3 x a week group **Little Wandle** reading time

Daily reading for fluency and decoding

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

Weekly decodable home reading book if required

Daily reading for pleasure text to take home

Daily whole class story time

### Year 3-6 reading offer

Reading lesson x 5 days a week

Daily reading for fluency and decoding

Weekly individual readers

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

Age-appropriate reading book to take home

Daily whole class story time

Weekly reading booster - Y6

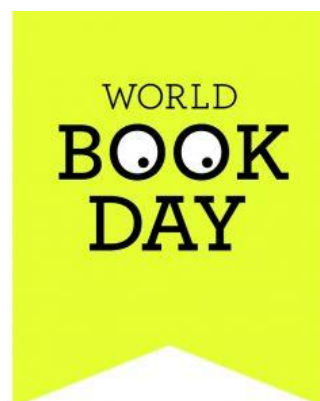




## Developing our love of reading

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.

 <p>Reading Cafe</p> <p>EYFS/KS1 and KS2 reading cafes at school</p>	 <p>BOOK FAIR</p> <p>Regular book fairs at our school</p>	 <p>Author Visits</p> <p>Virtual &amp; in person author visits</p>
 <p>Volunteer Reading Help</p> <p>Weekly reading volunteers in school</p>	 <p>Read, write excite!</p> <p>Seasonal family reading and writing competitions</p>	 <p>LIBRARY</p> <p>Termly visits to Whitby library and access to our own school library</p>
 <p>Cosy and relaxing reading areas in all our classrooms</p>	 <p>Annual support meetings for parents about reading.</p>	 <p>SCHOOL LIBRARY</p> <p>Access to our renovated school library with a range of exciting texts</p>



## Easy ways to help a child with reading at home

<b>I spy</b> Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?	<b>Ask questions</b> 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?	
<b>Make it fun</b> 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.	<b>Be seen</b> Make sure you are seen reading. Keep books and magazines at easy reach.	<b>Get out</b> Go to your public library regularly. Find the books you loved as a kid to read together.
<b>Create</b> Use reading to inspire drawings or new stories.	<b>Go online</b> Look online & in app stores for appropriate word & spelling games.	<b>Make space</b> Have a special place or a certain time when you read together.
<b>Read everything out loud.</b> Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!		

## 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

**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.

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

**Phoneme** - The smallest unit of sound in a word.

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

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

**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).

**Segmenting** – Separating and sounding out the individual phonemes (sounds) in a word.

**Blending** - The process of using phonics for reading. Blending the phonemes together to make a word after sounding them out. E.g. s-n-a-p, blended together, reads snap.

**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.

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

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

**CVC, CCVCC etc.** - The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-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.

**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.

**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.