



### **The importance of reading**

At Berkeley Primary School we believe reading is the key to effective learning and one of the most important things children will achieve in our school. Everything else they do in school depends on it. Children learn how to appreciate books, to read independently and to take immense pleasure in reading. We teach children that reading is an essential life skill, we want the love of reading to remain with our children for life.

We want our children to develop a love of books and have access to high-quality literature that will not only support their learning across the curriculum but also extend beyond the classroom environment and enrich their lives.

We aspire to support our children to become culturally and language rich; to experience, learn and be able to use knowledge and have an extensive vocabulary. We aim to achieve this by reading ambitiously and widely. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.

### **Reading for enrichment and enjoyment**

We love to talk about reading. By having quality books and a wide range of choice, we entice our children to read. We prioritise reading within our budget, every year we allocate money to top up books across the school and take much joy in purchasing some of the many new books that are published. We have recently invested in curriculum themed books to support their learning in all subjects.

We feel that it is important that children have a wide variety of text types that provide sufficient challenge and are ambitious for the children. We ensure our books vary in length, complexity and genre. We have fiction, non-fiction, poems, comics, newspapers, plays and audio resources. We have books that are classics that teachers enjoyed when they were young, we have books from different cultures, books that reflect our wide society (race, religion and disability), books with current issues like refugees and eco-awareness and we have books written in different languages.

We have a range of additional activities that enhance our day to day activities and promote the enjoyment of reading. These include:

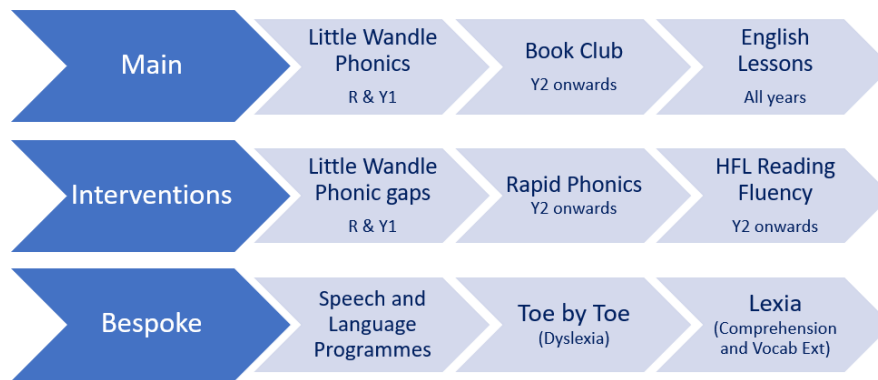
- **Reading café sessions** – parents are invited into class to share reading activities and books with their children. Each class in key stage 1 and lower key stage 2 have a session every term.
- **Book and reading competitions** – we hold competitions throughout the year to encourage even more reading.
- **Secret storyteller** – our children love to have a visitor come to their class to read a story. Our 'Secret Storytellers' include parents, grandparents, staff from other parts of the school, Governors, the Fire Brigade, Scunthorpe United Footballers and many more.
- **Authors in school and visits to reading events** – we are fortunate to have accessed sessions with real authors to develop this love of reading and these always lead to quality writing as an outcome.
- **World Book Day, Roald Dahl Day and National Poetry Day** – we celebrate days like this each year with activities in school to promote reading.
- **Nursery Rhyme week** – we celebrate this in Nursery, Reception and Year 1 every year.
- **'Booktime' books** – this is a national charity that sends a book for every child in Nursery and Reception each year. We do activities based on this book and then send it home at the end.

## Widening our children's vocabulary

We provide our children with a language rich environment. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking and writing both informally and formally. We want our children to know and apply subject specific vocabulary to all areas of the wider curriculum. Ambitious vocabulary is taught within reading lessons and other curriculum lessons, with new vocabulary embedded daily and it is applied on various situations. We have 'word of the day' taken from their reading or other subject lessons, that the children are exposed to. Daily vocabulary activities linked to the words can include: exploring definitions, synonyms and antonyms, related words and ultimately the correct application of the new vocabulary in spoken and written pieces.

## The reading journey at Berkeley Primary School

### Berkeley Reading Pathway



Our Reading Pathway ensures that all children receive the support and provision that they require as a cohort, and as individuals. The main pathway is the journey that the majority of pupils will take. For any pupils who require intervention and bespoke support, we have a range of programmes to close the gap.

Early Years and Key Stage 1 (Nursery – Year 2)

In the early years classrooms, we start by encouraging 'book talk'. Teachers read daily to the children so that the children get to know and love all sorts of stories, poetry and information books. The children learn to handle books, they talk about what's happening and they begin to recognise a few key words. The children will also have books which have no words and we use these to encourage discussions about the pictures, what is happening, the characters and setting and the story as a whole.

We buy our Early Years children a Nursery Rhyme book and set them a challenge to learn some rhymes as part of their induction to the school. Nursery rhymes are valuable in supporting early language and communication development, building confidence and preparing children for reading and writing as they get older. As children approach pre-school age, they'll begin to build their understanding of the different sounds that make up words and identify similarities and differences between them. The rhymes and repetition of sounds in nursery rhymes help children to understand phonological awareness.

### Phonics

All this is happening alongside a phonics programme so that when the children are learning letters and sounds, they can apply these skills to the books they are reading. Phonics means learning how to read the sounds in words and how those sounds can be written down. This is essential for reading and it also helps children learn to spell well.

Phonics is taught through a daily 30 minute session. This allows children to learn strategies to support early reading and spelling. We teach phonics through the 'Little Wandle Letters and Sounds Revised' programme. This provides a brisk, systematic, rigorous and enjoyable approach to the learning and teaching of the phonemes. The children learn to link the sounds to the letters of the alphabet and graphemes, they use their phonic knowledge to blend and segment words for reading and writing. They are also taught that some words are not phonetically correct and are therefore learnt as 'tricky' words, such as once, said and where.

# PHONIC KNOWLEDGE AND SKILLS

## NURSERY

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 1<br>–<br>through<br>out<br>Nursery | There is a range of experiences for children to build the foundations for phonics, including;<br>-sharing high-quality stories and poems<br>-learning a range of nursery rhymes and action rhymes<br>-activities that develop focused listening and attention, including oral blending<br>-attention to high-quality language.<br>We ensure children are well prepared to being learning grapheme/phoneme correspondences and blending in Reception. We support children to;<br>-develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending<br>-love stories and rhymes, and learn by heart a bank of familiar favourites<br>-increase their vocabulary and confidence to talk<br>-improve their listening and ability to take part in back-and-forth conversations. |
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| RECP               | Graphemes                                                                                                                                                                                                                                                                                                                                                                 | New tricky words                                                                                                                                                                                              |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 2<br>(Aut 1) | s a t p i n m d g o c k c k e u r h b f l i s l the                                                                                                                                                                                                                                                                                                                       | is l the                                                                                                                                                                                                      |
| Phase 2<br>(Aut 2) | ff ll ss j v w x y z zz qu ch sh th ng nk<br>• words with –s /s/ added at the end (hats sits)<br>• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)                                                                                                                                                                                              | put* pull* full* as and has his her go no to into she push* he of we me be                                                                                                                                    |
| Phase 3<br>(Spr 1) | ai ee igh oa oo oo ar or ur ow oi ear air er<br>• words with double letters<br>• longer words                                                                                                                                                                                                                                                                             | was you they my by all are sure pure                                                                                                                                                                          |
| Phase 3<br>(Spr 2) | Review Phase 3<br>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words<br>• words with s /z/ in the middle<br>• words with –s /s/ /z/ at the end<br>• words with –es /z/ at the end                                                                                                                           | Review all taught so far                                                                                                                                                                                      |
| Phase 4<br>(Sum 1) | Short vowels with adjacent consonants<br>• CVCC CCVC CCVCC CCCVC CCCVCC<br>• longer words and compound words<br>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est                                                                                                                                                                                             | said so have like some come love do were here little says there when what one out today                                                                                                                       |
| Phase 4<br>(Sum 2) | Phase 3 long vowel graphemes with adjacent consonants<br>• CVCC CCVC CCCVC CCV CCVCC<br>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est<br>• longer words                                                                                                                                                                                      | Review all taught so far                                                                                                                                                                                      |
| YEAR 1             | Graphemes                                                                                                                                                                                                                                                                                                                                                                 | New tricky words                                                                                                                                                                                              |
| Phase 5<br>(Aut 1) | Review Phase 3 and 4<br>Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each                                                                                                                                                                                                                                                                                       | Review 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 |
| Phase 5<br>(Aut 2) | /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                                                                                                                             |
| Phase 5<br>(Spr 1) | /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                                                                                                                          |
| Phase 5<br>(Spr 2) | /ur/ or word /oo/ u owl 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                                                                                                                                                                                        |
| (Sum 1)            | Phonics screening check review – no new GPCs or tricky words                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                               |
| Phase 5<br>(Sum 2) | /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                                                                                                                                                          |

## YEAR 2

- Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.
- Once all of the Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.
- We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review and plan further teaching according to need.
- children with larger gaps in their phonic knowledge have daily phonics teaching and follow the Little Wandle Rapid Catch-up programme.

Phonics links to spelling and as children become competent in learning to read the sounds they begin to learn to spell. Children will begin to learn 'spelling rules'.

We use Little Wandle 'Big Cat' Collins phonetically decodable books in order to help our youngest children get off to a good start in their reading. These are sent home and changed weekly and are directly aligned to the children's secure phonic knowledge. In order to promote reading for pleasure, children also take home a library book each week. This is often read to the child (it may be too difficult for the child to read alone) and discussed together to provide them with wider reading opportunities.

We buy our Nursery and Reception children book bags to help keep these altogether and promote children caring for books. All children are encouraged to read with a carer at home in order to develop fluency, comprehension and a love of reading.

The common (tricky) words are at the front of the children's phonics books so that carers can support their children to read these. We hold regular phonics workshops for carers so they can support their children really well at home.

### Phonics lessons

Within a phonics lesson the children will be taught a grapheme phoneme correspondence (GPCs) and / or common (tricky) words. The fast-paced lesson routine is:

- Revisit and review
  - GPCs
  - words
  - tricky words
- Teach and practise
  - teach the phoneme, mnemonic, grapheme, tricky word, initial / end sounds
  - new words
  - vocabulary
- Practise and apply
  - read the word / sentence
  - write the word / sentence
  - spelling
  - alien words

We use common phrases in every class, these include; blend in your head, it's shuffle time, copy me, spot the digraph ... sound talk ... read the word, one more time...even quicker, 1 2 3 show me, tick and fix.

Phonics is assessed every half term and these assessments informs us of the additional support needed. We have keep up and catch up sessions running daily throughout the school. Our children love phonics and their journey to being fluent readers.

### **Reading Practice – Reception, Year 1, Year 2 Autumn term 1**

Children read in small groups at least three times a week with a Little Wandle 'Big Cat' Collins Phonics book. All the children in the group have the same book matched to the children's secure phonic knowledge.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding: teaching children to use phonic knowledge to read words
- prosody: teaching children to read with understanding and expression
- comprehension: using dialogic talk to help children to understand the text.

### **Book Club – Year 2 in Autumn term 2, Spring and Summer term**

Year 2 children who are secure with their phonics knowledge will begin daily 'Book Club' in the Autumn Term 2. See Book Club below in KS2 (pg 6).

### **What is sent home? Books are changed weekly**

- In Nursery, our children will get a story book and a wordless book to take home in their book bag.
- In Reception and Year 1, the children will have 2 books a week – a decodable book matching to their phonic level and another book (fiction or non-fiction) to share for extra enjoyment.
- In Year 2
  - in the autumn term 1 the children will have a decodable book matching to their phonic level and another book (fiction or non-fiction) to share for extra enjoyment. The children that require further support will continue with these books.
  - in Autumn term 2, spring and summer term the children who are secure with their phonics knowledge will begin 'Book Club'.

### **Phonics Check in Year 1 & 2**

In the Summer term, the government asks us to do a phonics check of all our Year 1 children and any Year 2 children who didn't meet the pass mark in Year 1. This check gives us extra information about their progress. We will talk to you about how well your child has done. We use this information to guide the children's next steps.

### **Comprehension skills**

The teaching of phonics runs alongside the teaching of comprehensions skills and word recognition. Through reading, we help children develop all the other vital reading skills and hopefully give them a real love of reading. Our teachers love to read to the children, they do this every day. The children get to know all sorts of stories, poetry and information books. We read a huge range of books including fairy tales, recipes, limericks, jokes, comics, scary stories, suspense, traditional tales, fact files, topic books, letters, and many more. Our children learn more words this way and reading this range helps us to write in different ways.

Shared reading is where the teacher works with the children (often whole class) to model fluent, expressive reading, the use of effective reading strategies and to encourage response to texts. It can be a vehicle for both teaching children to read (decode) and for teaching children about reading, including comprehension. Shared reading enables children to access and enjoy rich, authentic texts which are slightly beyond their independent reading level.

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| <p>Key<br/>Stage 2<br/>Year 3<br/>– 6</p> | <p>Most of our children are reading fluently by the time they start the junior years. We continue to encourage the children to use their phonics learning of blending and segmenting as they come across unfamiliar words. Our focus in the juniors is developing children’s fluency, comprehension skills and continuing to grow their love of reading so they read widely.</p> <p><b>Reading Lessons</b></p> <p>Explicit teaching and modelling of discrete reading skills: vocab, retrieve, predict, explain, summarise, infer and deduce. The teaching team will be asking highly focused questions that challenge children’s ideas. In fiction (stories, plays and poems), we will be developing these reading skills, speculating on the reasons for authors’ character, setting and plot choices. We will be using new texts as an opportunity to grow a rich spoken vocabulary. We will use non-fiction texts to deepen the children’s understanding of topic work across the curriculum and increase exposure and understanding of vocabulary across the subjects. We are seeking to ensure children appreciate that reading helps them to understand the world around them.</p> <p><b>Book Club</b></p> <p>Children who are competent with their phonics knowledge in the juniors do ‘Book club’ reading every day with their assigned adult. Pages are then set to read at home so children are prepared and ready for the following day’s session and we can get through books more swiftly, increasing the amount they have read.</p> <p>Year 3 to 6 children may also be set a question or task, based on the book. Y3 and 4 will be set one task a week, Y5 and 6 will be set two tasks a week.</p> <p>We have sets of 9 books so every child and the adult have a copy of the book they are reading. We have invested in the most amazing library of books that cover all genres; fiction, non-fiction, poetry and plays. Our books also cover every subject that is taught in school which helps to introduce future topics for pre-learning and consolidate curriculum learning. Because our children are reading this book every day, they have had the opportunity to read a wide range of books over the year and really develop their reading skills.</p> <p>We typically follow a structure whereby children familiarise themselves with the text. Dependent on the children’s reading ability, this may include reading the text several times to develop fluency, expression and accuracy. New vocabulary may be discussed and explored and opportunities for retrieval and summary practised. Once children have a strong understanding of the text, the opportunity for more in-depth discussions, often with an inference or evaluative focus, take place. Children are invited to share and justify their views.</p> <p>We love ‘Book Club’ at our school, having the chance to read stimulating books, develop our reading skills and learn and explore vocabulary. We discuss characters, settings, plots, motivations, use of language, author techniques, issues raised in the books, etc. Book Club really helps our children make informed decisions about the type of books they like to read. These sessions are real ‘book talk’ and helps us to develop our oracy skills.</p> <p><b>Reading for Pleasure Book</b></p> <p>All children in KS2 will also take home a ‘reading for pleasure’ book they have chosen from their classroom shelves. They can change these each week, or keep them a little longer if they have not completed it.</p> |
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### Assessment

We assess children's reading formatively through the teaching units. This enables us to tailor our planning to meet children's next steps and provide individual feedback and support to enable children to make progress with their reading.

Each term we review children's reading ability, knowledge and understanding and moderate these as a year group. Each child is given a summative reading judgement, which is recorded on Insight, termly. NFER tests are conducted termly from the Spring Term in Year 2 until the Summer Term in Year 5. From Year 2, we also complete a Multidimensional Fluency Scale for each child, looking at their speed and prosody whilst reading. The outcomes from both support our summative assessment judgements and inform our teaching and the support we give the children in their learning.

There are some DfE statutory assessments throughout a child's primary reading journey;

- At the end of Reception, we use the DfE reading criteria to provide an end of EYFS summative judgement.
- At the end of Year 1, the children complete the Phonics Screening Check, reading 40 words (20 real words and 20 known as 'alien words' that are made-up words). This checks the children's decoding and blending skills. If the children do not meet the pass threshold, they will re-take the test at the end of Year 2.
- In Year 6, the children complete their reading SATs tests.

Parents are informed of the results of all statutory assessment outcomes and throughout the year about their child's progress in reading, through parent consultation meetings and their school report.

### Additional support for those children that need it

We are forensic in our approach to phonics and our diagnostic testing identifies those children that are not on track and need additional support, we put this into place swiftly. Our SENDCOs and Phonics Leaders are on hand to advise teaching teams as needed and support their work in identifying any factors making progress difficult and finding solutions. Our ambition is for every child to learn to read.

Teachers and Teaching Assistants throughout school are all trained in phonics, so this teaching and support does not end when the children finish Year 1. We know some of our children will need to continue to be taught phonics beyond Year 2 Autumn term. There are extra reading sessions for target children. There can be many different reasons that children find reading difficult and our teachers and SENDCOs can help find the reasons and pinpoint what the issues are, through testing and specialist agencies being involved. Some children struggle with decoding (Little Wandle Rapid), fluency (teaching hub strategy), comprehension (Lexia) or need a more bespoke pathway (Toe by Toe).

We have a range of strategies to support our children with their reading. Some of these include:

- **Little Wandle Rapid Catch-Up Phonics programme** – the Rapid programme is a proven intervention approach for Year 2-6 children who have gaps in their phonic and reading knowledge. The series includes decodable books, flashcards, lesson plans and assessments to get the children back on track.
- **Toe by Toe** – Toe by Toe is a highly structured, multi-sensory reading tool to support children with reading skills. It supports children who have difficulty in decoding or reading fluently as well those children showing signs of dyslexic difficulties.
- **Lexia** – Lexia is a computer reading programme that provides the development of oral language, reading comprehension, vocabulary, spelling, and writing skills for children who are learning to read.
- **Speech and Language support** – We work with our Speech and Language Therapists to deliver support for children, and follow any strategies and programmes they have identified in children's plans. Children's speech can affect their reading. We also use 'WellComm' in school which is a complete speech and language toolkit for children for 6 months to 6 years. Wellcomm helps us identify areas of concern and gives us the resources to target early intervention.

### Other reading opportunities

We devote times within our school day to reading. These opportunities include:

- **DEAR time (Drop Everything And Read)** – this happens at the end of every day in every year group, time for everyone to enjoy reading before going home. DEAR time is often a teacher sharing a book or poem with the class, a chance for children to read their own selected choice, or sometimes listening to spoken books online read by authors or celebrities. When staff read to the children they can model the excitement and expression that story telling brings. It is a great way to end the school day and is valued across the school.
- **Library and book areas in school** - we have several designated areas in school that children are given the opportunity to go to read and every classroom has a welcoming reading area and attractive book displays. The books in these areas are regularly changed and / or restocked. Our classrooms are a language rich environment and we promote the written word.
- **Class Reading Buddies** – our Year 3-5 children are all reading buddies with children in Reception – Year 2. Classes and children are paired up and they really love the opportunity to get together and share books and their own writing.
- **Reading Ambassadors** – each year we train a group of older children as reading ambassadors. They support children in school with their reading and particularly like to share books at lunchtime.
- **Dolly Parton's Imagination Library** – all children in North Lincolnshire from birth to five years old who live in North Lincolnshire are eligible to register, we support parents to ensure that all our parents do register. Each month a new, carefully selected book is delivered to each child's home and addressed to the child (free to parents). By the time the children reach their 5<sup>th</sup> birthday they will have received 60 books, creating their own personal library. Our children love receiving their new book each month, and these books help start a lifelong love of books and reading.

### How carers can help

Carers are of course partners in their child's reading journey. We'll make sure parents are well communicated with about what is happening with reading in school. We always let you know how well your child is doing and how you can support your child.

A child cannot read too much! We ask our carers to read regularly with and to their child, building this into your daily routine and encouraging children to look after, respect and love reading and books. Parents will be invited to come and read with their children in school.

You can help your child to sound out the letters in words and then to blend the sounds together to make a whole word. Help your child to focus on the sounds, rather than the letter name. Sometimes your child might bring home a book that they already know well, children and adults alike love to re-read books – ask them to tell you the story, ask them questions about the story and the characters and what might happen next. We will support you with how we teach reading. We will send out support leaflets and you will be invited to workshops on phonics, reading, SATs testing, etc – please read them and join us to learn more about how to help your child be an amazing reader.

Great rhymers make great readers! We ask that you share and learn nursery rhymes with your children. The importance of nursery rhymes cannot be overstated or underestimated. Songs and rhymes are a cornerstone of language development. When you read nursery rhymes together, you are telling them a story, they are learning new words, how to pronounce words, learn all about rhyming and developing their social skills. According to Reading Magic, "experts in literacy development have discovered that if children know eight nursery rhymes by the time they're four years old, they're usually among the best readers by the time they're eight." They are such a fun and positive way to learn how to read.