



Reading Strategy

One child, one teacher, one
book and one pen can
change the world."
- from *Malala's Magic
Pencil* by **Malala Yousafzai**

But need alone is not
enough to set power free:
there must be knowledge.
- from *A Wizard of
Earthsea* by **Ursula K. Le
Guin**

So please, oh please, we beg,
we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall."
- from *Charlie and the
Chocolate Factory* by **Roald
Dahl**



CHILTON FOLIAT CofE VA PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) and Key Stage 1

Phonics and Early Reading





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Phonics & Reading

Phonics

Our chosen validated synthetic phonics programme is **Unlocking Letters and Sounds**.

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

At Chilton Foliat School we begin teaching phonics in the first few weeks of term one in **Reception**. We follow a systematic approach where each grapheme is introduced clearly; a focus is placed on blending to read and segmenting to spell; as well as learning the 'Common Exception' words for Phases 2, 3 and 4. This focus provides children with the skills they need to begin to read words, captions and whole sentences to make rapid progress in their reading journey. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

[Actions images and handwriting](#)

[Phonics information session for parents](#)

In **Year 1** through Phase 5a, b and c, they learn alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In **Year 2**, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age-related expectations continues to receive support to close identified gaps.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC (Grapheme Phoneme Correspondence) recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.



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Reading Scheme

At Chilton Foliat we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge, so that every child can experience real success in their reading. In these crucial early stages of reading, we primarily use books from **Ransom Reading Stars Phonics and Big Cat for Letters and Sounds**, to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow.

Reading in School

Children practise reading using fully decodable books that are closely matched to their developing phonic level. Reading books are closely matched to the phonics programme and are grouped accordingly.

From the end of Reception, teacher-led guided reading sessions take place weekly in small groups. Children read a carefully selected engaging text over two sessions. The focus of the first session is on the three key components of reading fluency:

- accuracy
- automaticity (rapid recall of whole known words)
- prosody (reading with expression).

The second session returns to the text and challenges the children to explore the content of the book; for example, looking at vocabulary choices, word meaning and retrieving key information.

Once children become fluent readers, a range of books are provided to allow children to engage in more lengthy discussions about the content of the book to deepen their understanding and broaden their vocabulary.

Reading at Home

Children are encouraged to read at home every day. Research shows that children who read daily develop reading fluency at a more rapid rate and become more confident writers.

The books that children take home are fully decodable, are closely matched to their developing phonic level and to the Unlocking Letters and Sounds phonics programme. It is important that the books are fully decodable, not highly decodable or with 'challenging words.'

In **Reception and Year 1**, the children have two decodable books to take home per week. They are encouraged to read this book multiple times to develop skills in blending, word recognition, fluency and prosody, inference and comprehension.

This continues in **Year 2** until they reach the point where they no longer need a fully decodable book. This is the point when they have mastered all the above skills and are considered fluent readers.



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A video to support parents with reading at

home: <https://www.youtube.com/watch?v=Hhu3xeNq3Kg>



Developing a Love of Reading

We give children the best start we can by teaching them to read as soon as possible so that they can develop a love of reading that will provide them with the skills they need for the future.

Each class has a dedicated book area, which provides children with access to a range of high-quality, engaging texts across a range of genres.

Staff read to children every day to develop a love of reading and expose them further to high-quality literature and a wealth of ambitious vocabulary. Children can clearly see the passion and enthusiasm teachers have when they are reading, which in turn, inspires them to read more or to return to well-loved books.

What is the Year One Phonics Screening Check?

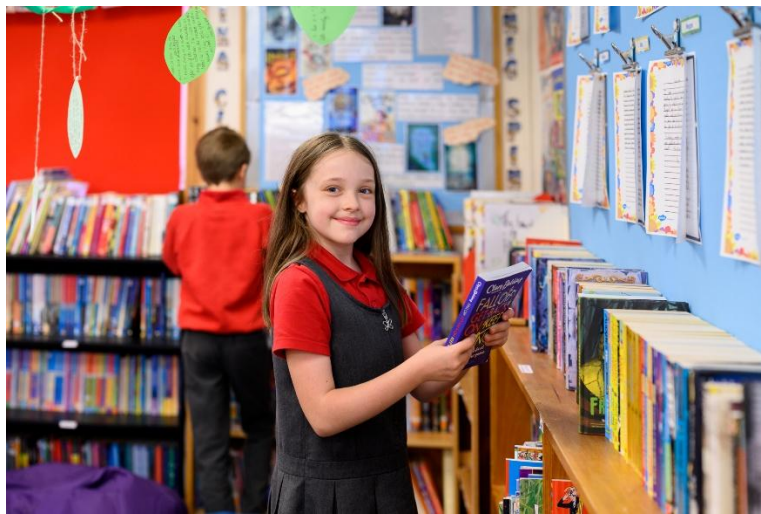
The **phonics screening check** was introduced in 2011-12; it is a short, light-touch assessment to confirm whether individual children have learnt **phonic** decoding to an appropriate standard. It consists of a list of 40 words, half real words and half non-words, which all Year 1 children read to a teacher. It takes place at the end of Year 1 and is a statutory requirement. If children do not pass the phonics screening check in Year 1, they will retake it in Year 2, **receiving support and targeted interventions to enable success.**





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Key Stage 2





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Whole class guided reading

All children in KS2 take part in whole class guided reading. Every text is carefully chosen and is linked to a topic theme building on the children's knowledge and understanding as they make links to the wider curriculum. Every child benefits from embarking on the same reading journey of the same text, providing a shared experience and developing a community of readers. The focus of these sessions is to gain fluency in reading; encouraging children to move from accuracy to automaticity and finally to read with prosody. Alongside this, children will explore the content of the text, for example, vocabulary choices, predicting, word meaning and retrieving key information. Text maybe analysed over the course of several weeks to ensure that children have a comprehensive understanding of what they are reading.

We use VIPERS to aid the recall of the six reading domains as part of the National reading curriculum. They are the key areas which we feel children need to know and understand to improve their comprehension of texts. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or **S**ummarise

Extended and targeted questioning is used to challenge children's ideas, and further develop their understanding of vocabulary choices, word meaning and inference skills.

Children with SEND are supported in guided reading sessions so they can achieve equal access to the range of exciting and engaging texts on offer. This is achieved by: pre-teaching in preparation for oral reading, scaffolding by modifying how the texts are presented, paired reading and using assistive technology.

Explicit teaching is used to teach text comprehension strategies, to model oral reading and to encourage the use of repeated and echo reading. These are the strategies that will support children to read at a pace that allows comprehension to flourish.

Vulnerable Readers

Some children require further support during their time in KS2 to accurately decode texts or to improve fluency and comprehension. These children receive bespoke 1-1 interventions.

Phonics Intervention

A phonic intervention may be needed for those children who: -

- Did not pass the Phonic Screening Check (PSC) at the end of year 2
- Scored less than 38 on the PSC at the end of year 2
- Are not accurately applying their knowledge of letter-sound relationships when reading.



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For these children, we use the ULS grapheme and blending for reading assessment. Following this we ensure that: -

- A targeted intervention plan is put in place following the ULS phonic progression
- Fully decodable bespoke books are offered, matched to reading ability and interest. We use Ransom Achieve, which are decodable books specifically written for children in KS2.
- Scaffolding is given in class to support children when reading across the curriculum and to continually reinforce their phonic knowledge, including through our 'phonics first' approach to reading and spelling.

Fluency Intervention

A fluency intervention may be needed for those children who have mastered the phonetic code and can read words on sight automatically but read at a slow pace. We assess these children to identify gaps and provide a targeted approach. This supports teachers with the following approaches: -

- Providing opportunities for a 1-1 intervention when the child will re-read a text many times.
- Providing a child with bespoke books for independent reading, which are matched to interest and pitched at a level to ensure confident reading
- Modelling oral reading (using pronunciation, phrasing and prosody)
- Using reading strategies such as repeated or echo reading.

In conjunction with the school's "Phonics First" approach to spelling and reading, phonics teaching continues to be revisited for any individual child who has not yet achieved mastery of the phonetic code. These children will be regularly assessed and supported through one-to-one interventions, to ensure that gaps are closed and fluency and accuracy of reading is achieved.

Children who need further support to develop decoding, fluency, prosody of reading, we plan the following strategies:

- Regular one to one reading sessions which are carefully monitored and assessed for small steps progress
- Practice texts are closely matched to a child's current phonics knowledge, so that every child can experience real success in their reading
- Support strategies as described about for targeted pupils prior to whole class/group reading sessions.

Assessment

Staff continually assess children throughout the year to inform planning and identify vulnerable readers. The children are also assessed using the NFER Reading Assessment strategy three times a year, to identify and close gaps. Year 6 children also complete the Reading SATs Assessments each May.



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Reading at home and celebrating success

Children are encouraged to read at home every day to an adult. These reading sessions are recorded within the children's reading logs and checked by staff each week. We celebrate reading at home success by awarding reading certificates and book awards at our weekly Celebration Assembly. Resources are provided for parents to support their child, such as age-appropriate reading comprehension questions, a list of age appropriate, high quality reading books, resources to support children with specific learning difficulties and guidance about creating a purposeful reading environment.

Developing a love of reading

Following the school's Reading for Pleasure Action plan, we promote the enjoyment of reading, both at home and within school through:

- Featured in-class book area (usually linked to curriculum themes)
- Welcoming in class reading areas
- Access to the school's Reading River book selection to enable access to a wide variety of books exploring themes such as Equality and Diversity, Wellbeing and Environmental Protection. Please see our Reading River selection on our website.
- Book recommendations, including features in the school newsletters
- Book talk and recommendations by the children
- Bringing books from home
- Children are encouraged to have two books – one for challenge and one for enjoyment. These could be both fiction and non-fiction
- Adults sharing books they enjoy both as children and as an adult
- Children discuss which books should be purchased and why
- Jointly plan with children the books to be selected from the Wiltshire Resources Library
- Adults reading aloud to model good practice and enjoyment of reading
- Participation in the Summer Reading Challenge.