Key Stage One Reading Policy

July

2018

Herrick Primary School

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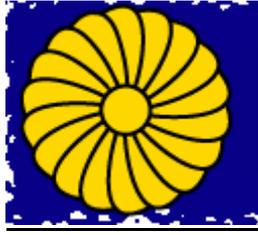
Vision of Reading at Herrick

"Teachers should develop pupils' reading in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure."

-National Curriculum

Aim: At Herrick, the purpose of reading is to develop our children as **critical thinkers** who challenge and question and are aware of the world around them through the literature they study. At Herrick, reading is delivered through good quality discussion and the teaching of specific reading skills. Language is developed through a range of strategies which encourage our children to be **analytical.** During their Herrick journey, children develop an understanding and appreciation of how texts can reflect cultural, social, emotional and historical meanings. Through close examination of a text, children are encouraged to become informed, independent readers of literary texts and develop an understanding of how texts can be interpreted.

What does Reading look like at Herrick?

Reading sessions can be an amalgamation of guided, shared, group and/or whole class reading. Sessions can vary in form and different approaches may be used as and when required. During a unit of work, children are taught steps from Target Tracker in all three aspects of reading: Word Reading, Comprehension and Spoken Language. They are introduced to a range of classic and modern texts to explore and enjoy both language and story.

Year 1 Reading

Working at expected or above age related expectation	Below age related expectation	Considerably behind
Children consolidate and secure reading and comprehension	*Reading sessions help ensure individuals secure word knowledge of phonics and word reading.*	*Intense programme of phonics which is reviewed half termly*
Developing Fluency We have selected a spine of varied texts to read with the children. Children will focus on: **Word Reading** **Sequencing** **Prediction** **Character Description or Feelings** **Literal questions** I can read aloud books that use letters and letter groups I have been taught. I can usually spot if a word has been read wrongly by following the sense of the text. I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features. I can say what might happen next in a story.	**Developing Automaticity** Children work in small groups on shared text. They read in pairs and then independently allowing the teacher to form a diagnostic assessment for individuals. After this, the teacher models the text. Look at words children are struggling with and breakdown by blending and segmenting. Pick out key words and discuss meaning in context and use words in own sentences. **Term 1**-Secure word reading **Term 2**-Simple Comprehension **Term 3** Age appropriate texts	**Securing Phonics** Each individual is assessed on previous Letters and Sounds phase and certain letter strings may need to be revised. Children are taught the next phase in 30 minute sessions x 3 and five 40 minute sessions during the week. The 40 minute session focusses on a letter string, encourages children to come up with words and orally rehearse sentences before writing them. **Developing Automaticity** They read texts with the relevant sound that has been taught. **Term 1 & 2** Learning new phases through range of oral, reading and written activities. **Term 3** Consolidating phases and Year 1 word reading.

Week beginning		
7 Weeks	Fairy Tales-**focus on retelling stories, acting out and sequencing** Storytelling and Retelling-learning key words/phrases Use Talk for Writing where appropriate *Goldilocks and the Three Bears, Cinderella, Hansel and Gretel, Gingerbread Man, Snow White and the Seven Dwarfs & Little Red Riding Hood* Teacher and 2 TAs-work in three groups	11.30-11.45 Consolidate and learn phase 2 Letters and Sounds 11.45-12.10 Share story
Half Term		
	Children in Three Groups	
	High	Mid	Low
8 Weeks	Peace at Last- Jill Murphy Mog and the Baby and other stories We are going on a Bear Hunt Funnybones - Allan Ahlberg Owl Babies -Martin Wadell The Rainbow Fish-M P	Secure Word Reading	Consolidate and learn phase 3 Letters and Sounds
Christmas Break		
6 Weeks	Room on the Broom – Julia Donaldson The Gruffalo – Julia Donaldson The Gigantic Turnip - AlekseiTolsto Rosie's Walk -Pat Hutchins Elmer	Secure Word Reading	Consolidate and learn phase 4 Letters and Sounds
Half Term		
7 Weeks	Non-Fiction-Farm Animals, Florence Nightingale and Toys Dear Greenpeace -Simon James Not now, Bernard -David Mkee Amazing Grace-Mary Hoffman	Secure Word Reading/ Study Year 1 texts	Consolidate and phases 3 and 4
Easter		
4 Weeks	Phonics Revision& Year 1 Words		
May Half Term		
6 Weeks	Each Peach Pear Plum-Janet Ahllberg Can't you sleep little bear? Martin Wadell- Mister Magnolia-Quentin Blake The Jolly Postman-Alan Ahlberg	Support children to enter main classroom	Depending on phonics, continue to consolidate, secure word reading or move on to Year 1 texts.

Year 2 Reading

7 Weeks	Fairy Tales-Beauty and The Beast, Aladdin and his Magical Lamp, Rapunzel, Sleeping Beauty & Rumpelstiltskin, Princess and the Pea. Burglar Bill Hermelin (modern fiction) Antony Browne books- texts by significant author The Tunnel & Gorilla *Reading Area Outside Year 2 and Nursery area-Jayshree& Julie*	**Low Group** 11.30-11.50 Consolidate Letters and Sounds Year 1 Word Reading 11.50-12.10 Listen to Fairy Tales
Half Term		
8 Weeks	Fantastic Mr Fox- texts by significant author The Magic Finger- texts by significant author The owl who was afraid of the dark The Twits-texts by **significant author**	11.30-11.50 Consolidate Letters and Sounds Year 1 Word Reading 11.50-12.10 *Read in pairs*
		11.30-11.50 Consolidate Letters and Sounds Year 1 Word Reading 11.50-12.10 Listen to Year 1 texts
Christmas Break		
6 Weeks	Dinosaurs-exploring **non fiction** Great Fire of London-**non fiction** **Diary Entry**-Horrid Henry (modern fiction) **Book Reviews** (part of Literacy unit)	11.30-11.50 Phase 6 Year 2 Word Reading 11.50-12.10 Listen to Year 1 texts
Half Term		
7 Weeks	Extracts	11.30-11.50 Phase 6 11.50-12.10 Read Year 1 texts/paired reading
Easter		
4 Weeks	Reading Test Revision	Simple Year 2 texts Sequencing, retelling, literal questions
	Test Week	
	Learning to use a dictionary, encyclopaedia and Atlas	
May Half Term		
6 Weeks	Please Mrs Butler, Revolting Rhymes Poems with a structure e.g.,Riddles **Classic poetry** e.g. The Owl and the Pussycat, Flat Stanley-*Read and Respond unit*	

Read Aloud

Teacher to model the Read Aloud approach by selecting the appropriate text size and using a range of strategies suitable for the text.

Possible Strategies

- Read a sentence, look away and repeat in own words what has been read.
- Questions and predictions after each sentence
- Draw as you read and make connections

After Read Aloud, guided oral reading instruction – text modelled by teacher and then followed by **repeated reading** – pupils re-read text a number of times in pairs/ groups or with teacher (this is to be done aloud). Children to summarise text with support from the teacher.

Year 1

Learning:	Pupils should be taught to:
Teachers to teach the following sequence in any order. Learning can be repeated at different stages in the session. With the exception of prediction, each objective must be taught during a reading unit.	apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Background Information Fluency Summarising Sequencing Predicting Vocabulary Discussion Inference	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Year 2

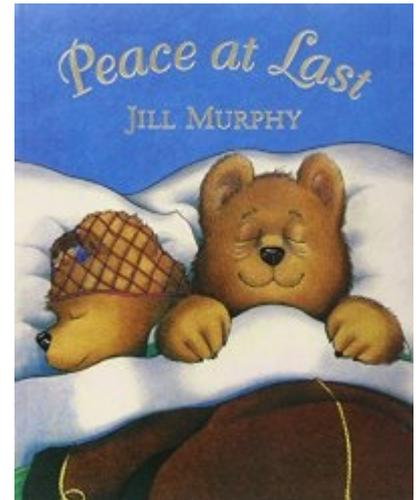| Learning:	Pupils should be taught to:
Teachers to teach the following sequence in any order. Learning can be repeated at different stages in the session. With the exception of prediction, each objective must be taught during a reading unit. Sequencing Summarising Language Vocabulary Background Information Questioning Inference Predicting Discussion Explanation	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.

Year 1 Reading Unit Example

Year 1	Peace at Last
I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.	Hook-how do you feel when you are tired or when sleep is disrupted?
I can talk about the title and events in books I have read or heard.	What does Peace at last mean? Does Mr Bear get peace? What did Mr Bear want?
I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.	How does Mr Bear feel at different stages in the story?
I can say what might happen next in a story.	Predict what you think could happen at the end of the book.
I can explain clearly my understanding of texts which have been read to me.	Literal questions and/or true false statements
I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.	Paired reading and sequencing story
I can enjoy reading key stories because I know them well and can retell them and comment on their special features.	Sequencing story and discussing repeated words and sounds.

Session 1 Introduce story

Hook-Lights off, yawn and pretend to sleep-discuss the idea of **peace** and quiet. Play sounds linked to the story and chdn wake up. Repeat 'Oh No' and they go back to sleep.

"What sounds can keep you awake at night?"

"How do you feel when you have not had a good night's sleep?"-show pictures of tired looking people.

Show first picture- what clues are there that it is late night? Discuss 'The **hour** was late.'

Play powerpoint story with all the sound effects.

Teacher models story again encouraging children to join in with keywords and asks chdn to pick out difficult words and notes them on board-explains meaning.

Repeated reading/Reciprocal reading

Children read story in pairs.

Assess-teacher to work out which words majority are struggling with and display glossary cards on board.
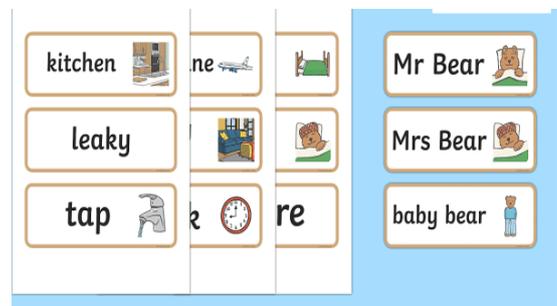
Anticipate-**assessment for learning** (see separate list). Session could change at this point.

Children retell the story in their own words using sequence cards or puppets and then could add words. Have the children understood the story? Are they able to summarise?

Session 2-Character feelings

Children take turns to read the story-teacher to ask questions about the pictures.

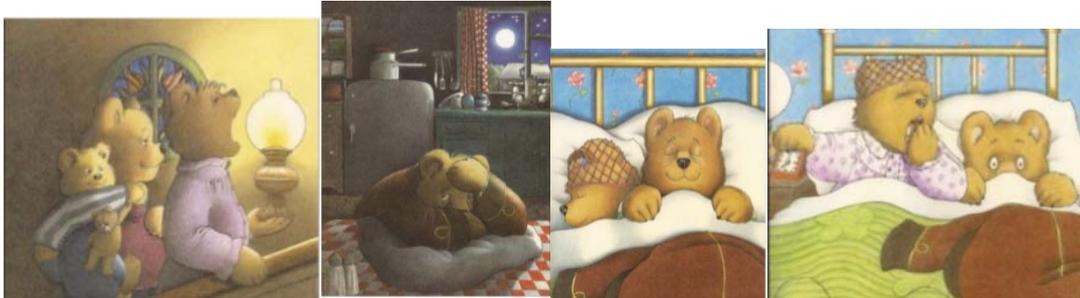Look at images of Mr Bear throughout the story.

How do you think he is feeling in each picture?

"OH NO. I can't stand THIS."

What is he thinking?

Tired, sleepy, fed up, shocked, cross, upset, sad, grumpy, upset, annoyed, cross

What do you think Mr Bear is thinking at the end? –Thought bubble
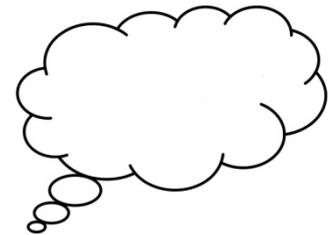
What do you think could happen next?

Session 3-expression and language

Watch powerpoint again

Word Print-children to discuss why some words are in capitals.

What sound would the leaves make?
What sound would the wind make?
What sound would a dog make?
What does Peace at last mean? Does Mr Bear get peace? What did Mr Bear want?

Session 4

Literal questions and True/False Questions-could use true/false lollysticks

A child is given two reading books: Letters and Sounds book and Reading book. After a reading assessment is carried out at the beginning of the academic year, the teacher will decide whether individuals will benefit from Letters and Sounds books only.

Reading Journey (KS1)					
date	Phase – Letters & and Sounds	Sounds	date	Reading book stage	Tricky words
	Children in Yr1 must continue developing phonic knowledge (letters and sounds) through phase books. Phases begin at 1 and end at 5. Children in Yr1 should be beginning phase 3 at the start of the year and end the year completing phase 5.			Reading books are banded. The different bands reflect the approximate reading age of the child. Children are then guided to choose a book from KS2. Year 1 Bands in order-Age: 5-6 Yellow, Blue. Green. Year 2 Bands in order- Age: 6-7 Orange (Year 1&2 Transition), Turquoise, Purple, Gold. Year 2/3 Transition: White & Lime.	

Assessment 2018 – 19 (Reading)

		Assessment to inform:			
	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
1.1	All Reading Journals to have relevant baseline proforma. **(round 1)** Yrs 1 & 2 to complete YARC assessment. Yrs 3-6 to complete the New Group Reading Test(NGRT) on-line	Provide historical understanding of attainment and plot success pathway To provide standardised score and reading age	Use summer test analysis in supporting strengths and areas of development for specific year groups Inform support required for individual children	Recognise expected trajectory for each child	For children at or above age related expectations to have 'Reading baseline' in book Children below to have key targets placed in front of book (these are to be personalised and not linked to Target Tracker curriculum statements
1.2	Yr1 Phonic test Yr2 GL assessment paper 1B Yr3-6 NFER test (suite 1)	(Yr1)To test formally phonic knowledge and ensure children placed in correct phase groups (Yr2-6) assess comprehension ability	Provide in-depth analysis with specific emphasis on	Support in re-evaluating target setting	Test Paper to be shared with parents and pupils through workshops, identifying development points and to share effective strategies
2.1	Years 1-6 Reading Report Card Spring 1	Focus on impact of revised reading sessions	Analysis on two key aspects of reading – language comprehension and word recognition	Provide assessment data in-relation to fluent reading capabilities	Reports cards sent home informing parents of ability (term 2.1)
2.2	Years 1-6 Reading Report Card Spring 2				Reports cards sent home informing parents of ability (term 2.2)
3.1	**(round 2)** Yrs 1 & 2 to complete YARC assessment. Yrs 3-6 to complete the New Group Reading Test(NGRT) on-line	To provide revised standardised score and reading age – calculate level of progress	Inform support required for individual children		Information to be shared via reading journals
3.2	Yr1 Phonic test Yr2 GL assessment paper 2A Yr3-6 NFER test (suite 2)	(Yr1)To test formally phonic knowledge and ensure children placed in correct phase groups (Yr2-6) assess comprehension ability	Provide in-depth analysis with specific emphasis on	Support in re-evaluating target setting	Test Paper to be shared with parents and pupils through workshops, identifying development points and to share effective strategies

Banded Books

Lilac	Age: 3-4	Year: Nursery
Pink	Age: 4-5	Reception
Red	Age: 4-5	Reception
Year 1 Bands-in order of difficulty		
Yellow	Age: 5-6	Year: 1
Blue	Age: 5-6	Year: 1
Green	Age: 5-6	Year: 1
Year 2 Bands-in order of difficulty		
Orange	Age: 6-7	Year 1& 2 Transition
Turquoise	Age: 6-7	Year 2
Purple	Age: 6-7	Year 2
Gold	Age: 6-7	Year 2
White	Age: 6-8	Year 2

Glossary

Automaticity is the fast, effortless word recognition that comes with a great deal of **reading** practice. In the early stages of learning to read, **readers** may be accurate but slow and inefficient at recognizing words. Continued **reading** practice helps word recognition become more automatic, rapid, and effortless.

Fluency is **defined** as the ability to **read** with speed, accuracy, and proper expression. In order to understand what they **read**, children must be able to **read fluently** whether they are **reading** aloud or silently. When **reading** aloud, **fluent readers read** in phrases and add intonation appropriately.

Two important abilities that students must develop are blending and **segmenting**. Blending involves pulling together individual sounds or syllables within **words**; **segmenting** involves breaking **words** down into individual sounds or syllables.

Digraphsa combination of two letters representing one sound, as in *ph* and *ey*.

Morpheme is a meaningful linguistic unit consisting of a word (such as dog) or a word element (such as the -s at the end of dogs) that can't be divided into smaller meaningful parts. Adjective: **morphemic**. **Morphemes** are the smallest units of **meaning** in a language.

Phonics -the science of sound : acoustics. 2: a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.

A **consonant cluster** in a word is a group of **consonants** with no vowels between them