

**Version control: V4**

**Date approved**

**July 2021**

**Review  
planned**

**Sept 2022**

**Signed** .....

**Gwen Kelsey, Chair of Governors**



## **Phonics and Reading Policy**

### **Our intent**

**“Being a competent reader is the key that allows children to access learning to the full”**

*Phil Minns Ofsted 2019*

At Longford Church of England Primary School, we use the Letters and Sounds programme as our approach to teaching reading. We aim to build children's speaking and listening skills in their own right as well as prepare children for learning to read by developing their phonic knowledge and skills. We follow a detailed and systematic programme for teaching phonic skills, starting in Foundation 1 when children are 3, with the aim of them becoming fluent readers by age seven.

Alongside this structured approach to the teaching of phonics and key word recognition we teach children to understand the content of what they are reading through a programme of strategies to develop their comprehension.

Additionally, through providing texts that are exciting and stimulating we aim to develop childrens' love, excitement and hunger for discovering the world through reading the written word.



## **Impact:**

Progression in reading involves children using the skills and strategies with greater independence and confidence, without explicit reminders about what to do. Confident independent readers know what sort of reading strategy to apply to the particular reading task in which they are engaged.

## **Section 1: The teaching of Phonics**

### **For the teaching of Phonics we intend to:**

- Teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- Encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- Ensure the teaching of phonics is rigorous.
- Enable children to use phonic awareness across the curriculum.
- Ensure that children know the 44 phonemes within the English language.
- Teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- Provide children with strategies to identify and decode 'tricky words.'
- Build their vocabulary and knowledge of language
- Assess childrens' knowledge regularly to ensure no child falls behind (with extra support being provided if assessment reveals that a child is not at the expected level, see below)

### **Objectives:**

- To provide daily, high-quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two (for those children needing interventions) to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills.

### **We expect each Phonics lesson to include the following sections:**

#### **Revise**

- Revise the previously taught graphemes (flash cards)
- Speed read previously taught graphemes within words
- Revise previously taught tricky words

#### **Teach**

- Introduce a new grapheme/words

#### **Practise**

- Develop GPCs (grapheme-phoneme correspondences)
- Practice reading or spelling new words

#### **Apply**

- Use the new graphemes/words by reading sentences or writing dictated sentences
- **Assess**
- Monitor progress within each phase to inform planning

- Phonics is taught to the whole class and adults are used to support children within the session.
- Interventions are timely and aim ensure no children fall behind.
- All staff have been provided with CPD on Letters and Sounds from an English Hub and the principles behind segmenting and blending.

| <b>Progression expectations</b> |   |
|---------------------------------|---|
| <b>Phase</b>                    | <b>Phonic Knowledge and Skills</b>  |
| Phase One                       | Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally, oral blending and segmenting.  |
| Phase Two                       | Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.<br>Phonemes: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, ,l, ll, ss<br>Tricky words: the, to, go, no  |
| Phase Three                     | The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.<br>Phonemes: j, v, w, x, y, z, zz, qu, ch, sh, ng, ai, ee, igh, oa, oo, ar, or ur, ow, oi, ear, air, ure, er,<br>Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are   |
| Phase Four                      | No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.<br>Phonemes: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, g,l pl, cl, sl, sp, st, tw, sm,nch, shr, str, thr<br>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  |
| Phase Five                      | Now we move on to the "complex code". Children learn more graphemes for the phonemes that they already know, plus different ways of pronouncing the graphemes they already know.<br>Phonemes: zh, ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e,<br>Reading words: oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, though, work, mouse, many, laughed because, different, any, eyes, friends, once, please<br>Spelling words: said, so, have, like, some, were, there, oh, there, oh, their, people, Mr, Mrs, looked, called, asked<br>Alternative spellings for: ch, j, m, n, r, s, ,u, l, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh |
| Phase Six                       | Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.<br>Suffixes: ed, ing, ful, est, er, ment, ness, en, s, es<br>Rules for adding ing, ed, er, est, ful, ly, y<br>Past tense<br>How adding prefixes and suffixes change words.   |

| Sequence of teaching of Phonics Phases |                              |         |         |
|--|------------------------------|---------|---------|
|  | Autumn                       | Spring  | Summer  |
| FS1                                    | Phase 1                      | Phase 2 | Phase 2 |
| FS2                                    | Phase 2 - 6 Weeks<br>Phase 3 | Phase 3 | Phase 4 |
| Year 1                                 | Phase 4 - Revisit<br>Phase 5 | Phase 5 | Phase 5 |
| Year 2                                 | Phase 6                      | Phase 6 | Phase 6 |

Our children are taught in a mixed Year R, 1 and 2 class and the Teacher and Teaching assistant lead phonics groups throughout each day (see class timetable).

### Foundation 2 (Reception)

Children in Reception are taught through a discrete phonics session daily for 20-30 minutes as a whole group. This is followed by 3 x weekly fifteen minutes of handwriting, linked to Phonics. Phonics skills are also embedded in writing and reading tasks in English sessions.

All children are to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 no later than the start of Autumn Term 2 in Year 1.

Children are introduced to the 'tricky words' and aim to read and write the high-frequency words for Phases 2, 3 and 4 before they enter Year 1.

For children who have not reached the expected level by Year 1, interventions are put in place however, children continue to access whole class phonics.

### Year 1

Children in Year 1 have access to high-quality whole class daily phonics sessions for 30 minutes. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. They are provided with plenty of practice in recognising 'Alien' words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the tricky words for Years 1 and 2.

### Year 2

Children in Year 2 will have access to whole class high-quality daily phonics lessons for 30 minutes. The underlying aim in Year 2 is to ensure that all children have successfully completed Phase 6, while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before.

### Year 3

Children in Year 3 who have not reached a sufficiently proficient level in GPC awareness and application should be given access to a daily phonics session across the Autumn term. Children who by the end of the Autumn term have still not reached a sufficiently skilled level of phonetic awareness will have intervention programmes arranged to provide for this need.

Children in Key Stage 2 who have not attained a sufficient skill level in GPC awareness and application will have a provision in small intervention groups in regards to phonics and/or spelling across the key stage

## **Classroom Environments**

In each class are age-appropriate Phonics resources, concentrating on both sounds and keywords. GPCs which children have been taught are visible for children to refer to.

## **Assessment**

All children who do not know all 44 phonemes have a tracker. These are used to track knowledge and gaps to identify groups for intervention. Trackers are analysed termly by the English leader. Year 1 pupils will be given practise papers to identify specific skills or any gaps in learning throughout the year.

## **Interventions**

Interventions are completed daily and focus on children who have not achieved during the session. These may be short 3-5 minute interventions looking at a specific GPC. More formal interventions are used where a child is falling behind and has significant gaps. Interventions may be 1:1 or small groups depending on the needs of the class.

## **Vocabulary**

All staff use the correct phonics vocabulary (see Appendix 1).

# **Section 2: The teaching of Comprehension through Shared Reading**

## **For the teaching of Comprehension we intend to:**

We at Longford Church of England Primary School strongly believe that in order to develop into an enthusiastic, independent and committed reader, it is critical to develop the ability to understand text, alongside the ability to decode.

We have developed a whole school approach with strands to be used throughout discrete Shared Reading sessions and integrated throughout all curricular work. These approaches develop skills and strategies to read for understanding and come from the National Curriculum expectations.

Our curriculum is developed around a series of high quality texts that are used to develop childrens' understanding and interrogation of meaning and the majority of our shared reading discussions will centre around these or other linked topic texts, including non-fiction and poetry.

Each day throughout Key Stage 1 and 2 children are provided with a planned opportunity to share a text and discuss/ interrogate this through supported discussion as a class, with answers to different questions being modelled by the teacher. This can be either a topic text or during the daily reading session.

At least once a week children are expected to apply what they have learnt through discussion in independent activities.

Shared reading lessons will focus on implementing a range of approaches to teach skills and strategies over both Key Stages. Each week a range of skills and strategies will be practiced, although one

strategy e.g. inference may be the main focus for a block of days/weeks, depending on the teachers knowledge of the children's needs (gathered through assessment).

## Implementation - skills and strategies to be taught:

| Key Stage 1  | Key Stage 2   |
|--|---|
| Prior Knowledge<br>Understanding<br>Questioning<br>Vocabulary<br>Retrieval<br>Sequencing<br>Summarising<br>Inferential understanding<br>Prediction | Prior Knowledge<br>Understanding<br>Questioning<br>Vocabulary<br>Retrieval<br>Sequencing<br>Summarising<br>Inferential understanding<br>Prediction<br><br><i>Skim, scan and dig deep.</i><br><i>Viewpoint</i><br><i>Word Choice</i><br><i>Compare</i><br><i>Express</i> |

## 1. Using Prior Knowledge to Support Understanding

Using prior knowledge is an essential reading comprehension skill. The knowledge a reader brings to their reading is an essential way they check understanding when retrieving information from a text, but even more important to the process of inferring from a text where the reader fills in the gaps between what is written and what is implied.

Prior knowledge is the starting point for all of our reading lessons.

### Progression within this strand:

1. Discuss what children know about the topic prior to reading.
2. Link the topic from a text to their own experience and /or information they know and recognise how books are similar to others they have read or heard.
3. Link the information from the text to their own experience and /or information gathered and again begin to make links to similar books they have read.
4. Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.
5. Use background knowledge or information about the topic or text type to establish expectations about a text and what may be inferred. Compare what is read to what is expected.
6. Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read.

### Teaching Ideas:

- We begin reading lessons by drawing on children's prior knowledge through discussion.

- We encourage the children to make links between their reading and their own experience.
- We allow children to make predictions and speculations about a text and modify these in light of the text content.

## 2. Understanding -Check that books make sense to them

**Good understanding means readers will make sense of the text by checking at regular intervals. They expect to make sense and check their understanding throughout, stopping and taking action when they have a ‘meaning breakdown’. We encourage children to identify where they have lost the sense and know what to do when they have done so.**

### **Progression:**

1. Listen to their own reading, and that of others, and make sense check at regular intervals.
2. As above, then rereading to regain understanding.
3. Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.
4. Monitor their understanding of a text and take steps to retrieve meaning if comprehension has been lost.
5. Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.
6. Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning.

### **Teaching Ideas:**

- We model how to read texts in short sections so that children learn to stop and check their understanding.
- We slow reading down – building in a pause when reading with a group so that children have the opportunity to discuss meaning.
- We model putting a text’s meaning into our own words and ask readers to do the same.

## 3. Ask Questions to Improve Their Understanding

**Asking questions is a basic strategy for developing understanding. Independent readers ask questions of a text until they reach a satisfactory explanation for what they’ve read. It is vital therefore, that we provide opportunities for children to ask questions and that we model the different kinds of questions, which explore meanings, as well as those that retrieve details directly from the text.**

### **Teaching Ideas:**

- Model using different question types and stems.
- Encourage children to ask questions in whole class reading lessons.
- Use the reading question stems displayed in each classroom to prompt different types of questions for retrieval, inference and deduction, analysis, and explanation.
- Pose their own questions in other subjects using their prior knowledge.
- Use a variety of question types:

Strategies used to support children’s questioning:



- **Pounce, Bounce, Bounce Questioning:** where the teacher establishes movement of ideas and responses around the class and the children listen to other responses and build on other pupils' ideas and comments.
- **Thinking Time:** where the teacher provides time between setting the question and requiring an answer. Sometimes alerting pupils to the approach and the time available to develop an answer.
- **Pair Rehearsal:** where pairs of pupils are able to discuss and agree responses to questions together.
- **Phone a Friend:** where those who cannot answer are allowed to nominate a fellow pupil to suggest an answer on their behalf, but they still have to provide their own answer, perhaps building on this.

## 4. Skim, Scan and Read Closely

- **Skimming:** getting an overview of a text by reading key signposts which indicate meaning – for example the title, subheadings, captions, labels and looking at photographs or illustrations in an information book; reading the first sentence of each paragraph in a narrative.
- **Scanning:** reading down a text to locate a specific word or phrases in it.
- **Close Reading:** reading the identified section of text slowly and carefully to find specific information or “collect evidence. This slow reading is usually done for a specific, identifiable purpose.

### Progression:

1. Skim read to gain an overview of a page/text by focusing on significant parts – names, captions, titles. Scan the text to locate specific information – using titles, labels.
2. Speculate about the meaning of the section or page by skim reading the title, contents page, illustrations, headings and subheadings. Scan pages to find specific information, using key words or phrases and headings. Read sections of the text more carefully, e.g. to answer a specific question.
3. Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.
4. Skim read a text to get an overview of it; scan for key words phrases and headings. Decide which sections of the text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.
5. Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.
6. Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Read carefully sections of texts to research information and to answer questions.

### Teaching Ideas:

- Teach skimming and scanning creatively starting with picture books and then apply to text. (e.g. Where's Wally? Find the Word Race.)
- Teach children to skim and scan for words and information.
- Teach children to visualise their understanding of what they have read
- Visualising has been identified as an important element in understanding what we read and is used to support understanding as part of inference training. Using illustration to reflect information in a text is also helpful way of encouraging retrieval of detail.
- Progression:
- Visualise what they have been reading.
- Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.



- Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.
- Visualise what they have read about by mapping, illustrating, representing information graphically and acting out.
- Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.
- Talk to children about “picturing” scenes and events in their mind as they read.
- Encourage children to compare their idea about a character or event with the illustrations in the text.
- Use information in a text as the basis for a drawing, illustration, diagram or graphic. Add labels, using direct quotation or paraphrasing from the text.
- Act out and freeze frame scenes from a text.
- Follow up children’s illustrations by asking them to locate evidence in the text to explain and justify what they have done.
- Use illustration/graphic visualisation to support retrieval (map making) and inference (emotions map).

## 5. Make Predictions

**A prediction is always an inference – as it is speculating about text that has not yet been read.**

### Progression:

1. Make predictions based on clues such as pictures, titles...
2. Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.
3. Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.
4. Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.
5. Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.
6. Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.

### Teaching Ideas:

- Stop regularly as you read a text to enable children to think about what they’ve just read and to make predictions. Give children the opportunity to modify their predictions in the light of events or new information.
- Predictions are based on prior experience, knowledge of the type of text and what has been read immediately before. Encourage children to recognise and use all these potential sources of information.
- Emphasise the plausibility of predictions rather than expect them to be right.
- When reading non-fiction, make use of immediate clues (subheadings etc.) to support predictions.
- Enable children to review their predictions and identifying where texts have changed.
- Model the language of predictions.
- Show that good predictions are based on text clues, e.g. titles, opening sentences etc., and not pulled from the reader’s unconscious.
- Link texts to own experiences—*what has happened, what is happening, what might happen next?*
- Teach children to pick up on nuances of vocabulary

## 6. Summarise

Understanding the use and importance of summaries enables readers to put their understanding into their own words (in itself a useful metaphor for comprehension) and begin to distinguish between key and less important information. The move from recounting in detail to summarising is a developed skill and one that takes practise.

### Progression:

1. Retell a story giving the main events.
2. Retell some important information they've found out from a text.
3. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.
4. Retell main points of a story in sequence.
5. Identify a few key points from across a non-fiction passage.
4. Summarise a sentence or paragraphs by identifying the most important elements.
5. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.
6. Make regular, brief summaries of what they've read, identifying the key points.
7. Summarise a complete short text or substantial section of a text.
8. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.
9. Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read.
10. Summarise "evidence" from across a text to explain events or ideas.
11. Summarise their current understanding about a text at regular intervals.

### Teaching Ideas:

- Short and frequent summaries are best.
- Use children's over-detailed recounts as the starting point for making briefer oral summaries.
- Set constraints (Can you summarise this section in 3 sentences?) as an aid to making effective summaries.
- Get children to explain why a particular piece of information is 'key' to understanding.
- Challenge incomplete summaries – when children leave out important information.
- Write the story in 50 words
- Summarise each paragraph in a sentence.
- Pick out main messages
- Be able to skim and scan for direct information—*who, what, where, when, how?*
- Be able to identify factors which motivate a character's actions

## 7. Retrieve Information from Texts

Literal retrieval is sometimes viewed as a lower level reading skill; noticing what is actually included in the text is often the starting point for more extended thinking and higher order reading, for speculation and making inferences. Secure literal understanding ensures that inferences are well grounded in the text.

### Progression:

1. Discuss characters' appearance, behaviour and the events that happened to them, using details from the text.

2. Find specific information in simple texts they've read or that has been read to them.
3. Find information in a text about an event, character or topic.
4. Identify what is known for certain from the text about characters, places, events in narrative and about different topics in non-fiction.
5. Give reasons why things happen where this is directly explained in the text.
6. Locate information using contents, index, sub headings, page numbers etc.
7. Express and record their understanding of information orally, using simple graphics or in writing.
8. Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).
9. Take information from diagrams, flow charts and forms where it is presented graphically.
10. Express and record their understanding of information orally, using simple graphics or in writing.
11. Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
12. Pick out key sentences and phrases that convey important information.
13. Take information from diagrams, flow charts and forms where it is presented graphically.
14. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
15. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
16. Use evidence from across a text to explain events or ideas.
17. Identify similarities and differences between characters, places, events, objects and ideas in texts.
18. Retrieve information from texts and evaluate its reliability and usefulness.

## Teaching Ideas:

This sort of understanding is about noticing what is actually stated in a text. To retrieve direct statements or a specific detail involves a reader in locating the place in the text by applying skimming and scanning skills and reading around the information.

## 8. Inferential Understanding

**According to research readers who are good at inference are, 'active readers, engaged in the search for meaning within a text'. This involves the strategies of: prediction, summation, questioning, the monitoring of inconsistencies and also requires the reader to constantly check their own understanding.**

**(Developing Pupils' Inference Skills – research NFER).**

## Teaching ideas:

- Encourage children to speculate about the text
- Demonstrate inferential skills explicitly in shared lessons.
- Use a highlighter to highlight clues and to talk about solving the mysteries of the text and collect evidence to answer questions
- Drama activities – freeze frame, conscience alley, role play etc
- Teach a consistent way of annotating the text
- Speculate about characters – what they say and do
- Prediction – based on front covers of books including titles, pictures etc
- Note and revisit predictions frequently

### **Express, Record and Present Understanding**

Our children need support not only in their understanding of the text but also in how to record this understanding in different forms so that the articulation of ideas can be expressed through writing in different formats, drawing and drama.

#### **Progression:**

- Match events to characters in narratives and detail & information to objects or topics in non-fiction texts
- Retrieve information from a text and represent in a variety of forms including by matching, ordering, tabulating and copying.
- Use different formats to show information that has been retrieved in fiction and non-fiction e.g. flow charts, for and against columns, matrices and charts of significant information.
- Retrieve and collect information from a range of sources such as posters, charts, diagrams and answer questions on a text using different formats
- Recognise different types of comprehension questions (retrieval and inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Answer questions by explaining their ideas orally and in writing using a recording in a range of ways – comparison grid etc.
- Record details retrieved from the text about characters, events and ideas.
- Recognise different types of comprehension questions
- Use confidently the different formats to answer questions (matching, ordering etc.)

## **9. Vocabulary**

**Pupils' acquisition and command of vocabulary is key to their learning and progress across the whole curriculum. It is vital for pupils' comprehension that they understand the words they meet in their reading across all subjects. According to researchers, it takes about 10 to 12 usages to embed a word into a person's working vocabulary. It is our role as teachers to ensure that new words are met through reading and an interest in words is promoted in every classroom to support comprehension.**

#### **Progression:**

1. Make collections of interesting words and use them when talking about stories.
2. Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.
3. Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.
4. Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.
5. Distinguish between everyday word meanings and their subject specific words they meet in their reading, e.g. the specific meaning of "force" in scientific texts.
6. Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.

#### **Teaching Ideas:**

- We take a consistent approach to introducing new vocabulary in all subjects displaying it in the classroom and discussing it, with repeated referral to it.
- Dictionaries are used in most lessons
- Word association mind maps help to highlight new vocabulary

- A word a week is used every day to embed new vocabulary and children's understanding through finding synonyms or antonyms
- New words introduced in reading is used in writing

## 10. Dictionary Work

**Efficient use of a dictionary is a valuable skill that enables readers to make more sense of what they have read. The use of a dictionary needs to be taught in discrete lessons but all reading sessions provide a good opportunity to apply this knowledge.**

### Progression:

1. Use simple dictionaries and begin to understand their alphabetical organisation.
2. Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in the dictionaries and agree which is the most useful in the context.
3. Locate words in a dictionary by the first two letters.
4. Locate words in a dictionary by the third and fourth place letters.
5. Use dictionaries efficiently to locate word meanings and other information about words and determining which definition is the most relevant to the context. Using the key words at the top and bottom of the pages in a dictionary to determine whether the word they are looking for is there.
6. Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.

### Teaching Ideas:

- Dictionary use is part of our Shared Reading
- Children learn technical terminology: *clarify, meaning, context, definition, quartiles*
- Encourage use of dictionaries in all lessons.
- Discrete dictionary skills lessons to reinforce progression

## 11. Structure and Presentation of non-fiction books

**The features of non-fiction texts that help readers locate information include: the contents, index, sub-headings, alphabetical order and page numbers. As well as explaining these structural features, teachers will need to demonstrate how writers use presentational features such as layout, diagrams, captions, hyperlinks and bullet points in order to find information effectively.**

**It is important to identify and use these features but also encourage children to be critical of how they are used and how they aid understanding.**

### Progression:

1. Discuss different ways pages from an information book can be laid out and how this is different from other story books.  
Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.
2. Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.
3. Identify how nonfiction texts are organised and then use the organisational features of non-fiction texts in their own reading and research.
4. Identify the features of non-fiction texts (including using IT) and understand how to use to find information efficiently.

5. Identify the features of non-fiction texts e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that non-fiction writers match text–structure to their intentions.
6. Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts.
7. Compare different types of information texts, including texts that are mix of text types or were written for a number of purpose simultaneously, and identify differences in the way that they are structured.

## 12. Sequencing

**Pupils' ability to identify and explain the sequence of events in texts is intrinsic to their ability to fully understand the meaning .**

### **Progression:**

1. Number the sentences below from 1 to 4 to show the order they happen in the story.
2. What is the main purpose of the text?

### **Teaching Ideas:**

Story boards  
Flow diagrams  
Babble Gabble

## Home Reading Books to consolidate on application of phonemes taught, key words taught and comprehension skills.

Children select their own books from the appropriate basket for their age/stage of development

Books are organised in each classroom as follows:

1. Letters and Sounds Phoneme stages throughout Key Stage 1
2. Year group 'Recommended Reads'
3. Topic Selection.

Home reading books are matched closely to children's phonics level of reading until they are fluent decoders. Children who are not fluent decoders are given a phonics-matched book from the appropriate phonics phase. Children select books from the selection in their phonics basket.

Children also take a book to share with parents to develop an enjoyment of reading from the reading corner selection or 'Recommended Read baskets' basket.

Once children are fluent decoders, typically from Year 3, children choose books from the Year Group 'Recommended Read baskets' or 'Topic Selection' baskets.

All children have a 'Personal learning Journal' where any adult who read with them will record their comments. Each time an adult reads with a child they are required to sign the weekly reading record. We expect every child to read at least five times each week. Fluent readers may read independently but a parent is still required to sign the record to evidence this has taken place.

During Response marking on Monday Morning, class teachers will check each child has read five times and issue the appropriate Dojo point as a reward. If a child has read less than five times on a

regular basis, initially a note will be made in the reading diary to request more regular home reading. If this lack of practice continues a more formal request will be made by letter.

If children are **not on track** with their reading achievement or progress, additional individual reading may be organised at school with extra adults.

Reading attainment and progress will be assessed by a combination of teacher assessment and interim tests each term and recorded on the I track system.



## Annex 1

| Definition of vocabulary we use throughout school to support children with reading and spelling. |  |
|--|--|
| CGP  | Grapheme, phoneme correspondence         |
| phoneme  | Smallest unit of sound                   |
| grapheme   | Written sound. The way it is represented |
| blend  | All sounds together                      |
| sound  | Something you can hear                   |
| segment  | Splitting up to spell                    |
| recognition  | Reading on sight                         |
| recall   | Stored in your memory                    |
| digraph  | Two letters - 1 sound                    |
| trigraph   | Three letters - 1 sound                  |
| Split digraph  | Consonant splits it up                   |
| Adjacent consonant   | Bank of digraphs                         |
| Polysyllabic word  | More than one syllable                   |

## Appendix 2. Book Box labels.

Reading books will be organised into the following groups:

|                                    |
|------------------------------------|
| Phase 1 - A<br>Rhythm and Rhyme    |
| Phase 1 - B<br>Alliteration        |
| Phase 2 - A<br>+ s a t p I n       |
| Phase 2 - B<br>+ m d g o c k       |
| Phase 2 - C<br>+ ck e u r h b      |
| Phase 2 - D<br>+ f ff l ll ss      |
| Phase 3 - A<br>+ j v w x y z zz qu |
| Phase 3 - B<br>+ ch sh th ng       |
| Phase 3 - C<br>+ ai ee igh oa      |
| Phase 3 - D<br>+ oo ar or ur ow oi |
| Phase 3 - E                        |

|   |
|---|
| + ear air ure er                            |
| Phase4 -A<br>+ st nd mp nt nk               |
| Phase 4 - B<br>+ ft sk llt lp               |
| Phase 4 - C<br>+ tr dr gr cr br fr          |
| Phase 4 - D<br>+ bl fl gl pl cl sl          |
| Phase 4 - E<br>+ sp st tw sm                |
| Phase 4 - F<br>+ nch shr str thr            |
| Phase 5 - A<br>+ zh ay ou ie ea oy ir ue aw |
| Phase 5 - B<br>+ wh ph ew oe au             |
| Phase 5 - C<br>+ a-e e-e i-e o-e u-e        |
| Phase 6 - A<br>+ ed ing ful est er          |
| Phase 6 - B<br>+ ment ness en s es          |
| Phase 6 - C<br>+ ful ly y                   |
| Year 1<br>Recommended Reads                 |

|                             |
|-----------------------------|
| Year 2<br>Recommended Reads |
| Year 3<br>Recommended Reads |
| Year 3<br>Recommended Reads |
| Year 4<br>Recommended Reads |
| Year 5<br>Recommended Reads |
| Year 6<br>Recommended Reads |

|                           |
|---------------------------|
| Year 1<br>Topic Selection |
| Year 2<br>Topic Selection |
| Year 3<br>Topic Selection |
| Year 3<br>Topic Selection |
| Year 4<br>Topic Selection |
| Year 5<br>Topic Selection |
| Year 6<br>Topic Selection |

### Appendix 3.

#### Reading Vocabulary

##### KS1 Reading Vocabulary

Title  
Subheading  
Paragraph  
Rhyme  
Poem  
Bold print  
Character  
Illustrations  
Sentence  
Word  
Author  
Prediction  
Text  
Describe  
Find and copy  
Order  
Number sentences  
Draw lines to match  
Tick  
Look at section  
Meaning  
True / false

##### KS2 Reading Vocabulary

Compare  
Simile  
Onomatopoeia  
Phrase  
Clause  
Sentence  
Fact / opinion  
Introduction  
Complete  
Extract  
Meaning  
Information  
Correct option  
Example  
Main message  
Text box  
Paragraph  
Match the events to...  
Statement  
Fact

Alliteration  
Explain  
True / false  
Support Metaphor  
Find and copy  
Theme  
Purpose  
Justify  
Evidence  
Structure  
Presentation  
Figurative language  
Analogy  
Imagery  
Tension  
Style and effect  
Feeling words  
Prediction  
Mood

## Appendix 4

## Sample Questions

**Inference****Suggested KS1 questions**

Why did ... say, e.g. "This must be our lucky day"? *Tick correct option.*

Why was ....worried?

Why did the ...start to ...?

How do you know that ...was excited?

How can you tell that it was late when .....woke up?

*(Answers need to paraphrase text)*

How did .....feel when .....? Tick one option

....had not been .....before, but he did not tell because... ..

Pick one option.

Why was .....sad?

Quote ...How do you know that the ....was **not** worried by this?

Why can ..... be dangerous when they ....?

Put ticks in the table to show which sentences are true and which are false.

What does ..think/feel? *How do KS2 Inference*

**Suggested Key Stage 2 questions**

Look at the introduction.

Why is .....impossible for most people?

How did ....trip into .....make history?

Find and copy a group of words that shows that ....wrote her blog for others to read.

Explain how ..... felt about being in .....that day.

Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.

How does the information on page 6 make it sound easy to be a .....? Give two ways.

Gentle, and small, and frail

How do these words make the reader feel about the snail?

What is the *tremendous monster*?

How does the first paragraph suggest that the characters are in a 'lost world'?

In the paragraph beginning, There were, as I say...Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

The ....are described as *inoffensive brutes*...

Look at the paragraph beginning: ...

Explain how the descriptions of the .... in this paragraph support the idea that they were both inoffensive and brutes.

Use evidence from the text to support your answer.

How can you tell that ...is an expert on .....?

How was ...different after....?

What does the word....imply?

Why is ....important?

What does the phrase... suggest about....? What explanation is given in the text for....?

Match the box to a reason in the text why....

## Vocabulary Questions

### Key Stage 1

Which word in the text describes what .....are like?

Which word told you that ...?

What does .... mean?

Find and copy one word which tells you that .....

What does the word .....mean in this sentence?

Find and copy two words that describe how scared the ...was.

Find and copy one word that means the same as '.....

Draw lines to match the words to their meaning.

### KS2

Which word told you that ...?

Can ... have more than one meaning?

What does .... mean?

Find a word or phrase which tells you...

In this sentence, (*give example*) the word .....is closest in meaning to...

Find and copy one word on page .. that suggests ....

What does...tell you about.....

### Specific Word Choice Questions

What does... tell you about....?

Why did the author use...?

How has the choice of words created a feeling of...?

What do phrases such as ... tell you?

The author makes ... appear ... (scary) ... Find and copy two words or phrases that show this.

Find and copy two words or phrases that show that the writer is not sure this story is true.

In paragraph ... , what does the choice of words in the following phrase suggest about ...?

What is the effect of the use of this word?

What does the phrase ... suggest about the people?

Why is the word ... in inverted commas?

On page ...., how is language used in different ways to create a positive image of .....?

Explain how the choice of language in the phrase ... creates a feeling of ...

a) ... suggests: and b) suggests:

In paragraph .., explain how the choice of language in each of the following quotations shows the way the men are affected by ..

In paragraphs ... how does the writer's use of language suggest the different impressions of ...?

Look at the beginning of paragraph ... How does the atmosphere change? Give two examples.

What are the effects of the atmosphere changing at this point in the story?

What is the effect of describing ... using the words ...?

What impression of ... does this image create?

Why do you think the word ... has been used in this sentence?

Look at the introduction. Explain how the choice of language gains the reader's interest.

## Retrieval Questions

### Key Stage 1

What does the ....do?

What joins the ...in ...a together?

Give two jobs that the ..... do.

What happens to the ... in the .....? What could ...see on the horizon?Where did ...go to ....?

What did ...find inside the .....?

How did ...think they could get ...?



What was ....worried about when they were .....?

Why did the ....want to have the .....? Matching -Draw lines to match these characters to the help they gave the .....

When were ....first made?

Tick two good points about ..... (Choose from a list)

Give two problems with .....

Which word told you that.....?

Where /when are...?

What are most ....made from today?

Give two things.

Look at the section headed: .....

Give one thing that can be made from .

Draw pictures to match story

Make up own questions about a text

Hot seating

## **KS2**

According to the text, what could you do on ...

How much did .....?

How can you tell that ....is.....?

Complete the table

Match the events below to the year in which they happened.

Tick true or false in the following table to show what you should do when .....

What does the '.....' do to frighten the ....?

Which part of the .....do these words describe?

Circle the part of the ....in the picture below.

How does the snail behave when it is afraid?

Give two ways.

Circle the correct option to complete each sentence below.

Describe ...

Which word told you that...?

## **Prediction Questions**

### **Key Stage 1**

What might ...do next?

How will the friends resolve the problem?

What do you think the ...would do after....?

How would you feel if you were in the character's place?

### **Key Stage 2**

Based on what you have read, what does the last paragraph suggest might happen to the ..... next?

Use evidence from this paragraph to support your prediction.

Follow up answers with—*why do you think that?*