



We're teaching every child to read with



## Aims of subject:

We would like the children to demonstrate:

- Excellent knowledge and skills in phonics.
- Age-appropriate fluency with the tools to tackle unfamiliar vocabulary across the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts in a range of genres.
- The motivation to read for pleasure as well as study.
- Extensive knowledge through having read a rich and varied range of texts.

## Phonics

At Brookhurst, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We teach phonics for up to 30 minutes a day and use Friday as a consolidation lesson. Each reading practice session focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

## Lesson structure

Revisit & review	Teach and practise					Practise and apply		Reading decodable books
Previously taught GPCs	New phoneme	New GPC	Oral blending	Teacher-led blending and independent reading	Tricky words	Read the phrase/sentence	Spelling	

Full progression programme - [https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview\\_Reception-and-Year-1-1.pdf](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-and-Year-1-1.pdf)

## Targeted support

To ensure every child secures their learning, we use daily 'keep-up sessions' which follow the same lesson structure and revisit the learning intention. Alongside daily assessment for learning, the children are assessed every 6 weeks to track their progress.

Children sit the Phonics Screening Check in Year 1. Any who do not pass will continue to have Little Wandle Letters and Sounds provision and will resit the Phonics

Screening Check in Year 2. Children in Year 2 – 6 who are not secure in phonics will continue to be formatively assessed by their class teacher and will receive additional phonics ‘Keep-up’ sessions by a trained adult.

## Guided Reading EYFS/ KS1

Children will be grouped into guided reading groups from teacher formative assessments and through the half-termly Letters and Sounds assessments.

Guided Reading	
Reception and Year 1	
Teacher Focus	<ul style="list-style-type: none"> <li>• Guided group with teacher</li> <li>• Matched decodable book</li> <li>• 3 lessons that focus on: decoding, prosody and comprehension</li> </ul>
Reading Continuous provision during group reading	<p><u>Decoding activities:</u></p> <ul style="list-style-type: none"> <li>• Share the grapheme cards that will be in the book</li> <li>• Practise the tricky words</li> <li>• Matching pictures to unfamiliar vocabulary</li> <li>• Read the word cards for at least four words from the book</li> <li>• Tapping into the children to hear them read</li> </ul> <p><u>Prosody activities:</u></p> <ul style="list-style-type: none"> <li>• Read the grapheme cards</li> <li>• Read the tricky words</li> <li>• Check that children remember the meaning of unfamiliar vocabulary</li> <li>• Read the word cards from the book encouraging them to read without overt blending</li> <li>• Model reading preselected pages with prosody</li> <li>• Discuss characters’ feelings, words meaning and punctuation</li> <li>• Individual reading of pages with prosody</li> <li>• Quick practise of spelling sounds and some words from the book</li> </ul> <p><u>Comprehension activities (based on the KS1 content domains):</u></p> <ul style="list-style-type: none"> <li>• Read the grapheme cards</li> <li>• Speed read any multisyllabic words</li> <li>• Check for misconceptions and model correct pronunciation</li> <li>• Explain the comprehension skill from the chosen domain</li> <li>• Ask the question</li> <li>• Ask the children to read aloud to find the answer</li> <li>• Ask the children to show how they know the answer</li> </ul>
Other reading provision	<ul style="list-style-type: none"> <li>• Daily reading as part of phonics</li> <li>• Daily reading in Literacy and cross-curricular lessons</li> <li>• 1:1 for selected children</li> <li>• Targeted support groups (including keep up sessions)</li> <li>• Home reading (reading records)</li> <li>• Reading displays including tricky words and sounds covered to refer to</li> </ul>

From Summer term, Year 1 will begin to move to whole-class reading using Cracking Comprehension resources to support.

## Whole-Class Reading

### Year 2 – 6

- Whole-class reading is used to teach reading from Year 2 – 6 to all children and activities are differentiated to suit the needs of the learners.
- Teachers will use formative assessments during these lessons to assess children’s progress against the content domains.

- Whole-class reading is taught a minimum of three times a week and in some cases daily.
- Resources such as Cracking Comprehension may be used to support these lessons or teacher’s may use their own selected texts that suit their curriculum topic. Text selections are made from recommendations or sources such as, The Local Authority, PiXL, The Literacy Shed, The Book Trust, Warwickshire Library Service, CLPE (Centre for Literacy in Primary Education) and the Leamington North cluster.
- Time taken on exploring a text will depend on the length of the chosen text and opportunities for learning.

Recommended lesson structure that may be adapted.

Week 1	Week 2
Model reading Fluency/ prosody practise Highlight any unfamiliar vocabulary Vocabulary activities Spelling activities Orally answer questions linking to the content domains	Content domain focused activities

## Home Reading and Reading for Pleasure

### EYFS/KS1

- Children take home 2 books: one being a decodable reading book matched to the child’s phonological attainment and the other is a book they would like to read for pleasure with their parent or carer.
- An ‘Introduction to phonics’ meeting takes place in Reception to support parent and carers at home with reading.
- During ‘Welcome meetings’ parents and carers are advised to read with their child daily, first focusing on fluency and then asking comprehension questions. There are also a list of questions that they could ask on our My School App.
- Each child in Reception and Year 1 receives a reading record which parents, carers and teachers can use to communicate and monitor reading progress.
- Children not reading regularly at home are identified quickly and are made ‘priority readers’ for 1:1 reading in school.

### KS2

- When children have passed the Phonics Screening Check, they will move onto Accelerated Reading.
- Children take home an Accelerated Reader book within their ZPD that they can choose from the library or book zone around school.
- We also encourage children to be reading other books for pleasure whether that be in or out of school.
- Each child will receive a bookmark where they can write down books they’ve read, their ZPD or any comments they would like to make about a book. A

parent/ carer can also write on these to communicate with the teacher about reader progress.

- Children are given 20 minutes a day to read or quiz on their Accelerated Reader book, in addition to story time where they can read/ listen to stories for pleasure.

## Support for Parents/ Carers

- An 'Introduction to phonics' meeting takes place in Reception to support parent and carers at home with reading.
- Parents are also directed to the Little Wandle Letters and Sounds website which has 'how to videos' to support parents/ carers with pronunciation, how we teach phonics and how to support reading at home.
- During 'Welcome meetings' parents and carers are advised to read with their child daily, first focusing on fluency and then asking comprehension questions. There are also a list of questions that they could ask on our My School App.

## Vocabulary

- Curriculum topics are supported with vocabulary cards, word mats or recall cards and are displayed to support the children's writing.
- Unfamiliar vocabulary is explored and contextualised.
- Vocabulary is also encouraged to be practised through the PiXL Vocabulary App.

 <p>Quick-fire GPS recall</p> <p><b>Grammar</b></p> <p><b>Adjectives:</b> _____</p> <p><b>Spot the adjectives:</b> The red ball fell onto the floor, which was wet.</p>	 <p>Quick-fire GPS recall</p> <p><b>Grammar</b></p> <p><b>Adjectives</b> describe things They describe the <b>noun</b> or <b>pronoun</b></p> <p><b>Spot the adjectives:</b> The <b>red</b> ball fell onto the floor, which was <b>wet</b>.</p>
 <p>Quick-fire GPS recall</p> <p><b>Grammar</b></p> <p><b>Adverbs:</b> _____</p> <p><b>Spot the adverbs:</b> Later, he decided to read quietly.</p>	 <p>Quick-fire GPS recall</p> <p><b>Grammar</b></p> <p><b>Adverbs</b> describe <b>how, when</b> or <b>where</b> something happened They describe words <b>other than nouns</b>.</p> <p><b>Spot the adverbs:</b> <b>Later</b>, he decided to read <b>quietly</b>.</p>

## Motivational texts

- Each unit of English is underpinned by core, motivational texts. These are outlined on the Literacy LTP and are updated annually.

<p>Year 2</p> <ul style="list-style-type: none"> <li>The Owl and the Pussycat</li> <li>The Further Adventures of the Owl and the Pussycat</li> <li>Peace at Last</li> </ul> <p>Reciting poetry Sentence composition Story writing Adjectives Past tense Diary entry Instructions</p> <p>Resources to support GPS No nonsense Spelling Schofield &amp; Sims – Grammar 2 Schofield &amp; Sims – Spelling 2 PiXL therapies</p>	<ul style="list-style-type: none"> <li>Fireworks Acrostic poem</li> <li>Florence Nightingale (non-fiction texts)</li> <li>The Elves and the Shoemaker</li> </ul> <p>Real life and fictional recounts Fact files Diary entry Traditional stories Story writing</p> <p>Resources to support GPS No nonsense Spelling Schofield &amp; Sims – Grammar 2 Schofield &amp; Sims – Spelling 2 PiXL therapies</p>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>Jack and the Baked Beanstalk</li> <li>The Day the Crayons Quit</li> <li>On the Ning Nang Nong</li> </ul> <p>Traditional stories Atypical traditional story Story writing Letter writing Nonsense poetry</p> <p>Resources to support GPS No nonsense Spelling Schofield &amp; Sims – Grammar 2 Schofield &amp; Sims – Spelling 2 PiXL therapies</p> <p>Cross curricular opportunities</p> <ul style="list-style-type: none"> <li>Island information leaflet</li> <li>Minibeast life cycles</li> <li>Explanation text</li> </ul>	<ul style="list-style-type: none"> <li>Cinderella</li> <li>Sally Grogan Anthony Browne author study</li> </ul> <p>Anthony Browne books such as Gorilla, Mum, Dad, Voices in the Park, Willy the Wimp... The Night Shimmy Questions / letter Blurb on book</p> <p>Resources to support GPS No nonsense Spelling Schofield &amp; Sims – Grammar 2 Schofield &amp; Sims – Spelling 2 PiXL therapies</p> <p>Cross curricular opportunities</p> <ul style="list-style-type: none"> <li>Habitats non-chronological report</li> <li>Vehicle instructions/recounts</li> </ul>	<ul style="list-style-type: none"> <li>Wallace and Gromit Cracking Contraptions</li> <li>Instructions (Neil Gaiman)</li> </ul> <p>Instruction writing (non-fiction) Explanation text Instruction writing (fiction)</p> <p>Resources to support GPS No nonsense Spelling Schofield &amp; Sims – Grammar 2 Schofield &amp; Sims – Spelling 2 PiXL therapies</p> <p>Cross curricular opportunities</p> <ul style="list-style-type: none"> <li>Non-chronological report of local area</li> </ul>	<ul style="list-style-type: none"> <li>The Great Fire of London</li> </ul> <p>Letter writing Diary Entry Recount writing Newspaper writing Poetry</p> <p>Resources to support GPS No nonsense Spelling Schofield &amp; Sims – Grammar 2 Schofield &amp; Sims – Spelling 2 PiXL therapies</p>
<p>Can't You Sleep Little Bear – Martin Waddell and Barbara Firth The Bear – Raymond Briggs Polar Bear, Polar Bear, What Do you hear? – Eric Carle Whatever Next – Jill Murphy Goldilocks and the three bears I want my hat back – John Klassen The Owl who was afraid of the dark – Jill Tomkinson</p>	<p>Princess and the Pea The Pea and the Princess – Mini Grey Rumpelstiltskin Rapunzel The Magic Porridge Pot The Enormous Turnip The Wolf's Pancakes – Jan Pott Historically Great Women Kate Fankhurst Florence Nightingale (Little People, Big Dreams)</p>	<p>Jim and the Beanstalk Jack and the Jelly Beanstalk Jack Breaks the Beanstalk Jack and the Magic Harp Shibbi! – Sally Grogan and Peter Jones The Day the Crayons Came Home – Drew Galloway Love the Crayons – Drew Galloway The Crayons' Book of Feelings The Peck – Allan Ahlberg The Jumbies – Edward Lear</p>	<p>Cinderella of the Nile – Beverley Naidoo Cinderella – Revolting Rhymes – Roald Dahl Joseph and the Coat of Colours – Joseph Coelho Each Peach Pair Plum – Janet and Allan Ahlberg Who's afraid of the big bad bogey? – Timothy Gossopp Anthony Browne books</p>	<p>Other Wallace and Gromit books e.g. The Curse of the Were-Rabbit Graphic Novel Blueberry Girl – Neil Gaiman Inside the Villains – Clotilde Perrin Don't Look in this Book – Samuel Langley-Swain The Enchanted Wood – Enid Blyton</p>	<p>The Tower Bridge Cat – Tea Dobinson The Great Fire of London – Emma Adams The Great Fire of London – Liz Gorton Tolly and the Great Fire of London – Margaret Nash Vlad and the Great Fire of London – Kate Cunnigham You wouldn't want to be in the Great Fire of London! – Jim Pipe Samuel Pepys? – Paul</p>

- Other suggested reads are also mapped out and provide opportunities for reading for pleasure.

## Summative assessments

- Summative phonics assessments take place every half-term or 6 weeks.
- Summative PiXL diagnostic assessments take place throughout the year (please see PiXL calendar).
- Year 2 SATs
- Year 6 SATs