

What makes me a reader?



Learning Together, Success Forever

Intent

At Manor Park, we want children to be inspired to have a love of reading which will enable them not only to enjoy reading for pleasure but also be used as a tool to succeed in all areas of their lives. We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves.

Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word-reading and comprehension skills, so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. Through their reading, children will encounter and be challenged by ideas from experiences which they would not normally be exposed to beyond their own community. We believe reading is a fundamental part of communication in an ever more connected world.

Implementation (Early reading and phonics)

Learning to read is one of the most important things a child will ever learn. It underpins everything else, so we believe in putting as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want our children to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read. We believe passionately in the importance of building a love of reading from a very early age. For us, the teaching and fostering of reading begins as soon as the children join us in our Nursery or Reception classes through high-quality phonics activities, experiences and lessons and through the sharing of exciting texts. Our broad and balanced curriculum is centred around carefully selected, rich texts.

At Manor Park, our Phonics and early reading is taught using the Little Wandle Letters and Sounds Revised Phonics programme. Phonics is a method schools use to teach children to read the sounds in words. It helps children to learn to read quickly, skilfully and is an essential part of a child's early reading education.

Our approach to teaching and learning is through carefully planned and child-initiated play with a strong focus on the Prime Areas, Personal, Social and Emotional Development, Communication and Language and Physical Development. Our Nursery children experience listening to and acting out different stories through roleplay and small world both indoors and in the outdoor setting. Speaking and listening form an integral part of our Nursery provision.

Nursery:

During their time in Nursery children focus on Phase 1 phonics exploring the sounds in words as opportunities arise throughout the course of the day's activities, as well as adult-led sessions with groups and individual children. This phase concentrates on children's speaking and listening skills and lays the foundation for them to become successful readers and writers as they move up the school. Our priority in Nursery is to get children 'tuned in' to the sounds around them and develop their oral blending and segmenting skills. We embed our phonics learning throughout our provision and adults playfully lead small group sessions for the children to join. We further support children with the foundations for phonics through our skilful interactions.

In 'foundations for phonics' we concentrate on the following aspects:

General sound discrimination – environmental, instrumental and body percussion.

Rhythm and rhyme

Alliteration

Voice sounds

Oral blending and segmenting.

Reception/F2:

Children's curiosity in letter shapes and written words is fostered throughout Phase One to help them make a smooth transition to Phase Two. In our F2 setting, children take part in daily Phonics lessons following the DFE accredited Little Wandle programme where they are taught to decode words by recognising the phonemes in them.

Systematic synthetic phonics is key to teaching children reading and writing. It provides them with strategies to decode words, which is especially important because English is such a difficult language to learn with the many ways to make the same sounds from different letters or combinations of letters.

The daily phonic sessions follow a systematic progression of phonics learning which will cover:

- all the phonemes of English words (Phase 2 and Phase 3 taught in F2)
- correct pronunciation of the phonemes
- all commonly occurring grapheme-phoneme correspondences (GPCs) (Phase 2 and Phase 3 taught in F2)
- the correct formation of all graphemes
- blending for reading
- segmenting for writing
- the sequenced learning of appropriate tricky words (the most common will be taught in F2).

Once the children have learnt all the Phase 2 graphemes, they will be taught how to write capital letters

When children are able to segment and blend, they will also take part in Reading Practice sessions. These sessions are run in small groups of around 6 children, are timetabled three times a week and taught by a trained adult. The book the children will be reading, will be carefully matched to their secure phonic knowledge.

The children will only begin these sessions once they are able to blend sounds to read simple words. As this happens at different times for children, some children will begin reading practice sessions sooner than others. Any child who cannot blend will be given additional blending practices every day until they can blend and can begin reading practice sessions. Children will take a reading book home for additional practise.

Year 1:

In Year 1, children continue to take part in daily Phonics sessions which follow a systematic progression of phonics learning which will cover:

- all the phonemes of English words (Phase 5 is taught in Year 1)
- correct pronunciation of the phonemes
- all commonly occurring grapheme-phoneme correspondences (GPCs)
- the correct formation of all graphemes
- blending for reading
- segmenting for writing
- the sequenced learning of appropriate tricky words.

The children will initially recap Phase 3 and Phase 4 before moving on to learning Phase 5 grapheme phoneme correspondences.

Reading Practice Sessions:

Children also take part in reading practice sessions. These sessions are run in small groups of around 6 children. The book that each child will be reading, will be carefully matched to their secure phonic knowledge. Children also take home a reading practice book. This book has been carefully matched to a child's current reading level and is intended to read with little help to develop fluency and confidence in reading. This book will have been read in school during a reading practice session with a trained adult before being sent home.

Year 2:

In Year 2, children will initially start the Autumn term recapping and revisiting Phase 5 during daily Phonics sessions. This is to consolidate prior learning and ensure all children are ready to progress onto Phase 6 and the spelling curriculum as set out in the National Curriculum for Year 2. This will continue to be taught in daily 20-minute phonics sessions. Any child who do not reach the expected standard, will continue to have daily phonics support through Keep Up intervention to support them to reach the expected standard.

Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge.

Developing Reading Fluency:

Reading fluency is a child's ability to read a book or other text correctly, quickly, and with expression. A fluent reader doesn't have to stop and "decode" each word. Rather, most of the words can be read automatically. This means the reader can focus their attention on what the story or text means.

For that reason, fluency is critically important — it is the bridge between decoding words and understanding what has been read. At the end of Year 2, to be considered a fluent reader and therefore reach the 'expected standard' for reading, there is an expectation that your child should be able to read approximately: 90 words per minute.

Reading for meaning

When decoding is effortless, children can put all their energy and focus into understanding what they're reading. But without automatic decoding, reading pace slows and children struggle to hold on to the bigger picture of the text. That's where prosody bridges the gap. It gives the beginner reader insight into what reading for meaning should sound like. More importantly, it shows children how books can speak, and how words on the page can come to life.

Process of teaching prosody

1, Book walk.

Look through the book together becoming familiar with characters names, key vocabulary and subject specific vocabulary explicitly understanding the meaning of any new vocabulary.

2. Demonstrate reading with prosody.

Encourage children to draw explicit links between the way you read and how it aids comprehension. As an example: 'How does my voice help us understand more about what I'm reading? Am I using my voice to properly communicate how this character feels?' How does the punctuation help me?

3. Practice reading aloud.

Re-reading books is a requirement of the National Curriculum and vital in developing prosody and comprehension.

4. Check for comprehension.

By listening to children read, teachers can identify links between how they read and how much of it they're comprehending. We use appropriate questioning to check that children aren't just mimicking as they read. For example, you might ask, "Why did you emphasise this word?" Children should be able to clearly explain their reasons: maybe they wanted to highlight a character's emotions, create tension, or even just make the audience laugh.

5. Prediction.

Once children begin to read for meaning they are able to make more accurate predictions about what will happen next.

Answering Comprehension Questions

1. Retrieval Questions

Children are taught to re-read short passages of the text to retrieve answers to spoken or written questions. To do this, children are also taught to skim read to find the correct section of the passage and re-read as many times as required to find the correct answer.

2. Inference Questions:

Developing inference skills starts with the discussion of pictures. Once children get the hang of it, they can then move onto discussing short texts.

Reading for Pleasure

Ultimately, we want all children to develop a love of reading and become lifelong readers. To support this, we continue to use high quality class texts, weekly guided reading sessions and ongoing assessments to ensure interventions are planned for any child who needs further support in their reading journey.

Alongside the teaching of Phonics, we are dedicated to ensuring that the school environment is language-rich; packed full of high-quality books and provides endless story and speaking and listening opportunities. Stimulating texts, form the basis of our EYFS teaching and learning. All children will access daily high-quality story time sessions and take home a weekly 'Reading for Pleasure' book. It is our intention that this will provide them with a range of quality texts to read or have read to them, fostering a love of books and reading! We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment. Extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement. Reading for pleasure at our school aims to establish each child as a lifetime reader.

Impact

Through the teaching of systematic phonics, our aim at Manor Park is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter.

Attainment in reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 and 2

Children's progress in phonics is continually reviewed through daily informal and half termly formal phonic assessments and evidence from their reading and writing.

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

Daily within class to identify children needing Keep-up support

Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

Every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.

Reading lead monitors and tracks bottom 20% of readers throughout the school and the impact of any interventions.

By SLT and scrutinised to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

Children in Year 2 are assessed continually and through their teacher's ongoing formative assessment using the Phonics Tracker and interventions implemented as appropriate.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at Manor Park. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.

What are the key concepts of reading at our school?

Word reading

Comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Word Reading:

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading.

Comprehension:

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

How do we show progression in Reading at our school?

At Manor Park we follow the Little Wandle Revised Letters and Sounds Phonic Scheme. This is a systematic synthetic government accredited scheme. Progression follows the pathway below:

Nursery/F1:

Our priority in Nursery is to get children 'tuned in' to the sounds around them and develop their oral blending and segmenting skills. We embed our phonics learning throughout our provision and adults playfully lead small group sessions for the children to join. We further support children with the foundations for phonics through our skilful interactions.

In 'foundations for phonics' we concentrate on the following aspects:

General sound discrimination – environmental, instrumental and body percussion. Rhythm and rhyme. Alliteration. Voice sounds
Oral blending and segmenting.

Reception/F2:

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -z /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Year 1:

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

Autumn 2 Phase 5 graphemes	New tricky words
/ʊr/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ʊr/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

Summer 2 Phase 5 graphemes

/ai/ eigh aigh ey ea eight straight grey break
 /n/ kn gn knee gnaw
 /m/ mb thumb
 /ear/ ere eer here deer
 /zh/ su si treasure vision
 /j/ dge bridge
 /i/ y crystal
 /j/ ge large
 /sh/ ti ssi si ci potion mission mansion delicious
 /or/ augh our oar ore daughter pour oar more

New tricky words

busy beautiful pretty hour
 move improve parents shoe

Year 2 (Phase 6)

<u>Sounds</u>	<u>Decodable spellings</u>	<u>Common exception words</u>	<u>Grammar focus</u>
y' saying /igh/	by, try, dry, sky, fly, sly, spy, reply, pylon, python	door floor poor	Capital Letters and Full Stops
dge' and 'ge' saying /j/	edge, hedge, badge, bridge, change, large, orange, challenge	hind mind kind	Proper nouns (names)
Adding -es to words ending in 'y'	flies, cries, spies, replies, babies, teddies, carries, hurries	even every everybody	Plural Nouns
'gn' saying /n/	gnome, sign, gnaw, gnat, design, gnarl, gnash, campaign	child children wild	Alphabetical Order (1)
kn' saying /n/	knight, knee, knot, knife, knock, know, knapsack, knowledge	any many	Alphabetical order (2)
Adding -ed or -ing to words ending in 'y'	copied, copying, worried worrying, annoying, annoyed, studying, studied	only parents people	Verbs
wr' saying /r/	wrong, wren, wrist, wrap, write, wrote, wring, wreck	numbers	Adverbs
'le' saying /l/	bubble, middle, table, apple, little, puddle, giggle, cuddle	Days of the week	Common Nouns (Revision)
Adding -er and -est to words ending in 'y'	happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest	great break steak	Adjectives and Expanded Noun Phrases
'el' saying /l/	camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel	because Mr Mrs	Commas in Lists
'al' and 'il' saying /l/	festival, total, pupil, April, medal, local, pencil, nostril	busy clothes	Proper Nouns (Place Names)
Adding -ed and -er to words ending in 'e'	hiked, hiker, timed, timer, braved, braver, baked, baker	who whole	Regular Past Tense
'eer' saying /ear/	steer, career, volunteer, cheer, sheer, peer, deer,	would should could	Regular Present Tense

ture saying /cher/	future, picture, sculpture, nature, vulture, adventure, creature, capture	half beautiful	Question Marks and Commands
Adding -est and -y to words ending in 'e'	nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy	after again	Exclamations and Statements
mb' saying /m/	lamb, limb, comb, numb, climb, thumb, crumb, bomb	gold hold told cold	Using a Dictionary (1)
a' and 'al' saying /or/	all, call, hall, small, walk, talk, chalk, almost	pretty money	Coordinating Conjunctions
Adding -ing and -ed to CVC, CCVC words	patting, humming, dropping, shopping, jogged, fitted, clapped, stopped	England tongue	Irregular Past Tense
o' saying /u/	rother, son, above, wonder, worry, glove, cover, month	group country	Exciting Words (1)
'ey' saying /ee/	key, monkey, donkey, honey, money, chimney, valley, turkey	heart dangerous	Exclamation Marks
Adding -er, -est or -y to CVC and CVCC words	longer, wetter, warmer, hottest, coldest, funny, windy, sunny	special enough	Improving Sentences (1) Nouns and Adjectives
Contractions	can't, you'll, I've, didn't, we'd, couldn't, should've, could've	aunt father	Contractions
war' saying /wor/, 'wor' saying /wur/	war, ward, warm, towards, world, worst, work, worth	prove, improve, move	Subordinating Conjunctions
Adding -ment and -ness	enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness	hour path bath	Improving Sentences (2) Verbs and Adverbs
's' saying /zh/	usual, casual, treasure, pleasure, measure, Asia, visual, closure	sure pure sugar	Exciting Words (2) Using a Thesaurus
wa' saying /wo/, 'qua' saying /quo/	want, watch, wash, swap, quality, squash, squabble, quantity	half quarter hour	Possessive Apostrophes
tion saying /shun/	action, motion, description, station, section, adoption, portion, fiction	most pass class grass	improving Sentences (3)
Adding -ful, -less and -ly	graceful, wonderful, powerful, breathless,	plant eye	Speech marks
	careless, badly, happily, luckily		
Homophones and Near Homophones	hear, here, there, their, bear, bare, quiet, quite	Christmas	Commas in Speech
Adding dis-	dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey	water	Using a Dictionary (2)

How will we know that children read well at Manor Park Infant and Nursery School?

How well do children read at Manor Park ?	Evidence?
Pupils can apply phonic knowledge to decode words appropriate to their age and stage of development.	Classroom Visits Learning Walks Pupil Voice Phonic tracking Phonics screening checks
Pupils can read and answer questions about a closely matched phonically decodable book. Showing they can apply phonic knowledge and read for meaning.	Classroom Visits Learning Walks Pupil Voice PM Bench Mark SATS Reading Practice sessions/teach assessments
Pupils enjoy story time and can talk about their favourite books and authors	Classroom Visits Learning Walks Pupil Voice
Close monitoring of progress ensures quick identification and implementation of 'Keep up' sessions and additional interventions to support children off track.	Intervention records Assessment data (Phonics/reading/bottom 20%) Pupil Voice Learning Walks
Use of a systematic synthetic phonics scheme (little Wandle) ensures skills develop progressively through year groups	Classroom Visits Learning Walks Pupil Voice Little Wandle planning and progress sheets