

# *Reading and Phonics Policy*



*2020-2021*

*Approved by Governing Body:  
To be reviewed: July 2021*

## **Introduction**

Teaching children to read is fundamental in order to provide an effective life skill, as well as access to the entire curriculum.

Children enter school with differing reading experiences. Our approach to reading takes into consideration the starting point of the individual child and the ongoing level of support that is being offered to them outside the classroom.

## **Aims**

The aims of reading are intended to ensure that our children are able:

- to read fluently and with understanding;
- to read for pleasure and gain enjoyment from what they have read;
- to read for different purposes and audiences;
- to have experience of different types of books and a variety of good literature, including poetry, newspaper articles, magazines, plays, etc.;
- to use the classification systems in the fiction and non-fiction library;
- to encourage the children to read texts on screen and to value the use of technology in developing the love of reading;
- to appreciate the role of reading in a wider context, outside of the classroom.

## **Phonics**

At Thorntree Academy, we believe that the teaching of Phonics plays a key role in helping children learn to read, write and spell. Phonemes are the smallest units of sound that make up spoken language and as such they are the building blocks of language. We follow the Sounds~Write Phonics Scheme which is a high-quality program endorsed by the DfE. Our aim is for the vast majority of children to be confident readers by the end of KS1. High quality Phonics teaching enables children to decode new words confidently and independently and leads to improved understanding. This will result in children being able to read for pleasure, undertake research and develop their comprehension skills. Sounds~Write phonics also teaches children how to spell words and this helps them to become confident writers.

Extensive research shows the strong relationship between phoneme awareness training and learning to read and spell. This will enable all children to access reading and writing at an age-appropriate level. This is best achieved when there is:

- A consistent whole school approach to the teaching of Phonics throughout Foundation Stage, KS1 and KS2.
- Rigorous planning, assessment, and tracking.
- Sufficient training provided to enable the implementation of Sounds~Write based teaching of Phonics by all staff involved in the teaching of Phonics.

At Thorntree Academy, we use the Sounds~Write Phonics Programme. Sounds~Write is a quality first Phonics Programme that offers the classroom teacher an instructional method that works because it is a structured, multi-sensory, incremental and co-ordinated approach to teaching children to read and spell. We also use planned retrieval opportunities to consolidate prior learning and aid the transition to long-term memory.

### Assessment and Tracking of Phonics

Each half term children will be assessed against their ability to read and write the sound spellings they have been taught that half term in phonics. Every full term children will be assessed against their ability to read and write **all** previously taught sound spellings. Teachers will record the results of these assessments. This will help them to monitor whether or not the children have retained what they have been taught and to quickly support the children with any gaps that have arisen.

Where children are not making expected progress, Sounds-Write provide a diagnostic test to help teachers identify the specific area of phonics that a child may be struggling with so to best support them and plan effective interventions. For example, they may be struggling with the skills of segmenting, blending or phoneme manipulation. Alternatively they may be struggling due to gaps in code knowledge.

### Phonics planning

The teaching of Phonics in Foundation Stage, KS1 and KS2 (for those who did not meet the attainment targets by the end of KS1) will be planned in accordance with the following principles in mind:

- Daily instruction in dedicated phonic lessons.
- Lessons planned by the class teacher using the Sounds-Write programme.
  - Intervention groups which target the needs and ability of the children and make effective use of support staff.
- Appropriately-paced lessons that provide children with suitable tasks to demonstrate their learning using the Sounds~Write support materials.
- A separate weekly plan which will document the sounds that should be revised and those which should be introduced, according to needs of the different groups of children.
- Planning should include high frequency words that children will be introduced to alongside phonics teaching.
  - Planning should include nonsense words to determine how well children can blend and segment phonetically and opportunities for sound manipulation.

Planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to the letter sound correspondences that will be presented to them in the Year 1 phonics screening assessment, where children must use their phonic knowledge to

correctly read 40 words. If the children do not achieve the allotted pass rate, they will receive targeted intervention before re-taking the test in Yr2.

### Reading books in EYFS and KS1

Children will be matched to an appropriate book level that matches their phonic knowledge. In school we have a selection of 'Tell a Story' wordless phonic books that are designed to help young children become confident communicators, these books develop language, comprehension and vocabulary. For children learning the Initial code, Dandelion readers and Dandelion launchers will be used alongside other appropriate phonic based reading schemes to supplement. For children learning the Extended code, phonics-based reading schemes will be used to help children practise and consolidate their skills.

### Reading books in Key Stage Two

Children across the year groups use a variety of reading scheme books, which are colour banded.

For less able reader there are books with interest levels that match their chronological age as well as their reading age.

Across school, children also read and are read to regularly. Combined, this prepares children for the next stage in reading progression: comprehension. Once children have complete the extended code, their skills and knowledge are consistently practiced and consolidated so the focus can shift onto the comprehension of texts smoothly.

### Reading opportunities across the curriculum

As well as English and reading lessons, children are also exposed to a range of quality texts: fiction, non-fiction, poetry, newspaper articles, extracts etc during the wider curriculum. Each half term, texts are identified and recorded on our Reading Coverage Tracker which enhance children's understanding of a particular subject. The lesson outcome or purpose of using that text is also recorded. Subject leads are then able to filter the texts being used for their subject to ensure reading opportunities across the curriculum.

## Whole Class Guided Reading

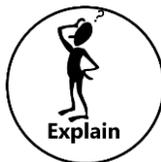
Whole class guided reading sessions should take place on a daily basis (for approximately 30 minutes). In Key Stage 1, the initial focus of reading will be on applying phonics and word reading skills which may result in smaller group work. As they progress across the Simple View of Reading this focus should shift onto comprehension skills and a whole class approach.

Whole class reading is based around one class book (See Appendix 2) at an age-appropriate reading level. The class teacher will read the book to the children and will focus on previous chapters of particular interest.

### Planning

Whole class reading should be planned on a Powerpoint presentation allowing for opportunities each lesson for the teacher to model a specific reading skill based on an objective for their year group.

The following symbols are used across school to help children identify the reading skills they're learning:



**Explain:** Explaining the meaning of new/unfamiliar vocabulary

**Retrieve:** Retrieving information from the text by scanning and skimming.

**Interpret:** Interpreting information about a situation or character through clues given in the text.

**Choice:** Commenting about the choices an author has made for specific reasons. E.g. vocabulary, short sentences, punctuation.

### Text Selection – The Spine of Core Texts

Each teacher will use a variety of high-quality; age-appropriate texts across the year. This list has been put together in consultation with the English lead and SLT to ensure that these books are suitably challenging for the year group and provide enough material to explore the 4 key symbols. Any changes to these books will only be made in consultation with the English lead.

### The Class Read

Identified in our Reading Overview document, this book will be read by the class teacher at the end of each day from 2:45-3:00pm. During this time, the children will be able to listen to the story and discuss/clarify vocabulary and story line. This will provide every child will an element of pre-learning before delving deeper into the story/characters during whole class reading. It is essential for the class teacher to have read the book prior to reading it to the class.

### Differentiation

During whole class reading, every child (unless they currently don't take part in the whole class group due to decoding issues) will access the same book, therefore, differentiation is extremely important. This can be effectively achieved in a number of ways:

- Reduce the amount of text needed
- Adult support
- Highlight particular sections already
- Wording of the questions asked
- Scaffolded support for answering questions

# Whole-School Approach to Text Marking

## Identifying key information

Children will read the text carefully either independently or as part of a group/class. Key information includes any words/phrases that refer to 'the 5 Ws'.

Who?  
What?  
Why?  
Where?  
When?

Children will be provided with a highlighter to make key information stand out, allowing for efficient information retrieval at later stages of reading. Some children (ie. those with dyslexia who require specific coloured overlays) will need a specific coloured highlighter.

Children will establish a set of guidelines to aid with efficient text marking early each academic year, including how to be selective. Where a whole paragraph is deemed important, a vertical line will be drawn by the side of the paragraph and a brief summary written. This may also be used to summarise author's viewpoint.

## Clarification

Children will draw a circle around any unfamiliar vocabulary which they will need to clarify to fully understand a text. Children will establish a set of guidelines to aid with efficient clarification early each academic year, including a step-by-step guide to success:

1. Use of sound fingers/phonic strategies.
2. 'Backtracking' to the beginning of the sentence and re-reading.
3. Rewind/Fastforward to the prior/subsequent sentence.
4. Looking for words within words (ie. root words).
5. Contemplating the word type (noun, adjective, verb, adverb)

## Feature identification

The names of text features (eg, title, subheading, bullet points, illustration, caption) will be written next to the appropriate part of the text.

## Linking parts of a text

Arrows will be used to link parts of a text together, labelled to explain how they are linked (eg. same/different viewpoint expressed, flashback or shift in time/place).

## Summarising

At the end of a paragraph, page, section or text (depending on the length of text and ability of the child), a summary will be written. Summaries are to convey the key ideas from the section in as few words as possible, therefore appropriate word restrictions may be placed upon this task. Children will establish a set of guidelines to aid with efficient summary writing early each academic year (which may include the use of symbols and emojis to convey characters' thoughts/feelings).

# Individual Reading Expectations (Appendix 1)



## Thorntree Academy Reading Book Expectations Reception

All children in Reception should be expected to read (or practise words) at home to an adult at least 3 times a week.

Reading books should be changed at least weekly, (It is ok for children to reread a book 2-3 times)

A member of staff are should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

If children are not ready for a book then key words, vc and cvc words should be sent home as flash cards with the same expectations to be practised and logged, as reading books.

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Age related expectation by the end of reception is accurately reading and comprehending a yellow book band book.



## Thorntree Academy Reading Book Expectations Year 1

All children in Year 1 should be expected to read (or practise words) at home to an adult at least 3 times a week.

Reading books should be changed at least weekly, (It is ok for children to reread a book 2-3 times)

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

If children are not ready for a book, then key words, vc and cvc words should be sent home as flash cards with the same expectations to be practised and logged, as reading books.

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

When reading independently in class children should be provided with books that are at the appropriate level.

Children are to take their independent reading book and home reading log with them if chosen for book bingo.

During whole class guided reading time closing the gap teachers may hear children read in small groups using scheme books at the correct level (group readers). The children can read at their own pace practising and applying their skills and discuss the book using whole class guided reading methods.

Age related expectation by the end of year 1 is accurately reading and comprehending an orange book band book



Thorntree Academy Reading Book Expectations  
Year 2

All children in Year 2 should be expected to read (or practise words) at home to an adult at least 3 times a week.

Reading books should be changed/ checked at least twice a week, (It is ok for children to reread a book 2-3 times)

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo

During whole class guided reading time closing the gap teachers may hear children read in small groups using scheme books at the correct level (group readers). The children can read at their own pace practising and applying their skills and discuss the book using whole class guided reading methods.

Age related expectation by the end of year 2 is accurately reading and comprehending a White book band book. GDS Lime



### Thorntree Academy Reading Book Expectations Year 3

All children in Year 3 should be expected to read (or practise words) at home to an adult at least 3 times a week.

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class. If children are reading below expectation, they should be reading a scheme book. Once children are reading at an age related level, they may then choose (with an adult's support) an appropriate free read.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo

Age related expectation by the end of year 3 is accurately reading and comprehending a Grey book band book.



## Thorntree Academy Reading Book Expectations Year 4

All children in Year 4 should be expected to read at home to an adult at least 3 times a week.

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class. If children are reading below age related expectation, they should be reading a scheme book. Once children are reading at an age related level, they may then choose (with an adult's support) an appropriate free read.

If children are reading at a key stage 1 level, then teacher's may want to consider using the low reading age/high interest books to engage children.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo.

Age related expectation by the end of year 4 is accurately reading and comprehending a Dark Blue book band book.



## Thorntree Academy Reading Book Expectations Year 5

All children in Year 5 should be expected to read at home to an adult at least 3 times a week.

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class. If children are reading below age related expectation, they should be reading a scheme book. Once children are reading at an age related level, they may then choose (with an adult's support) an appropriate free read.

If children are reading below a Y4 level, then teacher's may want to consider using the low reading age/high interest books to engage children.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo.

Age related expectation by the end of year 5 is accurately reading and comprehending a Dark Red book band book.

Children who access Reading Plus must complete 20 minutes three times a week.



## Thorntree Academy Reading Book Expectations Year 6

All children in Year 6 should be expected to read at home to an adult or independently at least 3 times a week. As well as being signed by a parent/carer, Year 6 children can take the responsibility to comment and sign their own reading record.

Teachers to discuss an appropriate and purposeful reading record comment with the children. A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class. If children are reading below age related expectation, they should be reading a scheme book. Once children are reading at an age related level, they may then choose (with an adult's support) an appropriate free read.

If children are reading below a Y5 level, then teacher's may want to consider using the low reading age/high interest books to engage children.

Teachers should regularly hear children read 1:1

Key marginal children will be heard read three times a week by their Academic Mentor. Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo.

Age related expectation by the end of year 5 is accurately reading and comprehending a Diamond book band book. GDS Pearl.

Children who access Reading Plus must complete 20 minutes three times a week.

## **Class Books (Appendix 2)**

### **Nursery**

Owl Babies - Martin Waddell  
The Ugly Duckling – Ian Beck  
The Gingerbread Man – Stephen Dixon  
George and the Dragon  
Jack and the Beanstalk  
The Little Red Hen  
The Three Billy Goats Gruff

### **Reception**

Albert Le Blanc – Nick Butterworth  
Bedtime for Monsters – Ed Vere  
The Gruffalo’s Child – Julia Donaldson  
Room on the Broom – Julia Donaldson  
Chicken Licken – Jan Ormerod

### **Year 1**

Gilbert the Great - Jane Clarke  
The Bad Tempered Ladybird - Eric Carle  
Harry and the Dinosaurs at the Museum - Ian Whybrow  
The Tiger Who Came To Tea - Judith Kerr  
Beegu - Alexis Deacon  
Man on the Moon - Simon Bartram  
Courage - Bernard Waber  
Hansel and Gretel - Anthony Browne  
Whoever you are - Mem Fox  
Cinnamon - Neil Gaiman  
Peace at Last - Jill Murphy  
Avocado Baby - John Burningham  
Lost and Found - Oliver Jeffers

Where the wild things are - Maurice Sendak  
A Bear Called Paddington - Michael Bond

## **Year 2**

Sir scallwag stories - Giles Andreae  
The tunnel - Anthony Browne  
The brave tin soldier - Hans Christian Andersen  
The Creakers - Tom Fletcher  
Lighthouse keepers lunch stories - Ronda Armitage  
Secret Garden - Susanna Davidson  
The wombles stories - Elisabeth Beresford

George's Marvellous Medicine - Roald Dahl

Winnie The witch stories - Valerie Thomas

Billy's Bucket - Kes Grey

## **Year 3**

Charlie and the Chocolate Factory - Roald Dahl  
The Iron Man - Ted Hughes  
It was a dark and stormy night – Janet Ahlberg  
Woof – Allan Ahlberg  
101 Dalmatians – Dodie Smith  
The butterfly lion – Michael Morpurgo  
The Ice Palace – Robert Swindells

## **Year 4**

How to Train your Dragon – Cressida Cowell  
The Witches - Roald Dahl  
Operation Gadgetman – Malorie Blackman  
The Eye of the Wolf – Daniel Pennac  
The Last Castaways – Harry Horse  
The Firework Maker's Daughter – Phillip Pullman

## **Year 5**

Kensuke's Kingdom – Michael Morpurgo

The Sun King – Emma Carroll

Room 13 – Robert Swindells

Many World's of Albie Bright – Christopher Edge

Who let the God's out? – Maz Evans

Battle of the Beetles – M.G. Leonard

## **Year 6**

Letters from the Lighthouse – Emma Carroll

Boy in the tower – Polly Ho-Yen

The Polar Bear Explorers' Club – Alex Bell

The Peculiars – Kieran Larwood

Skellig – David Almond

## Reading Scheme Guide (Appendix 3)

Year Group	Ages	Oxford Reading Book Band	Collins Big Cat	Read Write Inc	
<b>Reception</b>	4-5	Grey	Lilac	Ditty books	ARE= <b>Oxford</b> level 3, book band colour yellow
		Lilac	Pink		
		Pink	Red		
		Red	Yellow	Story	
		Yellow		Story	
<b>Year 1</b>	5-6	Blue	Blue	Story	ARE= <b>Oxford</b> level 6, book band colour Orange
		Green	Orange	Story	
		Orange	Turquoise	Story	
<b>Year 2</b>	6-7	Turquoise	Purple		ARE= <b>Oxford</b> level 10, book band colour white. GDS= Oxford Tree level 11/12, book band colour lime.
		Purple	Gold		
		Gold	White		
		White lime	Lime		
<b>Year 3</b>	7-8	Brown	Copper		ARE= <b>Oxford</b> level 13
<b>Year 3-4</b>	8-9	Grey	Topaz		Book band colour Grey Note: Oxford tree brown band is equal to KS1 bands; purple, gold and white in terms of difficulty. This is to aid transition and consolidation.
<b>Year 4</b>	8-9	Dark blue	Ruby		ARE= <b>Oxford</b> level 15, book band colour dark blue
			Emerald		
<b>Year 5</b>	9-10	Dark Red	Sapphire		ARE= <b>Oxford</b> level 17, book band colour dark red
<b>Year 6</b>	10-11		Diamond		ARE= <b>Oxford</b> level 19
<b>Year 6+</b>			Pearl		Book band colour Dark red NOTE: Children reading at Oxford level 17 should be capable of achieving National standard in the end of key stage 2 tests