



### Our Intent

At Dalestorth Primary and Nursery School, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is key for academic success and that children who read regularly have increased chances later in life. We aim to deliver a high-quality education which teaches pupils to read accurately and with good comprehension so that they can effectively access the world in which they live. We want them to develop a love of reading, reading with good pace, fluency and expression in a range of contexts. We aim to deliver quality first teaching that follows a carefully planned sequence of lessons through exposure to high-quality texts. We provide the children with opportunities to explore precise and enriched vocabulary to use within the context of the lesson and to connect to wider subject areas. Reading is taught in each year group progressively, using a wide variety of quality texts. We want children to become independent readers who choose to read for pleasure. Teaching is designed to take account of our progression documents to ensure age appropriate content. Where appropriate, links are also made to ensure that children's social, moral, spiritual and cultural development is enhanced through their reading experiences.

The sequence of teaching involves:

- Selecting and reading high-quality texts which enrich children's knowledge and experiences.
- Teaching challenging vocabulary with cross curricular links.
- Developing pace, fluency and expression when reading.
- Teaching and developing the skills of understanding and using vocabulary, inferring, clarifying, summarising and sequencing, predicting, retrieving and questioning.

In the early stages of reading, we strongly advocate the use of phonics and children are given daily opportunities to blend and segment words to read and write. Alongside this, we provide children with a diet rich in high quality literature to foster and promote high quality vocabulary and a genuine love of reading. By the end of the EYFS, we want the children to have a strong phonological awareness and have the ability to hear and discriminate sounds within words. In reading, they should be able to say a sound for each letter in the alphabet and at least 10 digraphs. They should read words consistent with their phonic knowledge by sound-blending and read aloud simple sentences and books, including some common exception words ('tricky words'). In writing, they should be able to write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; and write simple phrases and sentences that can be read by others.

By the end of Year 1, children should be able to state some of the more common alternative pronunciations for graphemes and read many familiar words without the need to blend the sounds out loud first. They should be increasingly able to apply their phonic knowledge to select the most plausible graphemes (using the 'best bet' strategy) when spelling new words. The majority should be able to read and write an additional 33 common exception words correctly. These are specifically taught to children. This is continued into Year 2 where children continue to explore alternative pronunciations and become increasingly adept at making the correct choice of grapheme when attempting new words. They learn an additional 64 common exception words so that, by the end of Year 2, most children are able to read and spell many words correctly, including those containing common suffixes.

### Our Implementation

- During FS1, children are given regular opportunities to develop their listening skills which forms the basis for their future learning in Phonics. High-quality continuous and enhanced provision enables children to develop and apply their skills through the seven aspects of Phase 1, alongside carefully planned small group time sessions.
- In FS2 and Year 1, children have a daily Phonics session which follows a structured sequence from Phase 2 – Phase 5 (see below). This ensures that children make rapid progress in systematically learning and revising phonemes and graphemes and common exception words.
- In Year 2, children have a daily Phonics/spelling session, revising previously taught phonics content and teaching spelling rules and strategies as set out in the Spelling Shed scheme of work (Phase 6).
- Assessments are carried out regularly to identify those children who may be falling behind. 1:1 and small group interventions are then put in place to enable these children to catch up. Phonics Tracker is used to monitor all children's progress in FS2 & KS1 and with children identified as needing 'catch-up' Phonics support in KS2.
- Children are given a reading book to read independently once they are able to recognise the first two sets of Phase 2 sounds and read some tricky words. The books given are initially phonic based and are matched closely

to a child's phonic knowledge in order that they can be given opportunities to read words by blending the sounds that have already been taught. This then gives them early success in reading and prevents them having to 'guess' words. Children will progress through the 'phonic-banded' books from P2a – P5c in line with their learning in Phonics sessions. Children in FS2 and KS1 have phonically decodable books from Big Cat. Children in KS2 who still need phonically decodable books have books which have been selected to be more age-appropriate, and these are from both Big Cat and Rising Stars.

- When children have a secure phonic knowledge, they then progress to 'colour banded' books (orange book band upwards). These are carefully selected books that are colour-coded according to their level of difficulty. We regularly assess children's reading, to check that the child is reading books with an appropriate level of difficulty (95%+ accuracy).
- Children are exposed to a wide variety of literature covering different genres. This includes listening to stories read by adults, taking home reading for pleasure library books (carefully selected from 'recommended reads' lists by year group), studying books in more depth in reading lessons and having the opportunity to independently explore topic books and books by our 'Author of the term'.
- Highly skilled teaching assistants hear children read their individual reading books weekly in FS2 and KS1 to check that books are of an appropriate level of challenge. Children who have been identified as being in the bottom 20%, being PP and WT the expected standard, or who may simply not read regularly at home, are identified as being priority readers and read 1:1 at least once a week with an adult.
- In FS2 and KS1, reading books are changed once a week. We encourage children to re-read books at least three times before progressing onto the next book. In doing this, they can focus on **Read 1 – Word accuracy, Read 2 – Reading fluency and Read 3 – More sophisticated reading comprehension.**
- In KS2, the children are likely to be reading longer, more challenging texts so are not expected to read the same text multiple times before changing. They are encouraged to change their books independently when they have finished one, but teaching assistants will hear all children regularly to ensure they are on the correct book band.
- Alongside daily Phonics teaching in FS2 and KS1 (and for those children who still need it in KS2), children also have regular reading lessons. In FS2 and KS1, these are a combination of guided groups which are matched to phonic levels, and whole class reading sessions which are focussed on using high-quality texts to develop vocabulary, fluency and comprehension. In KS2, children have whole class reading lessons twice a week.
- Each class has a reading area that is filled with books suitable for their reading age as well as year group specific books which the children are encouraged to take home to read for pleasure alongside their banded reading books. We also use the Education Library Service and draw on their expertise to source a range of high-quality materials to enhance our topic work. Children are given opportunities to read throughout the day, including during topic lessons.

## Our Impact

By the time children leave Key Stage 1, the vast majority are fluent readers who have a strong phonic awareness and can tackle unknown words confidently. In 2019 84% of the year 1 children met the requirements of the Phonic Check. In December 2020, 80% of our year 2 children (check delayed from June 2020 due to Covid) passed the Check. Out of the 8 children who did not pass in December 2020, 6 of them met the requirements by the time they left Year 2. Reading and Phonics data has been broadly in line with national average from 2017-19.

We firmly believe that reading is the key to all learning and our impact is demonstrated in our children's attitude to reading and their genuine love of books. This is modelled by all of our staff who regularly share their own enthusiasm for books. Our children can talk about their favourite books and authors and can recommend books to their peers. They evaluate an author's use of language and the effect this can have on the reader. Above all, the vast majority read for pleasure and understand the magical world that books can unlock for them.

## EYFS Teaching Sequence – Phase 1

Children in FS1 will have regular small group time sessions focused around the seven aspects of Phase 1 throughout their time in Nursery. These will be supported by access to carefully planned, high-quality continuous and enhanced provision where they can further develop and enhance their early phonic skills.

Week	Book Band	Graphemes to be Taught	Tricky words to read & spell (CEW)
<p>Weeks 1-3 Autumn Term for all children in FS2.</p> <p><b>Phonological awareness is key to reading and writing development. Therefore, a focus on phonological awareness continues for the whole of EYFS.</b></p>	<p>Children in FS1 will bring home a reading for pleasure library book each week to share at home and help to develop a love of reading.</p> <p>Children in FS2 will bring home Lilac banded 'no text' books to develop their understanding of stories.</p>	<p><b>Environmental sounds</b></p> <ul style="list-style-type: none"> <li>- develop listening and awareness of sounds</li> <li>- listening and remembering sounds</li> <li>- talking about sounds.</li> </ul> <p><b>Instrumental sounds</b></p> <ul style="list-style-type: none"> <li>- develop awareness of instrument sounds</li> <li>- to appreciate the difference between instrument sounds and others</li> <li>- to use a wider vocabulary to talk about sounds</li> </ul> <p><b>Body Percussion</b></p> <ul style="list-style-type: none"> <li>- to develop awareness of sound and rhythms</li> <li>- to recall patterns of sounds</li> <li>- to talk about sounds we can make with our bodies</li> </ul> <p><b>Rhythm and Rhyme</b></p> <ul style="list-style-type: none"> <li>- to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.</li> <li>- to increase awareness of rhyming words</li> </ul> <p><b>Alliteration</b></p> <ul style="list-style-type: none"> <li>- to develop understanding of alliteration</li> <li>- to hear the difference between different starting sounds within words</li> <li>- to explore how different sounds are articulated</li> </ul> <p><b>Voice Sounds</b></p> <ul style="list-style-type: none"> <li>- to distinguish between different vocal sounds (including oral blending and segmenting)</li> <li>- to explore speech sounds</li> <li>- to talk about different sounds we can make with our voices</li> </ul> <p><b>Oral Blending and Segmenting</b></p> <ul style="list-style-type: none"> <li>- to develop oral blending and segmenting of sounds in words</li> <li>- to listen to phonemes within words and to remember them in the order in which they occur</li> </ul>	

		- to talk about the different phonemes that make up a given word	
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### **Phase 2 Teaching Sequence – Autumn Term FS2**

Sequence to remain fluid depending on cohort. Children will be grouped according to which phase they are working on, with some children repeating some elements of the sequence for reinforcement and 'catch up'. At the beginning of each session, all children will be exposed to all the graphemes and tricky words taught to the majority so far.

Week	Book Band	Graphemes to be Taught	Tricky words to read & spell (CEW)
1	P2a	s, a, t, p	
2		i, n, m, d	Read - I
3	P2b	g, o, c, k	Read - no, go
4		e, u, r, ck	Read - to, the
5	P2c	h, b, f, ff	Read - into
6		l, ll, ss Assessment	

### **Phase 3 Teaching Sequence – Spring Term FS2**

Week	Book Band	Graphemes to be Taught	Tricky words to read & spell (CEW)
1	P3a	j, v, w, x	Read - he, we, be, me
2		y, z	Read – was Spell – I, to, the
3		zz, qu	Read - are, you Spell – no, go
4		sh, th, ch	Read - they
		ng	Read – my

5	P3b		Spell - into
6		ai, ee, oa	Read - she, all
7	P3c	oo, oo, ar, or	
8		igh, ur ow oi	
9	P3d	ear, er, air	Read - her
10		ure	
11 & 12		Two-syllable words Assessment	

**Phase 4 Teaching Sequence – Summer Term FS2 / Autumn Term Year 1**

Week	Book Band	Graphemes to be Taught	Tricky words to read & spell (CEW)
1	P4	Practise recognition and recall of Phase 2 and 3 graphemes. Teach and practise reading & spelling CVCC words.	Read - said, so Spell – he, she, me, we, be
2		Practise recognition and recall of Phase 2 and 3 graphemes. Teach and practise reading & spelling CCVC words.	Read - have, like Spell – was, you
3		Practise recognition and recall of Phase 2 and 3 graphemes. Teach and practise spelling strategies – adjacent consonants: st, sc/sk, tr, dr, sp.	Read - some, come, there Spell – they, are
4		Practise recognition and recall of Phase 2 and 3 graphemes. Teach and practise reading & spelling words containing two-adjacent consonants (CCVCC words).	Read- when, what Spell – my, her
5		Practise recognition and recall of Phase 2 and 3 graphemes. Teach and practise reading & spelling two-syllable words.	Read - were, little, one
6		Practise recognition and recall of Phase 2 and 3 graphemes. Teach and practise reading & spelling words containing two or three-adjacent consonants. Teach and practise reading & spelling two-syllable words. Assessment	Read - do, out Spell - all

**Phase 5 Teaching Sequence – Autumn Term Year 1**

Week	Book Band	Graphemes to be Taught	Tricky words to read & spell (CEW)
1	P5a	ay, ou, ie	Read - people Spell - said, so
2		ea, oy, ir, ue	Read - oh, their Spell - have, like
3	P5b	aw, wh, ph	Read - Mr, Mrs Spell - some, come, when
4		oe, au, ew	Read - looked, called Spell - out
5	P5c	a-e, e-e, i-e, o-e	Read - asked Spell - there
6		u-e  Alternative pronunciations for i and o	

**Phase 5 Teaching Sequence – Spring Term Year 1**

Week	Book Band	Graphemes to be Taught	Tricky words to read & spell (CEW)
7	Once children are secure with their Phonics up to the end of Phase 5, they move to colour-banded books and progress from Orange onwards.	Alternative pronunciations for u ow and ie	Spell - one
8		Alternative pronunciations for ea, a and y	Spell - do
9		Alternative pronunciations for ou Alternative spellings for ch, tch	Spell - what
10		Alternative spellings for s and ar	Spell - little
11		Alternative spellings for ear, ur and ai	Spell - Mr, Mrs
12		Alternative spellings for short oo, air and z	Spell - oh, their

13		Alternative spellings for or and igh	
14		Alternative spellings for ee	Spell - people
15		Alternative spellings for oa	
16		Alternative spellings for oo	
17		Alternative spellings for sh and or  Assessment	

**Phase 5 Teaching Sequence – Summer Term Year 1**

<b>Week</b>	<b>Book Band</b>	<b>Graphemes to be Taught</b>	<b>Tricky words to read &amp; spell (CEW)</b>
18	Once children are secure with their Phonics up to the end of Phase 5, they move to colour-banded books and progress from Orange onwards.	Teach how to add the s/es suffix for plurals where the root word doesn't change	
19		Teach how to add the s/es suffix for plurals where the root word doesn't change	Spell - called
20		Teach how to add the s/es suffix to the third person singular	Spell - asked
21		Teach the regular past tense  Teach children how to add the ed suffix where the root word doesn't change	
22		Teach how to add the ing suffix where the root word doesn't change	
23		Teach how to add the er and est suffixes where the root word doesn't change  Assessment	

**Phase 6 Teaching Sequence – Year 2 (Spelling Shed)**

<b>Week</b>	<b>Graphemes / Spelling Rules to be Taught</b>
1	The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds
2	The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'
3	The /j/ sound spelled with a g.
4	The /s/ sound spelled c before e, i and y.
5	The /n/ sound spelled kn and gn at the beginning of words
6	Challenge Words
7	The /r/ sound spelled 'wr' at the beginning of words.
8	The /l/ or /ul/ sound spelled '-le' at the end of words.
9	The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10	The /l/ or /ul/ sound spelled '-al' at the end of words.
11	Words ending in '-il.'
12	Challenge Words
13	The long vowel 'i' spelled with a y at the end of words.
14	Adding '-es' to nouns and verbs ending in 'y.'
15	Adding '-ed' to words ending in y. The y is changed to an i.
16	Adding '-er' to words ending in y. The y is changed to an i.
17	Adding 'ing' to words ending in 'e' with a consonant before it.
18	Challenge Words
19	Adding 'er' to words ending in 'e' with a consonant before it.
20	Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
21	Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
22	The 'or' sound spelled 'a' before ll and ll
23	The short vowel sound 'o.'
24	Challenge Words
25	The /ee/ sound spelled '-ey'
26	Words with the spelling 'a' after w and qu.
27	The /er/ and /or/ sound spelled with or or ar.
28	The /z/ sound spelled s.
29	The suffixes '-ment' and '-ness'
30	The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
31	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
32	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33	Words ending in '-tion.'
34	Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
35	The possessive apostrophe (singular)
36	Challenge Words