

Reading Strategy

Phonics at Hurworth

At Hurworth, we use the 'Letters & Sounds' approach to phonics teaching. 'Letters & Sounds' is a six-phase teaching programme designed to help children understand how the letters in the alphabet work to help us to read and spell. We expect almost all children to learn to read through clear and progressive phonics skills.

Phase	Phonic Knowledge and Skills
Phase 1	Activities are divided into seven aspects, including environmental sounds, instrument sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.
Phase 2	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.
Phase 3	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.
Phase 4	No new grapheme-phoneme correspondences are taught in this phase. Children will learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase 5	Moving onto the complex code. Children learn more graphemes for the phonemes which they already know, alongside different ways of pronouncing the graphemes they already know.
Phase 6	Working on spelling, including prefixes and suffixes, doubling and dropping letters, etc. This work is linked to the spelling rules set out in the National Curriculum.

Phonics teaching begins within the first few weeks of children starting Foundation. The phonics teaching is intensive, systematic and follows the order of sounds set out in our Phonics and Spelling Progression document. Children are taught phonics in a multi-sensory way and creative teaching approaches are encouraged, so long as they do not deviate away from the systematic order and approach of our chosen approach. Children are encouraged to develop their speaking, listening, reading and spelling skills within their daily phonics sessions.

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Children are supported to learn to read using carefully chosen books which consolidate the sounds that they have learnt. We use 'Phonics Bug' books, which closely link words to the sounds that have been taught so that children do not encounter words that they cannot decode. Children experience success when books are matched to taught phonic knowledge, instilling positive attitudes and further success. Phonics teaching includes 'tricky words' or 'common exception words'; whilst these can be decoded with higher order phonic knowledge, most are phonetically irregular, so are best taught as 'sight words', where children just 'know' the words without using phonic blending strategies. Children develop speed and fluency within their reading by being secure in phonics knowledge and the taught sight vocabulary so that children do not lose the meaning of sentences through struggling to decode.

In order to ensure that all staff are able to deliver this high priority phonics teaching to a high standard, all staff who join Hurworth receive phonics training as part of their induction package: all teachers need a firm foundation in early reading skills to support struggling readers at all ages. Staff should aim to present the sounds in the children's regional accent, to avoid confusion.

In our school, as much as practicably possible, children move through the order of sounds together: children who need extra support to catch up are prioritised between sessions to ensure that learning gaps do not appear, or widen over time. Phonics is taught as a whole class by the class teacher and is supported by well-qualified teaching assistants within lessons and through intervention. Phonics knowledge is closely assessed and tracked, away from the point of teaching, to ensure that staff know children's strengths and areas for development. With few exceptions, all children reach the expected standard in Year 1 phonics, with word reading fluency being the primary driver of the Year 1 reading curriculum so they are ready to gain greater reading comprehension skills as their decoding secures.

Alongside reading, phonics is closely linked to children's spelling abilities and children are expected to apply their phonic knowledge to their writing.

Phonics learning is strongest when parents are true partners. At Hurworth Primary, parents are strongly encouraged to attend phonics workshops to help them to understand how phonics is taught and enable them to support their child's learning at home. Each child will always have home reading books to support home learning. Our early home reading approach consists of:

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	Book Type	Rationale
Foundation and Year 1	Phonics book that includes sounds that have recently been learned	These books should reinforce the current learning in school. This does not have to be a sound taught that week – we are aware of the need to instil confidence in our developing readers.
	Online phonics books that include sounds that have already been learned.	These books should allow children to revisit sounds the children have previously learned. These could be targeted to sounds that assessment shows are least strong, or could be used to practise fluent reading.
	Share a Story books	These books are to be read to children by adults at home. These books aim to develop children's love of reading.

We expect all children to read at least 4 times per week at home. Children who do not read at home and are falling behind will be afforded additional reading opportunities with adults in school. This is recorded in children's reading records.

All children in Foundation also have a phonics book which records the sounds they have learned to reinforce reading and writing at home.

Children's books are changed twice a week.

Phonics Expectations

Foundation:

The end of year expectations for children's phonics ability is to be secure in Phase 3 with children accessing Phase 4 upon exiting Foundation. Staff embed opportunities to play with and explore sound, and equip children with core listening and sound discrimination skills which are required for success in reading and writing as the children grow. Children who are not secure in Phase 1 will be supported in this phase alongside the teaching of Phase 2.

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The children will be able to use, understand and demonstrate the following terms:

1. Phonemes
2. Digraphs
3. Trigraphs
4. CVC words
5. Split vowel digraphs
6. Capital and lower case letters

Phonics assessments are regularly carried out to ensure any gaps in understanding are filled and intervened to support pupil progress. Phonics underpins the majority of English teaching, with reading linking strongly to the sound and/or rule being taught. Children are expected to read and write securely in this phase.

Year 1:

Children are expected to begin Year 1 at Phase 4 with an end of year aspiration of completion of Phase 5. Phase 6 is also commenced (the prefix 'un' and simple unchanged suffixes such as 'ed') in accordance with our Trust reading and writing objectives. Phonics assessments continue to be regularly carried out to ensure any gaps in understanding are filled and intervened to support pupil progress. Our aspiration is that all children will meet the demands of the Phonic Screening Check.

Year 2:

Expectations are for children to enter secure at Phase 5, with an end of year expectation of completion of Phase 6 alongside the Year 2 spelling rules as set out in the National Curriculum. Due to the variety of rules and alternatives, time is spent deepening and ensuring a strong understanding of these phases. Spelling and grammar work also links to phonics which falls in the Phase 6 category (i.e. prefixes and suffixes.) Reading also has a phonic focus for those children who did not pass their phonic screening, however, all children will begin to focus on the National Curriculum content domains for reading. Children who did not pass the Phonic Screening Check in Year 1 will complete this again in Year 2.

Year 3 and above:

Phonics continues to be the fundamental basis for reading throughout the school. Children will continue to use phonics as the main driver for reading, consolidating what has been learnt in Key Stage 1. Children who require additional support with reading receive additional intensive phonics interventions to help them revisit previous learning, practise and apply new

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skills. Children who are unable to meet the demands of the Phonic Screening Check at the end of Year 2 cannot access age-appropriate texts within the English and wider curriculum, and this must be catered for appropriately across the full curriculum alongside their interventions.

Progression in Fluency

Foundation	Year 1	Year 2
1. Read and understand simple sentences.	5. Apply phonic knowledge to decode word.	13. Securely decode phonically until reading is fluent.
2. Use phonic knowledge to decode regular words and read them aloud accurately.	6. Speedily read all 40+ letters/groups for 40+ phonemes.	14. Read accurately by blending, including alternative sounds for graphemes.
3. Read some common exception or 'tricky' words.	7. Read accurately by blending taught CPD.	15. Read multisyllable words containing these graphemes.
4. Demonstrate an understanding when talking with others about what they have read.	8. Read common exception words.	16. Read common suffixes.
	9. Read common suffixes (-s, -es, -ing, -ed, etc.).	17. Read exception words, noting unusual correspondences.
	10. Read multisyllable words containing taught GPCs.	18. Read most words quickly & accurately without overt sounding and blending.
	11. Read contractions and understanding use of apostrophe.	
	12. Read aloud phonically-decodable texts.	
Year 3/4	Year 5/6	<p>By Key Stage 2, children should be able to decode accurately, and be applying a growing wider English curriculum knowledge to their reading of new and challenging vocabulary – progressively with the increasing level of challenge presented in the texts which they are presented.</p>
1. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	3. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		

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The Wider Reading Curriculum

At Hurworth Primary, we recognise that reading extends beyond decoding and fluency. In order for children to become successful readers in the longer term, children must develop language, comprehension, dispositions and linguistic skills that phonics alone cannot deliver.

Reading 'real' books is at the heart of our curriculum and within our school timetable we ensure that children across the school have access to authentic texts. Across all age ranges, children are able to enjoy the experience of reading together, sharing the joy and emotions of a shared text. Staff read to children of all ages, sharing their passion for and skill in reading aloud to the children; this time is protected and prioritised within our curriculum. Modelling fluency, through pace, flow, rhythm, language patterns and rhyme, is essential so that all children are hearing quality oration of texts, whether they have access to this at home or not.

Reading 'real' books is also the central driver for our English curriculum; children's writing, discussion and grammar skills work all stem from a class text, immersing children in a credible and 'joined up' learning experience. We recognise that reaching the 'Expected Standard' in Year 2 or Year 6 does not make a child a 'good reader' by default, but our curriculum aims to deepen children's love of reading through this immersion. We want our children to have access to the best children's literature available, not only to help develop their reading and vocabulary skills, but also their growing cultural capital and appreciation and value of books, authors and reading.

Reading in Foundation and Year 1

Our language focus starts with our Trust Ready Curriculum for Early Years. The promise to our youngest children is that they will experience at least 5 language rich experiences every day: stories, non-fiction books, rhymes, songs, poems and more. This develops children's understanding of rhyme, intonation, performance and vocabulary knowledge, with increasing complexity across the year. This continues into our Year 1 classroom, where children are exposed to texts within English lessons as well as during story time.

Reading in Year 2 and Key Stage 2

From Year 2 upwards, our school timetable includes a dedicated whole class reading session and a session where the class novel is shared. Within this session, the children are exposed to fluent, expressive reading and alongside a variety of new language structures. Within the week, children are also exposed to a variety of text types, including fiction, non-fiction, songs and poetry, which link in some way to the class novel, topics from the wider

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curriculum or significant events or people. These texts are not set in stone for teachers, although there are a selection of texts available to them as a starting point. The list of books is not exhaustive, and we encourage teachers to choose texts that they are interested in and passionate about, that support their ongoing topics, that appeal to the interests of the children and that support wider personal development through links with PSHE and British Values. However, there are parameters which teachers must consider when choosing a new text to share with the children, so that the texts children experience through direct teaching and story time deepen children's growing knowledge and understanding.

These considerations are:

- Ensuring that children experience texts which are challenging and rich; the books read to children should be beyond their independent reading ability.
- Including a range of text types over a year, including classic texts.
- Books used are shared with the next teacher so links can be appropriately capitalised upon.

Children's reading stamina is developed through increasing the length of the books that children experience, with children listening to short chapter books before they are expected to read them for themselves.

Comprehension Progression and Teaching

At Hurworth Primary School, we understand that 'doing reading' and 'teaching reading' are two very different things. Within our whole class reading sessions, children experience explicit teaching of reading skills and knowledge. These sessions are designed to explore texts in detail, developing children's comprehension, vocabulary, inference and deduction skills. The sessions are planned around the whole class text, and focus on the comprehension skills outlined in the school's Comprehension Progression document to ensure that progression in comprehension skills and knowledge is effective across the school. This progression extends beyond the National Curriculum and has clear year group expectations in relation to the 'Content Domains' for reading. Using an appropriate text, year group and content domain foci, teachers plan lessons and activities to meet the expectations from the Comprehension Progression document.

Over the course of the week, we expect reading to be a priority, with a dedicated reading slot for the class novel at least three times per week. The class novel is then studied in more depth in whole class reading sessions twice a week. Regular retrieval quizzes are completed so that children can retain the thread of the story.

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Alongside the class novel, teachers can also choose an additional text to study each week, including extracts from novels, picture books, poems, non-fiction texts, songs and poetry. Over a half term, children should get a varied diet of different text types. Teachers have a selection of these texts to choose from, linked in some way to the class novel, the wider curriculum or significant people or events, or they can choose their own provided they meet the parameters above and do not use texts that would be used in a different year group. Within these sessions, the children should get the opportunity to develop their fluency skills, as well as other content domain foci as selected by the teacher. Children should explore any potentially limiting vocabulary during the first session of reading the text, and then be able to explore the text in more detail. Children will complete 'individual thinking' tasks, where there is usually a right answer, 'partnered talk' tasks, where children can discuss their own ideas for answers and have the opportunity to share ideas, and 'solo work' tasks, where children should independently record answers to a longer, more open-ended task. All of these tasks are scaffolded where necessary, and extra challenge is given where required.

Reading Assessment

It is vital that reading is continually assessed through school, not just when children are learning their phonic sounds. Clear phonics and comprehension overviews allow teachers and leaders to quickly identify what children should be able to do – and by when. This is key in the monitoring of reading and in the assessment of the children across the school.

At Hurworth Primary School, all children are assessed globally in their reading ability, looking at pupil's decoding age, and comprehension ability, in line with the 'Simple View of Reading'. This allows teachers to target support in the correct area – whether children are struggling to read, or comprehend the texts given to them. This aligns with the 'simple view of reading' approach and allows teachers to identify the specific reading skills and content domains which children require further support in mastering.

The Trust Reading Objectives are the main source of assessment and are used to support planning and teaching, alongside the Fluency Progression and Comprehension Progression documents, with five Key Performance Indicators for each year group.

In Year 1, all children sit the 'Phonic Screening Check'. This diagnostic test allows staff to carefully assess phonic reading standards at this important point, to share with parents, but also to carry out a 'point in time' diagnostic assessment of children's knowledge, from which to build on in Year 2.

Achieving the expected standard does not mean that a child is secure with every sound – staff must be acutely aware of this. This is doubly important for

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any child not meeting the standard (or indeed 'just' meeting the standard) and transitioning into Year 2, or Year 3.

Home Reading – Year 2 Onwards (Beyond the Phonic Scheme)

Reading at home is vital in developing and maintaining positive attitudes towards reading. We expect all children to read at least 4 times per week at home and encourage children and their parents to view this as a leisure activity, not 'homework'. We aim for all children to love reading but recognise that there can be a number of barriers to children reading regularly at home. In these instances, staff will work with the child and their parents/carers to ascertain why and will do all they can to mitigate the issues and allow the child to catch the 'reading bug'. For children who are not heard reading regularly at home by an adult, school will facilitate this by providing extra reading sessions in school with the class teacher, teaching assistant or a 'Busy Reader' volunteer.

	Book Type	Rationale
Developing Readers	'Book Band' book, beyond phonics, including online 'Bug Club' books.	These books develop children's vocabulary and reading skill progressively – allowing children to succeed in reading and build confidence and resilience. The scheme is available up to year 6, but once children are confident readers, a scheme can be demotivating and stifle a genuine interest in 'real' books. Staff will tread the line carefully as to when to taper off the scheme, as too early will demotivate children if they are not secure enough readers to enjoy a chosen 'real' book. These books are changed two times per week (if the child has completed the book).
	Library books/Home books	Children will additionally access the school library to choose books to read independently – or for a parent to read to them. These books promote a love of reading – and allows children the opportunity to find what kind of books they enjoy.
	Share a Story books (Year 2)	Children will access the school library to choose books to read independently. These books promote a love of reading – and allows

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children the opportunity to find what kind of books they enjoy, whilst reading credible and 'real' books.

Children have individual reading records, which must be completed and signed by an adult at home or school whenever the child has read. These are checked regularly.

Children's books are changed when they have completed them. We encourage children on the earlier book bands to re-read their books to help with their reading fluency.

Promoting Reading

At Hurworth Primary, we strive to promote a solid and secure reading ethos in other ways, helping the children to become 'Hurworth Readers'. Each year, we celebrate World Book Day through exciting, creative activities. Displays around school and in classrooms remind children of reading opportunities and skills, as well as show casing work completing on a book or detailing the class novel being shared.

We have close links with a local bookshop, and through this have been able to organise many author visits (in person and virtually), with authors such as John Kane, Onjali Q. Rauf, Aisha Busby, Jennifer Bell and Alice Lickens, M.G. Leonard and Sam Sedgman. We also hold a termly 'Book Box' assembly where we receive brand new books for our school library and discuss how important books are in our lives.

Book Fairs are held during the year and give families the opportunity to browse and buy books together. In every class, teachers share class novels or books which afford further opportunities to engage pupils and to introduce new authors, ideas, concepts and vocabulary. Children are encouraged to read widely, including through our 'Share a Story' books in Foundation and Key Stage 1 and classroom and school libraries in Key Stage 2.