****

**Reading at Thrussington**

**Phonics**

See phonics policy and scheme of work

Children are given ‘sound books’ in EYFS in which the new sounds each week are stuck to enable reinforcement of the new sounds at home. They are also givne tricky word packets, which begin in EYFS and continue into Year 1 and Year 2 if necessary. The children are initially given 5 words to read and recognise and these are added to as confidence grows.

In KS1 Phase 5 sound books are used to help support the learning of the different spellings for each sound. Dual coding is used – the sound next to a picture to represent that sound- which helps to reinforce the correct use of a sound in different contexts.

**Spelling**

In Key Stage 1 the children are taught spelling through their daily phonics lessons. They do not have spelling tests but spelling work is reinforced through the use of the sound mats and through tricky word spelling correction sheets which consolidate the spelling of common exception words.

In lower Key Stage 2 (3/4) they use Spelling Shed. The children are split into 4 differentiated groups. The spelling rules for the week are introduced on a Monday, they use Ipads to practise these through the App on Tues/Wed/Thurs and then have a test on Friday (start with individual word spelling test up until Feb half term then dictation to encourage the spelling of words in context.)

Whole class feedback is then given on Monday to address any misconceptions before the next spelling rules are given.

In upper Key Stage 2 (5/6) the spellings are set on Spelling Shed. The children practise them during the week using the App and then are tested on a Friday through dictation sentences.

**Reading in class**

At Thrussington we link high quality texts to our topic work and choose texts which will stretch our children’s vocabulary and use of language to develop their English skills. As part of our Curriculum development books have been carefully chosen to provide children with a range of high quality texts from all genres throughout the year.

Class teachers will read regularly to their class and model enjoyment of reading through the texts they choose.

All classes now have a dedicated book corner where they can read and choose books in class. Each class will have reading opportunities throughout the week.

**Reading records and reading at home**

Children start to read on banded books which correlate closely to their phonic ability. See over for details.

|  |  |  |  |
| --- | --- | --- | --- |
| **Colour** | **Grapheme/Phoneme Correspondence**  | **Features of the text** | **Focus skills** |
| Lilac | N/A | - No words. | - Oral storytelling- Sequencing & retelling |
| Pink A | Phase 2 single phonemes from Letters and Sounds/Jolly Phonics- s, a, t, i, p, n m, d, g, o, c, k, e, u, r, h, | - Single CVC words with a short vowel (e.g. c-u-p)- Longer sentences with CVC words with a short vowel (e.g. c-u-p) | - Segmenting and blending sounds- Recognising tricky words from their tricky word packet- Understanding of the text they read |
| Pink B | Phase 2 and 3 single phonemes from Letters and Sounds/Jolly Phonics- b, f, l, j, qu, v, w, x, y, z |
| Pink C | Phase 2 digraphs from Letters and Sounds- ss, ll, ff, zz, ck |
| Red A | Phase 3 digraphs and trigraphs from Letters and Sounds - CVCC and CCVC words with no Phase 3 GPCs- sh, ch, th, ng | - Sentences with CVC words with long vowel (e.g. r-ai-n)- Multiple sentences with CVC words with long vowels and with adjacent consonants. |
| RedB | Phase 3 digraphs and trigraphs from Letters and Sounds - ai, ee, igh, oa, oo, oo, oi, ow + adjacent consonants |
| Yellow A | Phase 3 digraphs and trigraphs from Letters and Sounds - or, ar, ur, er + adjacent consonants |
| Yellow B | Phase 3 more unusual trigraphs from Letters and Sounds- air, ear, ure + adjacent consonants |
| Blue A | Phase 5 Letters and Sounds (core)- ay, ie, ea, ou, ew, oy, ir, ue, aw, wh, ph, oe, au,  | - Multiple sentences with one or two Phase 5 GPCs outlined |
| Blue B | Phase 5 Letters and Sounds (core)- a\_e, e\_e, i\_e, o\_e, u\_e- alternative pronunciations c (as ‘s’), g (as ‘j’), y (as ‘ee’ and ‘igh’), ea (as ‘e’), ie (as ‘ee’), ow (as ‘oa’), (w)a (as ‘o’), a, o, i | - Multiple sentences with a variety of Phase 5 sounds outlined |
| Green | Phase 5 Letters and Sounds (additional)- tch, dge, ge, kn, gn, mb, st, se, sc, ce, le, el, al, ve, ey, /zh/ | - Multiple sentences with a variety of Phase 5 sounds outlined |
| Orange | Phase 5 Letters and Sounds (unusual)- tion, sion, al, augh, ore, our, are, ear, ere, eer, wr, sc- alternative pronunciations y (as ‘i’), se (as ‘z’), ear (as ‘er’), (w)or (as ‘er’) (w)ar (as ‘or’), oul | - Multiple sentences with a variety of Phase 5 sounds outlined |
| Purple | No new GPCs | - Longer texts- Introducing chapter books | - Comprehension of text- Inference- Characters’ intentions |
| Gold |
| White |
| Lime |

Children will read through the bands until they reach the ‘free reading’ stage. By Year 4 most children will be ‘free reading’ – choosing texts that interest them from our library.

We have continued to organise our reading books by colour name as this makes it easier for the children to select the appropriate level of book. The focus sounds in each colour band and the level of text you can expect to see at each level have been noted at each band. These are the focus sounds that we ask parents to encourage their child to recognise within words when reading. From pink until orange book band, parents should also encourage their child to recognise tricky words in books, alongside the decodable words, and children should become increasingly competent at recognising these. If children do not recognise these when they are reading, they should be pointed out as tricky words so that the children continue to make the relationship between tricky words in their tricky word packet and tricky words in their reading book.

In EYFS and Key Stage 1, children have the opportunity to change their books three times a week (Mon, Wed, Fri). The expectation is that parents will read with their children each night and record in their child’s record which is checked by the class teacher. Each child is heard read once a week in Years 1/2 and twice a week in EYFS by a member of staff (more if we have volunteer readers in) Children who require more support will be heard more regularly to support their reading progress.

In lower KS2 children are heard read during Guided Reading and also 1:1 if staff number allow. Children who are still developing their decoding skills are heard more regularly to support progress. The children choose their reading books from the library. Reading record books are taken in weekly to monitor reading support from home.

In upper KS2 children are encouraged to independently choose and read in class, recording in their record books the page numbers they have reached. Their books will be taken in each week to ensure that suitable, high quality texts are being accessed and that reading is taking place.

**Guided reading**

In KS1 there are 8 guided reading groups across the 3 year groups. Guided reading is carried out throughout the week in small groups where the children are all of a similar phonic ability. The children read a page at a time and discuss what they have read, responding to questions aurally which require retrieval skills and use of the text to support these. In Year 2 the children may read silently up to a certain point and the class teacher will then ask questions to elicit understanding of what had been read.

In Years 3/4 there are 3 groups. The groups read at a level which is higher than their independent reading level so that they can have support to access a higher level text. The sessions are positive and involve shared reading, aural questioning and many are vocabulary focussed.

In Years 5/6 Guided Reading takes place as a whole class and in small groups depending on ability. The focus is more on explicit comprehension style questioning, building on skills learnt in previous years.

**Reading for pleasure**

We use the Leicestershire Library Service to ensure that we have current and relevant fiction and non-fiction for our children to access. Each class has a reading corner in their classroom with a variety of reading material e.g. newspapers, fiction, non-fiction to read.

Each class has dedicated library time each week.

We celebrate reading on World Book Day with a variety of different opportunities for the children to inspire a love of reading. There is a weekly book recommendation from a teacher in our newsletter and children write book reviews for their own classmates of books they have enjoyed.

We make contact with authors through Twitter and have built up a good relationship with several through this.