

READING AND PHONICS AT BROADWAY

Reviewed November 2016

Reading

The Staff and Governors of the school recognise each pupil's entitlement to a rich and comprehensive programme of reading which will endeavour to ensure that each pupil develops an enjoyment of reading through the acquisition of skills, knowledge and concepts. To this end the school places the highest priority on the teaching, resourcing and monitoring of books (including on screen texts) and reading throughout Broadway School.

Aims and Objectives for Reading

At Broadway we aim:

- to employ successfully appropriate strategies in reading, including phonic skills, word recognition and the use of picture and contextual cues.
- to develop reading comprehension skills
- to develop increasing independence in (i) reading for enjoyment, and (ii) in selecting and using books and other printed material as sources of information
- to develop the facility to discriminate critically in terms of what is useful, what has quality and what gives personal satisfaction.

To achieve these, we will endeavour:

1. To provide a range and variety of books which are easily accessible to teachers and pupils, which are up-to-date and in good condition, and are at an appropriate level for the children.
2. To promote the skills of decoding and comprehension by providing opportunities and experiences in the areas of phonic skills, picture and contextual cues and word recognition.
3. To foster the enjoyment of books and reading via strategies such as:
 - hearing stories and poems read aloud with followup activities where appropriate
 - encouraging voluntary reading
 - providing opportunities for uninterrupted, sustained silent reading appropriate to the pupils' ages
 - involving parents and establishing home/school links
 - by organising occasional book fairs, book weeks, etc.
 - by providing a range of stimuli, eg video clips, DVDs, pictures to enhance and encourage learning.

- by allowing opportunities for reading aloud to an audience
- regular use of the library

4. To encourage pupils to select and read their own materials from a variety of sources for a variety of purposes, and to use retrieval systems confidently.

To establish a framework for pupils to express opinions on (i) the style, (ii) the content, (iii) the suitability, and (iv) the level of personal satisfaction.

5. To read for a variety of purposes in the shared, guided and independent parts of Literacy learning.

The Organisation for Reading

In addition to the reading which takes place within shared, guided and independent reading in the literacy lessons, we are also dedicated to the use of silent reading, home reading and reading extended stories to the children outside the literacy lesson. Staff endeavour to promote reading within our cross curricular topics and shared story time.

Within guided reading, a variety of approaches are employed by each teacher and support staff to read the text, give information, check comprehension, explore ideas within a text and examine pupil responses. Staff make reference to the 'Learning and Progression in Reading' Lancashire document when questioning and assessing groups or individuals. Such approaches include:

- silent reading, and then questioning about, and discussion of the text
- choral reading
- paired reading
- reading around the group
- text marking and analysing texts
- children are encouraged to self-correct and correct each other as the need arises.

The school recognises that there can be a distinction between 'sharing a book' and 'teaching reading'. 'Teaching reading' activities can include:

- listening
- rhymes / games
- comprehension
- daily phonics teaching
- shared / group reading
- handwriting
- spelling activities

The results of reading assessments will be used to provide personalized learning and will involve phonic, graphic, grammatical, punctuation, contextual and bibliographic cues carried out as whole class or group activities with the class teacher.

'Sharing a book' sessions will take place at least once each week for all year groups and will involve pupils individually or in small groups sharing a book with the class teacher, another member of staff or with a parent helper.

The 'Reading Diet' is as follows:

Shared Reading	Guided Reading	Personal Reading	Focused Reading Tasks
Children working with challenging texts, usually as a class to learn new structures, vocabulary etc.	Children working in small groups with text selected by teacher at the instructional level	Children working with self-selected material including familiar text	Children working individually, in groups or as a whole class to use and apply their reading skills to complete a range of tasks

The activities will include:

- reading aloud
- interpreting text
- prediction
- interpreting cues and clues
- discussion
- evaluation

The goal of guided reading is to enable learners to become independent, able to read, understand and appreciate texts on their own without the teacher's help. Guided reading sessions are structured using the key reading skills and assessment foci to ensure that any gaps in children's learning are addressed.

Reading Records

Records on individual pupils are maintained by the school to an agreed format and are available for inspection on request. Oxford Reading Tree record sheets are used in EYFS/ KS1.

The Lancashire document: 'Progression and Development in Reading', is used to provide levelled guided reading records. These are kept for each group within each class to focus teaching/learning activities at the level they are working at so that all areas of reading are covered for each child and areas of weakness can be worked on.

Assessment, Reporting and Recording of Reading

Staff will monitor the reading progress of pupils by observing reading by the pupil from a variety of sources and in a variety of circumstances inside and outside the Literacy lessons. This will not always involve one-to-one reading or the use of books from schemes and the frequency of the monitoring process will vary according to the age, aptitude and ability of each child and will not necessarily take place on a daily basis.

Running records are carried out to make sure that the children are reading the correct level of books in their guided group using the Benchmarking Kit, AM materials or the next text the child will be working on - twice a year in KS1 and as appropriate in KS2 according to ability.

Daily guided reading sessions, involving focused activities, take place with groups daily, usually outside the lesson. In KS2 Teachers also provide children with a focussed activity based on that book to promote closer reading skills and develop comprehension. Texts which the children experience during the literacy lesson, in shared and guided work, are recorded within the teachers' planning documents. In EYFS/KS1, the books which the children read are noted on Oxford Reading Tree progress sheets along with any appropriate comments, and the reading record/planner is used for homeschool communication and recording progress. In KS2, children record the title of each book they read in their reading record/planner, which parents also sign and comment in when they have heard their child read.

Teachers award each child a National Curriculum level at the end of each term and this is input into the Pupil Tracker. The children in KS2 complete a reading comprehension each half term to give practice in reading, understanding and responding to a passage independently and to help the teacher to measure the level at which the child is working. At the end of each year, each class in KS2, apart from Y6, completes a reading comprehension test at a level appropriate for the cohort. (Y6 and Y2 do the National SAT Tests.)

Resources

Selection of Books

At EYFS and Key Stage 1 the reading books are scheme based (Oxford Reading Tree) and are read sequentially by all children except (i) where a fluent reader may omit selected titles, and (ii) where a pupil requires consolidation before progressing to more difficult texts. Each child has guided reading scheme books, and a free choice book from the library. Additional books and reading activities are available online using Bug Club resources.

In Years 3 and 4 the books are graded according to maturity/difficulty level for guided reading. Group sets of novels are used as well as the PM scheme. In Years 5 and 6 the texts are novels and nonfiction books, graded for the different ability groups in the class. Bug Club – both hard copy books and online resources are also used throughout KS2. In addition to these KS2 children also have a class library from which they may choose a book of their own choice.

Across the school, children have access to the school library and are encouraged to make use of topic boxes for nonfiction material. All Broadway pupils also have access to Bug Club online books at home.

Phonics

Aims and objectives for Phonics

- To deliver high quality, systematic phonic lessons.
- To enable children to start learning phonic knowledge and skills by the age of five, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage 1.
- To ensure that children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns, with the ultimate goal being “automatic and effortless reading and writing”.
- To ensure that children are taught to read and spell high frequency words that do not conform to regular phonic patterns. (“Tricky words”)
- To ensure that children have opportunities to read text and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- To encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building confidence and developing strategies to attempt the unfamiliar.
- To help the children to blend phonemes in order to read words.
- To help the children to segment words in order to spell them.
- To learn that blending and segmenting are reversible processes.
- To learn that phonemes should be blended from left to right through the word, in order for it to be read.

The Organisation of Phonics

Key stage 1

Discrete daily phonics sessions are taught at the start of each day.

Phonics sessions will follow the Revisit/Review, Teach, Practise, Apply and Assess format.

The teaching of phonics is based on the Letters and Sounds document, supported initially by the Jolly Phonics Scheme. The majority of children will work within their year group, with the class teacher, with lessons being differentiated as appropriate. Where children are working below expected levels they may be withdrawn during the phonics session to work with an HLTA or TA. The organisation of this will alter each term in order to meet the needs of the children.

Key Stage 2

Children who still require further work in phonics will work on this area during skill building sessions. Where appropriate they will be withdrawn for extra support during this time.

Assessment, Reporting and Recording of Phonics

Assessment

Assessment in phonics is an ongoing process and will take place during phonics, reading and literacy sessions as well as other curriculum areas. Formal individual assessment will also be carried out as appropriate. A range of resources to aid this are available on the Phonicsplay website.

Reporting and Recording

Each class (Year R – Y3) has an A3 phonics folder containing an assessment and progression phonics record for each child. Teachers update these regularly as the children progress. These folders will be passed on to the next class teacher.

At the end of each term, teachers complete the class tracker to show the phase each child is working on. This information is then recorded on the school phonics tracker.

A school phonics tracker is produced yearly and updated each term. This information is then used to review the organisation of withdrawal groups.

During the summer term Y1 children, and Y2 children who did not reach the required standard in Y1, complete the national phonics screening check. Parents are informed as to whether their child is working at or towards the expected level in the written annual report.

Resources

Phonic reading books

Subscription to Phonicsplay website

Wide range of phonic materials in each classroom