

Reading Handbook



CASTLE BROMWICH
INFANT AND NURSERY SCHOOL

PLAY. LEARN. GROW.

Castle Bromwich Infant and Nursery
School

Reading at CBINS - Overview

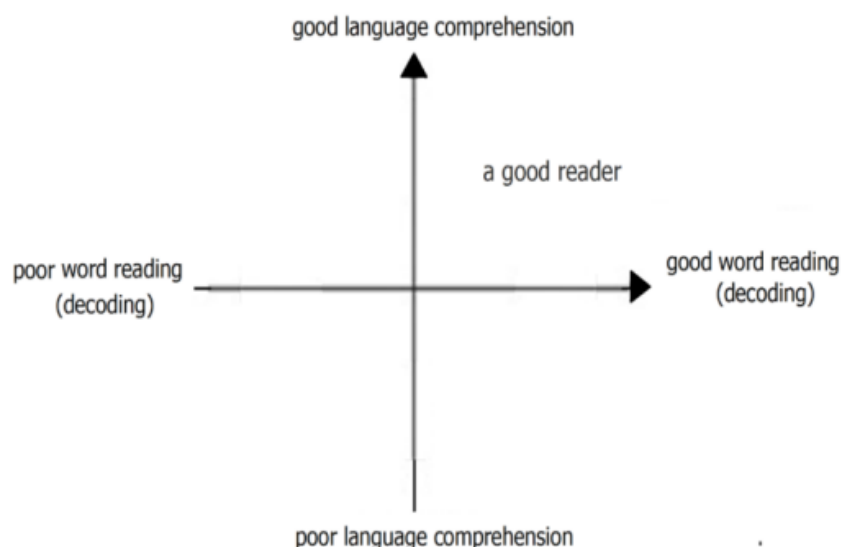
At Castle Bromwich Infant and Nursery School, we believe that the most important gift we can give to our children is the power to read. We aim to provide opportunities for our children to unlock the skills to read in order for them to be able to spend a life time learning. The teaching of Reading is a **key priority** across the whole school. Teachers focus on the teaching of Reading, with the core aim being that **all** children become confident and fluent readers who enjoy reading, both in and out of school.

Our Reading Curriculum

Our Reading Curriculum is designed to develop children's skills in both dimensions of Reading:

- Word Reading
- Language Comprehension

This is based on The Simple View of Reading (*Gough & Tunmer 1986*):



Simple View of Reading

Word Reading

Decoding involves:

- reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending them together, either aloud or silently.
- reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously.

Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is the primary approach used to teach children these essential skills.

For children who begin our school with a poor understanding of language, being able to decode words is essential for equality because their understanding of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves.

Language Comprehension

Comprehension refers to the way in which we make sense of words, sentences and the wider language we hear or read. Good comprehension draws from linguistic knowledge, in particular of vocabulary and grammar, and on knowledge of the world. Comprehension skills are developed through children's experience of high-quality talk and interaction with teachers and other adults, as well as from reading and discussing a wide range of high-quality texts, including stories, poetry and non-fiction, written by a range of British and World authors and poets. Developing children's comprehension is a focus throughout our Reading curriculum.

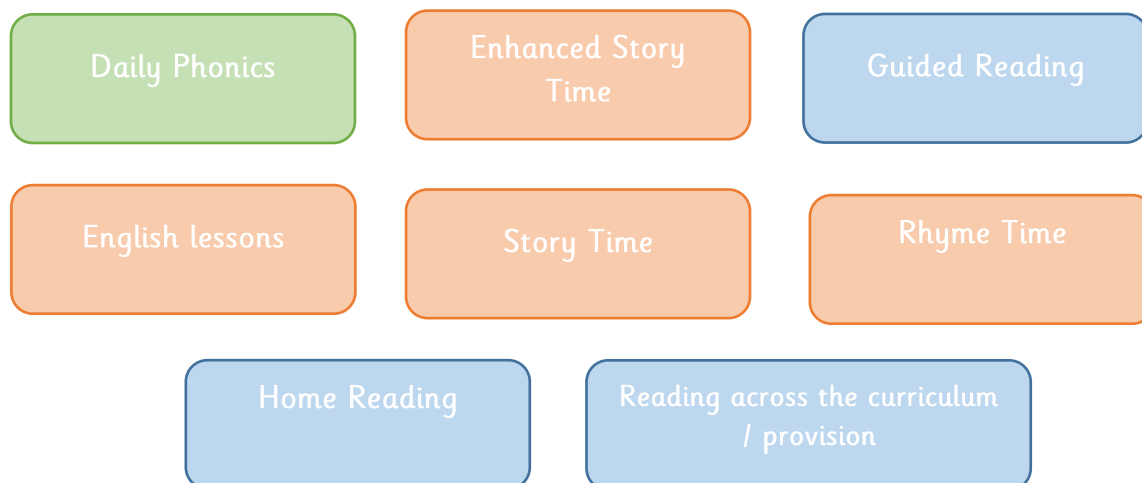
As stated in the DfE Reading Framework, p17, "Word reading and language comprehension require different sorts of teaching."

- Language comprehension is developed by talking, listening to and talking about stories and by learning poetry and songs.
- Decoding is taught through Systematic Synthetic Phonics.

Teaching Approaches and Strategies:

In place is a rigorous and sequential approach to the teaching of Reading, with a variety of teaching approaches and strategies combining to develop children's word reading, fluency, confidence and enjoyment in reading.

Reading is taught using a variety of pedagogical approaches / strategies:



Reading for pleasure is developed through all these pedagogical approaches and strategies.

Key:
Language Comprehension
Word Reading
Fluency



Reading Skills

Throughout the Reading Curriculum, children are taught to develop their skills in core aspects of reading. The content domains for Reading at KS1 are linked to superheroes with 'Reading Powers' which support children's knowledge of the different skills they need to demonstrate good comprehension.

Vocabulary Vik



1A Vocabulary
Draw on knowledge of vocabulary to understand texts

Retrieval Rose



1B Retrieval
Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information

Sequencing Sam



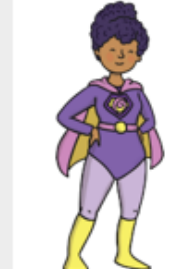
1C Sequencing
Identify and explain the sequence of events in texts

Predicting Paz

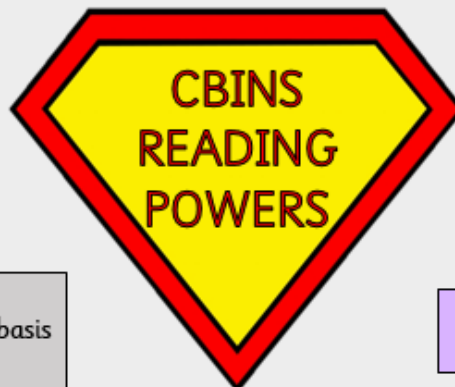


1E Prediction
Predict what might happen on the basis of what has been read so far

Inference Indi



1D Inference
Make inferences from the text



Questioning and discussion are used to build children's knowledge and understanding of these core skills, linked to Reading content domains.

Vocabulary Vik 1A Vocabulary Draw on knowledge of vocabulary to understand texts 	Retrieval Rose 1B Retrieval Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information 	Sequencing Sam 1C Sequencing Identify and explain the sequence of events in texts 	Inference Indi 1D Inference Make inferences from the text 	Predicting Paz 1E Prediction Predict what might happen on the basis of what has been read so far 
Find two words that tell/show you_u Word/phrase This means that_u What does this word/phrase tell you_u Sentence What does this sentence tell you about_u What do the words x mean?	Draw three lines to show_u What did/does x see/do/say_u Why did x do/say_u Answer directly in text What happened when_u Find one/two things that tell you_u What_u	What happened first? What happened next? What happened at the beginning/middle/end? What happened after...? What happened when...? Put the events in order.	Why did x do/say_u Why is/was_u How did x feel when_u Why did_u Give two reasons. Why not?	Where do you think x will go next? What do you think x will say/do next? Which of these do you think the character is likely to say/do_u How do you think the story will end? Who do you think has_u
Which word means the same as_u What does the word x mean in this sentence? Which of the words best describes the character/setting/mood...?	What/which two_u Where is/are_u Put three more ticks in the table to show_u Who/When/Which_u Put ticks in the table to show which sentences are true and which are false. Look at the beginning/end of the story. What was different/the same about_u When is/are/did/does_u Finish the sentence_u Sentence Why not? What happens when_u	Number the sentences from 1 to 4 to show the order they happen.		What might x say about_u

Teaching Language Comprehension at CBINS

Enhanced Storytime

Enhanced Story Time (EST) is a comprehension focussed session which follows the read and talk/discuss model. EST is taught daily and runs alongside Guided Reading. Teachers ask carefully planned questions linked to the KS1 content domains to engage children in high quality dialogue and develop vocabulary knowledge. Each year group has a Core Texts list which consists of high quality texts including fiction, non-fiction and poetry. This is refreshed regularly to include newly discovered texts. Stories and non-fiction choices include familiar experiences as well as experiences and perspectives that differ.

Sessions are predominantly discussion focussed, engaging and interactive including strategies such as acting out parts, readers theatre, choral reading, joining in with repeated phrases. Children complete some recorded activities based on the text – with a maximum of 2 a week.

Rhyme Time

Through enjoying rhymes, poems and songs teachers can build children's language. The predictability of rhymes in poems and songs helps our children to memorise and re-use newly acquired vocabulary. Daily poetry, rhyme and singing sessions are a priority in the EYFS. Staff use the Rhyme Time Core Songs to support the delivery of this session.

English Lessons

Reading is a core part of the Talk for Writing Sequence within English lessons. Model texts are developed containing targeted vocabulary. Children read and overlearn model texts to support depth of understanding and language comprehension. During imitation week, children take part in reading as a reader activities.

Storytime

Daily time for stories is a priority in all classes, in all year groups, across the school. Teachers carefully select high quality texts to share with children including the school's core read aloud stories 'Super Six', alongside other high quality texts. In stories and other books chosen, children encounter others whose experiences and perspectives are both similar to and different from their own. Teacher's re-read stories and talk to children about them to develop familiarity and understanding.

Enhanced Story Time
Core Texts

Reception

Autumn 1		
Fiction	Non-Fiction	Poetry
The Gruffalo By Julia Donaldson		
Don't Hog The Hedge Ebook		
Pattan's Pumpkin By Chitra Soundar and Frane Lessac		

Autumn 2		
Fiction	Non-Fiction	Poetry
Mr Gumpy's Outing By John Burningham	National Geographic Readers: Planes By Amy Shields	Red Robots By Joseph Coelho
Dipals Diwali Ebook	Signs Of Winter By Paul Humphrey	
One Snowy Night By Nick Butterworth		
Finn's Little Fibs By Tom Percival		

Spring 1		
Fiction	Non-Fiction	Poetry
My Pet Star By Corrinne Averiss	Questions and Answers about Dinosaurs By Katie Daynes	Zim Zam Zoom By James Carter
Meet the Planets By Caryl Hart	Little Kids First Big Book of Animals By Catherine D Hughes	
Aliens Love Underpants By Claire Freedman		

The Queen's Lift Off By Steve Antony		
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Spring 2		
Fiction	Non-Fiction	Poetry
The Last Tree By Emily Haworth-Booth	First Big Book of Why By Sally Symes	Pitter Patter Raindrops (Spring Poem)
The Tiny Seed By Eric Carle		
Farmer Duck By Martin Waddell		
Seren's Seasons Ebook		

Children to begin completing recorded activities.

Evidence to be kept in their Reading Folders.

Summer 1		
Fiction	Non-Fiction	Poetry
Zog By Julia Donaldson	Hello London By Marion Billet	The Owl and the Pussy-Cat By Edward Lear
Listen to and talk about stories to build familiarity and understanding. Draw your favourite part of the story	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Draw and label London landmarks	Learn rhymes, poems and songs. Children to learn the poem off by heart and record for evidence
The Emperor's New Clothes Ebook		My Many Coloured Days By Dr. Seuss
Begins to retrieve simple information from the text Draw a picture of what the emperor loves.		recount narratives and stories with peers and their teacher Draw a picture of what makes you happy
The Princess and The Pea (Traditional Tale)		
Can sequence events from a simple story Cut and stick sequencing events from the story in order		
Super Hero Princess Ebook		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Draw a story map for the story adding key words		

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Summer 2		
Fiction	Non-Fiction	Poetry
Juniper Jupiter By Lizzy Stewart	Marcus Rashford (Little People, Big Dreams) By Maria Isabel Sanchez Vegara	Hey Let's Go! By James Carter
Listen to and talk about stories to build familiarity and understanding. Draw and label some superheroes you know. Describe them and their powers.	Show an awareness that information can come from books Draw and write a fact about Marcus Rashford.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Draw a picture to match words from the rhyme – stroll, woods, witch, beanstalk, porridge
Hansel and Gretel (Traditional Tale)		Mermaid By Richard Edwards
Can describe main story settings, events and principal characters Draw and label the main characters and setting of the story. Write a sentence about what happens in the story.		Listen carefully to rhymes and songs, paying attention to how they sound. Fill in missing rhyming words from the poem.
Wolf Won't Bite! By Emily Gravett		
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Draw 3 things the pigs did to the wolf.		
Tad By Benji Davies		
Begin to show awareness of the way stories are structured Draw and write about the end of the story.		

Year 1

Autumn 1		
Fiction	Non-Fiction	Poetry
Elmer By David McKee	Watch It Grow Bee By Barrie Watts	Rumble in The Jungle By Giles Andre
Drawing on what they already know or on background information and vocabulary provided by the teacher Develop children's vocabulary through high quality texts Make a list of feeling words to describe how Elmer feels now he is the same.	Sequences events from the text in order Cut and stick bee life cycle	Learning to appreciate rhymes and poems, and to recite some by heart - Learn one of the poems off by heart and record Drawing on what they already know or on background information and vocabulary provided by the teacher - Make a poster about one of the jungle animals
Supertato By Paul Linnet and Sue Hendra	Australian Schools with Barnaby Bear By Helen Chapman	Happy Poem By James Carter
Predicting what might happen on the basis of what has been read so far Write a prediction for what happens after Supertato is thrown into the freezer.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Draw a picture of your favourite page and write a sentence about it.	Being encouraged to link what they read or hear read to their own experiences Draw pictures and label what makes you happy.
The Tiger Who Came to Tea By Judith Kerr		
Predicting what might happen on the basis of what has been read so far What do you think he will eat next?		

Autumn 2		
Fiction	Non-Fiction	Poetry
The Little Red Hen	The Big Book of Beasts By Yuval Zommer	Bonfire Night By Sara Fox
Recognising and joining in with predictable phrases Write a speech bubble for the hen and the cat	Discussing word meanings, linking new meanings to those already known Develop children's vocabulary through high quality texts Create your own glossary page using some of the words from the text	Drawing on what they already know or on background information and vocabulary provided by the teacher Draw what happens at a bonfire/on bonfire night

Day Monkey, Night Monkey By Julia Donaldson		Commotion in the Ocean By Giles Andre
Making inferences on the basis of what is being said and done - Why does day monkey call the moon a banana? Sequences events from the text in order - Picture clues – draw pictures from the text in order.		Retrieves information from the text Draw a picture and write something from the story about one of the animals.
Hetty's Hanukkah E-book		
Explain clearly their understanding of what is read to them Draw/write about how Hetty and her family celebrate Hanukkah		

Spring 1		
Fiction	Non-Fiction	Poetry
Katie Morag and the Two Grandmothers By Mairi Hedderwick	Winter By Emilie Dufresne	I Am.. Winter Poem
Retrieves information from the text What do Katie Morag and Grannie Island do together? Draw pictures.	Listening to and discussing information books and other non-fiction Drawing on what they already know or on background information and vocabulary provided by the teacher Draw a picture of winter time and write about what happens.	Learning to appreciate rhymes and poems, and to recite some by heart Learn the poem off by heart and record
Dragons in the City Ebook	My Antarctic Diary By Isabel Thomas	
Discussing the significance of the title and events Why is the book called Dragon's in the City?	Discussing the significance of the title and events Why is this book called My Antarctic Diary? Draw and write about why this is the title and what the text is about.	
The Scarecrows Wedding By Julia Donaldson		
Making inferences on the basis of what is being said and done Infer how Betty O'Barley is feeling using clues from the text and illustrations.		

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Spring 2		
Fiction	Non-Fiction	Poetry
Anansi the Spider	Why Can't Penguins Fly? By Mike Gibbie	On the Ning Nang Nong By Spike Milligan
Making inferences on the basis of what is being said and done Infer what Anansi is thinking	Listening to and discussing information books and other non-fiction Draw and write some penguin facts you have learnt in this book.	Learn to appreciate rhymes and poems, and to recite some by heart - Learn the poem off by heart with actions and record for evidence Discuss word meanings, linking new meanings to those already known - Draw a picture of the nouns in the poem and what they are doing
Peace At Last By Jill Murphy		
Discuss word meanings, linking new meanings to those already known - Make a list of words that mean the same as tired. Sequences events from the text in order - Cut and stick pictures from the text in order.		
Rumplestiltskin		
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Draw a story map to help to retell the story		

Summer 1		
Fiction	Non-Fiction	Poetry
Whatever Next By Jill Murphy	A Bean's Life Nancy Dickmann	Speedy Rocket By Joseph Coelho
Being encouraged to link what they read or hear read to their own experiences Draw a picture of a picnic you have had. Can you label the food you ate?	Drawing on what they already know or on background information and vocabulary provided by the teacher Draw and label a bean plant	Drawing on what they already know or on background information and vocabulary provided by the teacher Draw and write what you know about rockets
Snow White	Magic And Mystery Of Trees By Jen Green	
Predicting what might happen on the basis of what has been read so far Draw and write a prediction about what might the step mother do and what will happen to Snow White?	Discussing word meanings, linking new meanings to those already known Develop children's vocabulary through high quality texts Create your own glossary page using some of the words from the text	
Ruby's Worry By Tom Percival		
Being encouraged to link what they read or hear read to their own experiences When you get a worry, how do you make yourself feel better? Draw a picture to show how to shrink your worry.		

Summer 2		
Fiction	Non-Fiction	Poetry
The Gingerbread Man	The Book of Brilliant Bugs By Jess French	Waves
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Draw a scene from the story and write the repeated phrase "run run as fast as you can etc" in a speech bubble	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Draw a picture of your favourite page and write some facts from the text	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Write about what you like and dislike about the poem.
The Night Pirates By Peter Harris	National Geographic Readers: Robots By Melissa Stewart	
Discussing word meanings, linking new meanings to those already known Created a wanted poster for the pirates	Drawing on what they already know or on background information and vocabulary provided by the teacher Draw and label a robot	
Beegu By Alexis Deacon		
Making inferences on the basis of what is being said and done Write a thought bubble to infer how Beegu is feeling		
Like the Ocean We Rise By Sarah Wilkins and Nicola Edwards		
Develop children's vocabulary through high quality texts Make a poster about climate change and Greta Thunberg		

Year 2

Autumn 1		
Fiction	Non-Fiction	Poetry
Perfectly Norman By Tom Percival	Little Leaders – Bold Women in Black History By Vashti Harrison	Falling Leaves (Autumn Poem)
Drawing on what they already know or on background information and vocabulary provided by the teacher What makes you unique?	Being introduced to non-fiction books that are structured in different ways Create a page about Dr Mae Jemison	Making inferences on the basis of what is being said and done Read the text to infer what the poem is about
Amazing Grace By Mary Hoffman		
Predicting what might happen on the basis of what has been read so far Draw/write what you think Grace will say/do next		
The Smeds and the Smoos By Julia Donaldson		
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Create a glossary of the Smeds and the Smoos words Make links between the book they are reading and other books they have read - Compare to Romeo and Juliet and draw pictures of what is similar.		
A Magical Muddle Ebook		
Predicting what might happen on the basis of what has been read so far What do you think will happen to Tabitha next?		

Autumn 2		
Fiction	Non-Fiction	Poetry
Pumpkin Soup By Helen Cooper	Old Enough to Save the Planet By Loll Kirby	Say How You Feel By Joseph Coelho
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Synonyms for said	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Create a poster to explain how to save the planet	Listening to, discussing and expressing views about poetry, stories and non-fiction at a level beyond that at which they can read independently What do you like/dislike about the poem? What is your favourite part?
Rapunzel (Traditional Tale)	First Big Book of Why By Britannica	
Retrieves information and uses evidence from the text - Answer retrieval questions about the text Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Create a story map	Answering and asking questions - What why questions do you want to know the answers to? Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond what they can read independently - Draw and write about your favourite page Retrieves information and uses evidence from the text - Read the text and answer the retrieval questions.	
The Town Mouse and the Country Mouse (Aesop's Fable)		
Answering and asking questions - What questions would you ask the mice? Retrieves information and uses evidence from the text - Read the text and answer retrieval questions.		

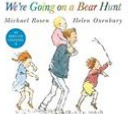
Spring 1		
Fiction	Non-Fiction	Poetry
Tiddler By Julia Donaldson	The Street Beneath My Feet By Charlotte Guillain & Yuval Zommer	Monster The Works by Pie Corbett
Recognise simple recurring literacy language in stories and poems Draw and write one of Tiddler's stories and what his friends say	Continue to develop and increase vocabulary, comprehension and knowledge across the wider curriculum through texts Make a poster to show what information the text gives us. Include new vocabulary learnt.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear Record children performing the poem off by heart
Into the Forest By Anthony Browne		A Garden By Leila Berg
Make links between the book they are reading and other books they have read - Which other stories did it remind you of? Making inferences on the basis of what is being said and done - Read the text and infer.		Drawing on what they already know or background information and vocabulary provided by the teacher - Draw a picture of your own dream garden Retrieves information and uses evidence from the text - Read the text and answer the retrieval questions.
Stone Soup		
Summarising a text in our own words Draw and write a summary of what has happened so far in the story.		

Spring 2		
Fiction	Non-Fiction	Poetry
Sofia Valdez, Future Prez By Andrea Beaty Summarising a text in their own words - Write/draw to explain what has happened in this book Retrieves information and uses evidence from the text - Read the text and answer the retrieval questions.	The Big Book of the UK By Imogen Russell Williams Listening to, discussing and expressing views about poetry, stories and non-fiction at a level beyond that at which they can read independently Draw a picture of your favourite page and write facts	Easter Egg Hunt Poem Drawing on what they already know or on background information and vocabulary provided by the teacher Draw/write what you know about Easter egg hunts
Yeh-Shen Traditional Tale (Chinese Version of Cinderella)		
Make links between the book they are reading and other books they have read Compare Yeh-Shen to Cinderella		
Alice in Wonderland Ebook		
Predicting what might happen on the basis of what has been read so far - Draw/write what you think Alice will see/do when she comes out of the rabbit hole Retrieves information and uses evidence from the text - Read the text and answer the retrieval questions.		

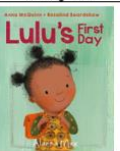
Summer 1		
Fiction	Non-Fiction	Poetry
Grandad's Island By Benji Davies Making inferences on the basis of what is being said and done - Make inferences based on illustrations Discussing the sequence of events in books and how items of information are related - Compare when Syd enters the attic at the beginning of the story and the end	Off to Japan with Barnaby Bear By Dan Green Retrieves information and uses evidence from the text Answer SATs style retrieval questions	You Are By Peter Dixon Continue to listen to and discuss poems Retrieves information from the text Answer retrieval questions about the poem
The Whale Who Wanted More By Rachel Bright Discussing favourite words and phrases Make a list of your favourite words and phrases from the text		Have You Met A Wolf? By James Carter Make links between the book they are reading and other books they have read Choose a wolf character you know and write a verse describing it
The Flower By John Light Retrieves information and uses evidence from the text - Answer SATs style retrieval questions Predicting what might happen on the basis of what has been read so far - Draw/write what you predict will happen next in the story		

Summer 2		
Fiction	Non-Fiction	Poetry
Disgusting Sandwich By Gareth Edwards	The Big Book of the Blue By Yuval Zommer	Animals By Joseph Coelho
Sequence events in the correct order Draw/write events from the beginning, middle and end of the story.	Summarise a text in their own words Summarise what you have learned about some of the sea creatures	Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond what they can read independently Write likes, dislikes and an animal you wish there was a verse about
The Pirates Next Door By Jonny Duddle	National Geographic Readers:Walt Disney By Barbara Kramer	Twins? By Brian Moses
Retrieves information and uses evidence from the text Why do the neighbours change their minds about the pirates?	Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond what they can read independently Draw and write about your favourite Disney movie and explain why.	Retrieves information and uses evidence from the text Write or draw any clues that these two are best friends
Meerkat Mail By Emily Gravett		
Making inferences on the basis of what is being said and done Infer character feelings		

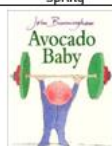
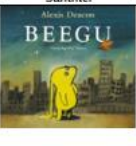
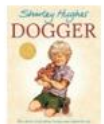
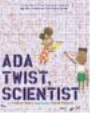
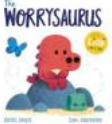
Nursery 1 (2-3 year olds) Super Six

Autumn	Spring	Summer
		
Quality Text	Quality Text	Rhyming/Repeated Refrains
		
Rhyming/Repeated Refrains	Quality Text	Rhyming/Repeated Refrains

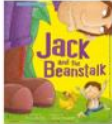
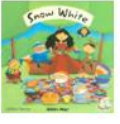
Nursery 2 (3-4 year olds) Super Six

Autumn	Spring	Summer
		
Quality Text	Quality Text	Diversity
		
Diversity / Well Being	Traditional Tale / Repeated Refrains	Rhyming / Repeated Refrains Diversity

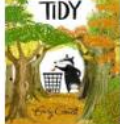
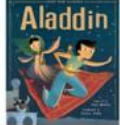
Year 1 Super Six

	Autumn	Spring	Summer
Quality Text			
Quality Text			
Rhyming/Repeated Refrains			
Diversity			
Traditional Tale			
Wellbeing			

Reception Super Six

	Autumn	Spring	Summer
Quality Text			
Quality Text			
Rhyming/Repeated Refrains			
Diversity			
Traditional Tale			
Wellbeing			

Year 2 Super Six

	Autumn	Spring	Summer
Quality Text			
Quality Text			
Rhyming/Repeated Refrains			
Diversity			
Traditional Tale			
Wellbeing			

Rhyme Time – Core Songs

EYFS	KS1
Five Little Ducks	I am the Music Man
<u>Incy Wincy</u>	Oranges and Lemons
Miss Polly had a Dolly	The Grand Old Duke of York
Ten In The Bed	Doctor Foster
Head Shoulders Knees and Toes	She'll Be Coming Round the Mountain
1,2,3,4,5 Once I caught a fish alive	London Bridge is Falling Down
Little Miss <u>Muffet</u>	30 Days Has September
If You're Happy and You Know It!	Ten Fat Sausages Sizzling in a Pan
Wheels On The Bus	If All the Raindrops
I'm A Little Tea Pot	Do Your Ears Hang Low?
Five Little Speckled Frogs	Sing a Song of Sixpence
Hey Diddle <u>Diddle</u>	5 Little Men in a Flying Saucer
Row <u>row row</u> your boat	Ten Green Bottles
Five Currant Buns In A Baker's Shop	There Was An Old Lady Who Swallowed a Fly
Old MacDonald Had A Farm	Hickory Dickory Dock
Jack and Jill	The Ants Go Marching In
Twinkle <u>Twinkle</u> Little Star	Mary Had A Little Lamb
This Old Man	Old Mother Hubbard
Peas Pudding Hot	Dingle Dangle Scarecrow
Humpty Dumpty	It's Raining, It's Pouring
Baa <u>Baa</u> Black Sheep	Hot Cross Buns
Tommy Thumb	A Sailor Went to Sea
Wind the Bobbin Up	Three Blind Mice

Teaching Phonics at CBINS

Daily phonics

At CBINS, daily phonics sessions begin as soon as children start their learning journey, with even our youngest learners in Nursery and Reception participating in daily phonics sessions. We follow the phonics programme Unlocking Letters and Sounds. We ensure maximum participation using strategies such as partner talk and my turn, your turn. Teaching is focused on reading and spelling using phonics. This helps our children feel successful and recognise that they are learning to read and write. Phonics lessons follow the revisit – teach – practise – apply sequence and children take part in both reading and writing opportunities every lesson. Dictation is a vital part of a phonics session. Children have opportunities to write simple dictated sentences that include words taught so far, which gives them time to practise and apply their spelling. We believe that high-quality teaching is the most efficient and effective way of ensuring good progress for all children. We also value one-to-one or small-group support for the few children who need extra help to keep up.

Phonics in Nursery

Throughout their time in Nursery, children will have opportunities to listen to and explore different sounds. Children are taught the 7 aspects of Phase 1 phonics which focus on developing prerequisite skills for reading looking at general sound discrimination, rhythm and rhyme, alliteration, voice sounds and oral segmenting and blending. These are taught daily through small group times, focus groups and throughout the provision. Children learn and take home a new 'Rhyme of the Week' to develop their knowledge of songs and rhyme.

Assessment

Phonics is rigorously monitored to ensure the up keep of high expectations and continually build on opportunities to reflect and improve. Children are assessed in phonics every half term and are also informally assessed on an ongoing basis. Our assessment process helps to ensure the accuracy of provision for every child at CBINS and teaching is adapted to meet the needs of all of pupils

High Achievers

We recognise and value that some of our learners are working above expectations and therefore like to celebrate this by offering our higher achievers challenge sessions. This can involve opportunities for practising reading skills such as reading books or eBooks independently, extra teaching sessions of phonics and spellings and other occasions to allow our high achievers to flourish. We also offer the Reading Gladiators programme to our pupil premium greater depth readers.

Intervention

We offer interventions for our lowest achieving pupils including our lowest 20% of learners. Those who are identified as not keeping up with progress take part in Unlocking Letters and Sounds intervention or Active Phonics sessions. Staff will choose which intervention will best suit the learner based on their needs, abilities and learning style. All members of staff have an intervention folder with activities and resources available for each area and phase of phonics that the children may be struggling with. This provides six distinct interventions to support children who are struggling with reading, as well as support when it comes to selecting which intervention is needed. Active Phonics is fun, practical phonics based activities to help support children who are struggling with formal phonics, and need to try an alternative way to learn and retain information.

Interventions

Unlocking Letters and Sounds has six distinct interventions to support children who are struggling with reading. These are:

- Oral blending
- Blend and find
- Mix it up
- Spot it
- Precision grid
- Digraph and trigraph spotter

Oral blending



To support a child who cannot blend sounds.

Spot it



To support a child to recognise a given GPC.

Blend and find



To support a child that is beginning to blendsome sounds

Precision grid



To support a child to recognise a given GPC.

Mix it up



To support a child to blend.

Digraph and trigraph spotter



To support a child to spot and read digraphs or trigraphs in words.



Unlocking Letters and Sounds

Summary Progression

This summary progression shows the progression of GPCs and common exception words (CEW) that are taught in each term in **Unlocking Letters and Sounds**. The progression largely follows the progression contained in *Letters and Sounds 2007*, with some modifications, including refinements and clarifications of learning elements omitted from *Letters and Sounds*, and updated guidance, including requirements from the National Curriculum.

The progression is structured broadly to follow Phases 1 to 5 of *Letters and Sounds*, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development.

The detailed progression for **Unlocking Letters and Sounds** shows the GPCs and CEW that are taught on a week-by-week basis. A separate chart is also available showing how the **Ransom Reading Stars** programme of reading books matches the **Unlocking Letters and Sounds** progression. At least two new fully-decodable reading books are available to read every week, for all Phases.

Year group	Phase	GPCs taught	Common exception words taught
Preschool	One	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	Two	s a t p i n m d g o c k c k e u r h b f f l l s s Read words with -s ending	the to into no I go
Reception Autumn Term 2	Three	j v w x y z z z q u c h s h t h (voiced and unvoiced) ng ai ee igh oa oo oo ar or ur Read words containing -ing endings with no change to the root word	me we be he she was you they all
Reception Spring Term 1	Three	ow oi ear air ure er Reading and spelling words containing digraphs and trigraphs Assess and review Phase 3 work: j v w x y z z z q u c h s h t h ng	are my her Revisit: me we be he she
Reception Spring Term 2	Three (Mastery)	Revisit Phase 3 work: ai ee igh oa oo oo ar or ur ow oi ear air ure er	Revisit: was you they all are my her
Reception Summer Term 1	Four	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed and -ing endings with no change to the root word	said have like so do some come were there little one when out what
Reception Summer Term 2	Four (Mastery)	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words	Revisit all Phase 4 CEW
Year One Autumn Term 1	Four (Revision plus Y1 NC requirements)	Revisit Phase 4 work Adding -s and -es as a plural marker for nouns Adding -s and -es as a third person singular marker for verbs Adding the suffixes -ing and -ed to verbs Adding the suffix -er to verbs to change them to nouns Adding the suffix -er to adjectives Adding the suffix -est Adding the prefix un- to verbs Adding the prefix un- to adjectives Reading words with contractions	

Year One Autumn Term 2	Five a)	New graphemes for reading: ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e, e-e, i-e, o-e u-e Teach the days of the week New phoneme /zh/	oh their people Mr Mrs looked called
Year One Spring Term 1	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading Revise the days of the week Correct use of -nk ph -wh -tch -ve (NC)	
Year One Spring Term 2	Five b)	Alternative pronunciations of known graphemes for reading: a (as in acorn) a (as in fast) a (as in was) e (as in he) i (as in mind) o (as in no) u (as in unit) u (as in put) ow (as in snow) ie (as in chief) ea (as in head) er (as in her) ou (as in you) ou (as in could) ou (as in mould) y (as in by) y (as in gym) y (as in very) ch (as in school) ch (as in chef) c (as in cell) g (as in gent) ey (as in they)	water where who again thought through mouse work many laughed because different any eyes friends once please
Year One Summer Term 1	Five c)	Alternative spellings of phonemes: /ch/ (as in picture) /ch/ (as in catch) /j/ (as in fudge) /m/ (as in lamb) /n/ (as in gnat) /n/ (as in knit) /r/ (as in wrap) /s/ (as in listen) /s/ (as in house) /z/ (as in please) /u/ (as in some) /i/ (as in happy) /i/ (as in donkey) /ear/ (as in here) /ear/ (as in beer) /er/ (as in father) /ar/ (as in half) /air/ (as in there) /air/ (as in pear) /air/ (as in bare) /or/ (as in all) /or/ (as in four) /or/ (as in caught) /ur/ (as in learn) /ur/ (as in word)	

Year One Summer Term 2	Five c)	Alternative spellings of phonemes: /oo/ (as in could) /oo/ (as in put) /ai/ (as in day) /ai/ (as in came) /ee/ (as in sea) /ee/ (as in these) /ee/ (as in happy) /ee/ (as in chief) /ee/ (as in key) /igh/ (as in pie) /igh/ (as in by) /igh/ (as in like) /oa/ (as in low) /oa/ (as in toe) /oa/ (as in bone) /yoo/ (as in cue) /yoo/ (as in tune) /yoo/ (as in stew) /oo/ (as in clue) /oo/ (as in June) /oo/ (as in blew) /sh/ (as in special) /sh/ (as in station) /sh/ (as in sugar) /sh/ (as in chef)	
Year Two Autumn Term 1	Five a) (Spellings recap) Five b) (Mastery)	Phase 5a) spellings recap: choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e, ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e(oo), ew/ue/u-e(you) Revisit Phase 5b) (Mastery): Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune), /yoo/ (as in stew)	Revisit reading all common exception words
Year Two Autumn Term 2	Five c) (Mastery)	Revisit Phase 5c) (Mastery): revisit alternative spellings of phonemes: /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) Assess and review all alternative spellings of phonemes.	Assess and review all common exception words

Unlocking Letters and Sounds Individual Assessment Record

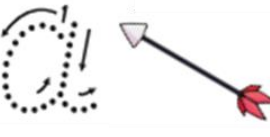
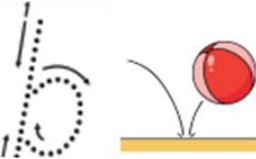
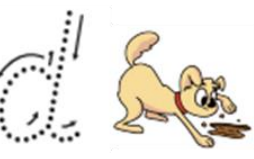
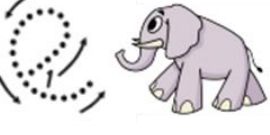
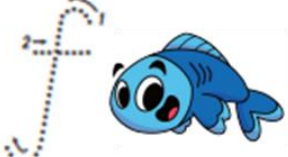
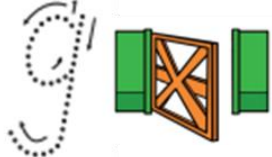
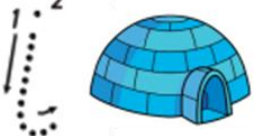
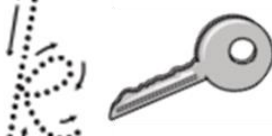
Name of child: _____

Date of assessment and highlight colour used:

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Phase 2 Set 1 Set 2 Set 3 Set 4 Set 5	s a t p i n m d g o c k c k e u r h b f f f l l s s	sat tap sap pat pan pin sit tip pit got pod cat can kit run sick deck red den hit hiss huff bill fun but
Phase 2 Common exceptions words	the to into no I go	
Phase 3 Set 6 Set 7 Set 8 Set 9 Set 10 Set 11	j v w x y z zz qu ch sh th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	jam van wet box yet zip fuzz quit chip shop thing rain sheep high boat book cool farm for hurt cow coin dear fair corner pure
Phase 3 Common exceptions words	me we be he she was you they all are my her	
Phase 4 CVCC and CCVC	bend mend hump bent damp spot spin trip glass track speck	
Phase 4 Common exceptions words	said have like so do some come were there little one when out what	
Phase 5a	ay ou ie ea oy ir ue ue aw wh ph ew ew oe au ey a-e e-e i-e o-e u-e	day out tie eat boy girl blue cue saw when photo new toe Paul make name these like home rule lane
Phase 5 Common exceptions words	oh their people Mr Mrs looked called asked water where who again thought through mouse work many laughed because different any eyes friends once please	
Phase 5b Alternative pronunciations of known graphemes	a acorn fast was e he i mind o no u unit put ow snow ie chief ea head er her ou you could mould y by gym very ch school chef c cell g gent ey they	
Phase 5c Alternative spellings of graphemes (Note some pronunciations are dependent on dialect and should be assessed as appropriate for your context.)	ch picture catch j fudge m lamb n gnat knit r wrap s listen house z please u some i happy donkey ear hear bear ar father ar half air there pear bare or all four caught ur learn word oo could put ai day came ee sea these happy chief key igh pie by like oa low toe bone (y)oo cue stew tune oo due June blew sh special station sugar chef	

Letter Formation

 Around, up, down and flick	 Down, up to the middle, round to the bottom	 Around the curl to sit on the line	 Around, all the way up, down and flick
 Across and over, curl to sit on the line	 Over and down, pencil off, across	 Around, up, down and a tail	 Down, up to the middle, over and flick
 Short down, flick, give it a dot	 Short down, tail, give it a dot	 Down, up to the middle, loop and flick	 Down and flick
 Down, up, over and down. Up, over, down and flick	 Down, up, over and flick	 Around all the way.	 Down and back up, around the middle.
 Around, all the way down, flick	 Down, up and over.	 Up and over, around the other way	 Down and round, pencil off, across
 Down, round, up, down, flick	 Down, up	 Down, up, down, up	 Across and across
 Down, round, up, down, give it a tail	 Straight, across, straight		

Principles of Effective Practice in Phonics

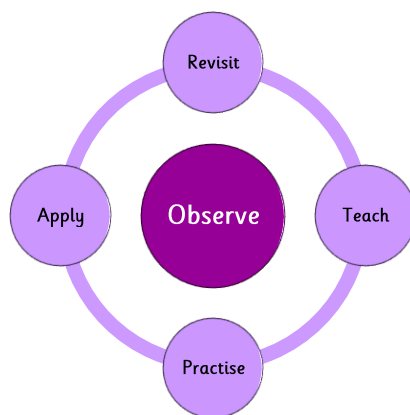
Key principles

High quality phonic work will be most effective when:

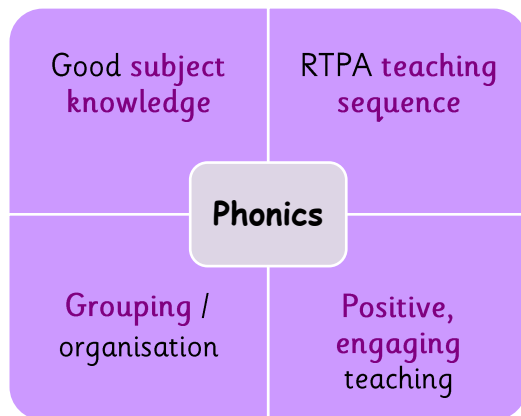
- It is part of a broad and rich curriculum;
- It is multi-sensory;
- It is systematic and carefully structured
- It is taught discretely and daily at a brisk pace – time limited;
- There are opportunities to reinforce and apply phonic knowledge and skills;
- Progress is assessed and monitored.

Rose Report 2006

Teaching Sequence for daily phonics lessons



What we know works...



Effective Phonics Practice

- Enthusiasm
- Enjoyment (adults and children)
- Participation
 - All children take part in all the lesson; MTYT
- Praise
 - Regular and positive; phrases and actions
- High expectations
 - Made explicit to children

Phonics Glossary

Adjacent Consonants	Letter combinations where each letter makes an individual phoneme (e.g. str in strict)
Blending	Merging the individual phonemes together to make a word
CVC word	Words that consist of a consonant-vowel-consonant (e.g. s-i-t and t-a-p). It relates to the sounds so also - includes sh-ee-p, g-oa-t, b-u-zz etc.
Digraph	A two letter grapheme which make one phoneme (e.g. sh ch ph)
Grapheme	A letter or sequence of letters that represent a phoneme (e.g. t ai igh aigh)
Grapheme-Phoneme Correspondences	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
Phoneme	The smallest unit of sound in a word (e.g. c t ai)
Segmenting	Hearing and separating the individual phonemes within a word
Split Digraph	A digraph in which the two letters are not adjacent (e.g. i-e in time and a-e in cake)
Trigraph	A three letter grapheme which make one phoneme (e.g. igh tch air)
Vowel Digraph	A digraph in which the two letters make a vowel sound (e.g. ai ee oo)

Developing Fluency at CBINS

“Fluent decoding allows us to understand what we read.” DfE Reading Handbook p57

Fluency allows our children to read at a speed that supports comprehension. Both accuracy and speed are essential to achieve fluency. Guided Reading, Home Reading and reading across the curriculum and provision allow opportunities to build on language comprehension and word reading to develop fluency.

Guided Reading

Children take part in a Guided Reading session weekly. Children are organised into small groups e.g. 6-8 children and groups are organised by reading ability, which links to the child's current book band. High quality texts are selected to provide an opportunity for children to apply their word reading skills alongside developing their knowledge and understanding of how to comprehend. Texts are of suitable length ranging from fiction, non-fiction and poetry and use the same text across 2 sessions – re-read/split reading. This runs as a 2 week cycle which is teacher and TA led. The children read aloud in every lesson and are taught prosody, which leads to expressive reading and comprises of timing, phrasing, intonation and helps to convey meaning and add 'life' to reading. Children also have the opportunities to practise repeated reading to develop their fluency.

Structure of Session

- 3 part structure

Talk (before reading) – **Read** (during reading) – **Talk** (after reading)

Before Reading

- Introduce or recap the text
- Discuss the context/vocabulary
- Carry out strategy check – words children may struggle to decode
- Share the focus – a question or thought point to consider whilst reading

During Reading

- Children read the identified section of the text independently e.g. all children reading up to page 8
- Adult interactions with some of the group – child reads a sentence, adult comments.
- Children to re-read the extract if time

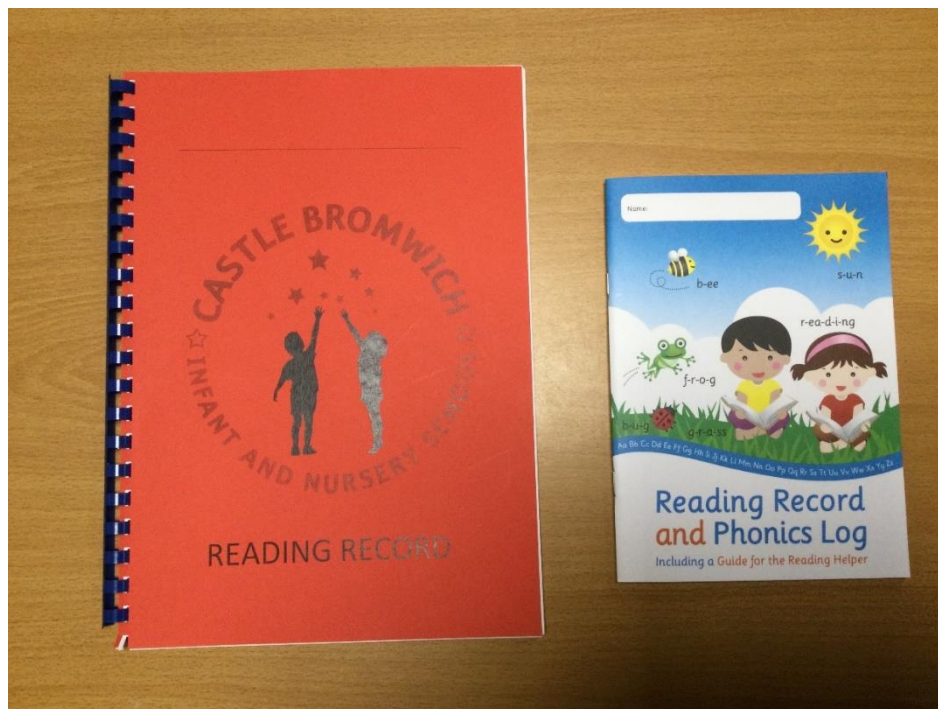
After Reading

- Return to the focus
- Discuss and children answer the planned questions – 2/3 linked to content domains
- Summary and next steps

Home Reading

At CBINS, our children are heard read by an adult once a week during our home reading sessions. Children take home banded reading books matched to their phonics and reading ability which are changed once a week. Our Phase 1, 2 and 3 learners will take home 1 reading book to develop confidence and fluency. Once children become more fluent, they will take home 2 reading books a week. The expectation is that children read at home a minimum of 3 times a week. This is monitored

by school staff and followed up where this is not happening. Children who do not read regularly to an adult at home are provided with extra 1:1 reading sessions in school. Home reading is recorded in the school's Reading Record and the Home/School diary.



<u>Book Bands</u>			
Lilac (wordless)		Phase 1	Wordless
Pink	A	Phase 2a	s a t p i n m d g o c k
	B	Phase 2b	ck e u r h b f ff l ll ss + All GPCs so far
Red	A	Phase 3a	j v w x y z zz qu ch sh th ng
	B	Phase 3b	ai ee igh oa oo ar or ur -ing ow oi ear air ure er
Yellow	A	Phase 3 Mastery	All GPCs so far
	B	Phase 4	CVCC & CCVC -ing & -ed ARE – Reception
Blue	A	Phase 4 Mastery	Further adjacent consonants Greater Depth – Reception
	B	Phase 4 Revision & Y1 NC	-s -es -ing -ed -er -est un- contractions
Green	A	Phase 5a	ay ou ie ea oy ir ue aw wh ph ew oe au ey /zh/ a_e e_e i_e o_e u_e nk -wh -tch -ve
	B	Phase 5b	Alternative pronunciations of known graphemes
Orange	A	Phase 5c	Alternative spellings of phonemes ARE – Year 1
	B	Bridging Band	Using a range of reading strategies ARE – Year 1

Turquoise	<i>Greater Depth – Year 1</i>
Purple	
Gold	<i>ARE – Year 2</i>
White	<i>ARE – Year 2</i>
Lime	<i>Greater Depth – Year 2</i>
Lime +	<i>Greater Depth – Year 2</i>

Reading across the curriculum/provision

When reading for purpose and pleasure, children have opportunities to apply word reading and language comprehension skills.

Cross curricular reading takes place in all subjects across school. Age appropriate books are used to support topics and teaching. Books and texts are accessible across the continuous provision in Nursery, Reception and Year 1.

Classrooms are language and text rich learning environments. Every child has access to a class Book Corner that is attractive and purposeful. Front facing shelves are used to display books for so they can be easily accessed and carefully selected by the child. Texts are refreshed frequently to match children's current likes and interests.

