

# Reading and Phonics

## Curriculum Implementation

As a minimum, Green Ridge seeks to provide children with the following knowledge, skills and understanding as outlined in the [National Curriculum](#) (2014):

### Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

### Reading - word reading Year 1

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

### Reading – comprehension Year 1

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### Reading - word reading Year 2

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

### Reading – comprehension Year 2

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Reading - word reading Years 3 and 4

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#), both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Reading – comprehension Years 3 and 4

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader’s interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

### Reading - word reading Years 5 and 6

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

### Reading – comprehension Years 5 and 6

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

### Programme of study- Phonics

Green Ridge broadly uses the scheme of work outlined in the [Letters and Sounds](#) DfE document (2007) which gives a sequential overview to the content taught across all phases.

The units taught in Phase are specified below, although the speed that children move through the phases may vary depending on individual needs. For more detail about what each phase involves see the [Letters and Sounds](#) and individual phonic planning documents.

Phase 1 Nursery/ Reception
Aspect 1: General Sound Discrimination- environmental sounds.
Aspect 2: General Sound Discrimination- instrumental sounds.
Aspect 3: General Sound Discrimination- body percussion.
Aspect 4: Rhythm and rhyme.
Aspect 5: Alliteration.
Aspect 6: Voice sounds.
Aspect 7: Oral blending and segmenting.

Phase 2 (up to 6 weeks) Nursery/ Reception
Set 1: s a t p
Set 2: i n m d <ul style="list-style-type: none"> <li>• Blending and reading high frequency words: is, it, in, at</li> </ul>
Set 3: g o c k <ul style="list-style-type: none"> <li>• Blending and reading high frequency word: and</li> </ul>
Set 4: ck e u r <ul style="list-style-type: none"> <li>• Reading tricky words: to the</li> </ul>
Set 5: h b f ff l ll ss <ul style="list-style-type: none"> <li>• Reading tricky words: no go l</li> </ul>
Although in <a href="#">Letters and Sounds</a> it suggests teaching the spelling of the tricky words at a later phase we teach the reading and spelling alongside each other.

Phase 3 (up to 12 weeks) Reception
Set 6: j v w x <ul style="list-style-type: none"> <li>Recap tricky words: no go I the to</li> </ul>
Set 7: y z zz qu <ul style="list-style-type: none"> <li>Tricky words: he she</li> </ul>
Consonant digraphs: ch sh th ng <ul style="list-style-type: none"> <li>Tricky words: we me be</li> </ul>
Vowel digraphs/ trigraphs: ai ee igh oa <ul style="list-style-type: none"> <li>Tricky word: was</li> </ul>
Vowel digraphs/ trigraphs: oa o oar or <ul style="list-style-type: none"> <li>Tricky word: my</li> </ul>
Vowel digraphs/ trigraphs: ur ow oi ear <ul style="list-style-type: none"> <li>Tricky word: you</li> </ul>
Vowel digraphs/ trigraphs: air ure er <ul style="list-style-type: none"> <li>Tricky word: they</li> </ul>
<ul style="list-style-type: none"> <li>Tricky word: her</li> </ul>
<ul style="list-style-type: none"> <li>Tricky word: all</li> </ul>
<ul style="list-style-type: none"> <li>Tricky word: are</li> </ul>
Rehearsing previously learned tricky words should happen within each session. Letter names should be introduced as soon as children learn digraphs.

Phase 4 (4-6 weeks) Reception/ Year 1
Teach reading and spelling of CVCC words (consonant vowel consonant consonant) <ul style="list-style-type: none"> <li>Tricky words: said so</li> </ul>
Teach reading and spelling of CVCC words (consonant vowel consonant consonant) <ul style="list-style-type: none"> <li>Tricky words: have like some come</li> </ul>
Practise reading and spelling words containing adjacent consonants. <ul style="list-style-type: none"> <li>Tricky words: were there little one</li> </ul>
Practise reading and spelling words containing adjacent consonants. <ul style="list-style-type: none"> <li>Tricky words: do when out what</li> </ul>

Phase 5 (30 weeks) Year 1/ Year 2
New graphemes – ay ou ie ea <ul style="list-style-type: none"> <li>Tricky words: oh their people</li> </ul>
New graphemes – oy ir ue aw <ul style="list-style-type: none"> <li>Tricky words: Mr Mrs looked called asked</li> </ul>
New graphemes – wh ph ew oe au ey <ul style="list-style-type: none"> <li>Tricky words– said so have like</li> </ul>
New Graphemes: a_e e_e i_e o_e u_e <ul style="list-style-type: none"> <li>Tricky words: some come were there</li> </ul>
Alternative pronunciations- i o c g u <ul style="list-style-type: none"> <li>Tricky words: little one do when what out</li> </ul>
Alternative pronunciations- ow ie ea er <ul style="list-style-type: none"> <li>Tricky words: water where who again though work mouse</li> </ul>
Alternative pronunciations- a y ch ou <ul style="list-style-type: none"> <li>Tricky words - many laughed because different any eyes friends once please</li> </ul>
Alternative spellings (two per week with some revision weeks) <ul style="list-style-type: none"> <li>Ai c ee c high f oa m oo(y) oo n ow ng oi r a s ear sh air v or w ur e er l ure o zh u</li> </ul>

Phase 6 (throughout Y2/3) Year 2	
Introducing and teaching the past tense.	
Investigating and learning how to add suffixes; <ul style="list-style-type: none"> <li>• Ed ing s e est ful ly y</li> </ul>	
Adding other suffixes.	
Adding suffixes to words.	
Knowledge of the spelling system.	
Application of spelling in writing.	
Learning and practising spellings.	


*Order of Phase 6 spelling rules:*

1. Past tense (-ed suffix)	2. Past tense (irregular verbs)	3. -ing suffix (present simple/continuous tense)	4. -er suffix (verb to make a noun; comparative;
5. -est suffix (superlatives)	6. Contractions and apostrophe use (omission and possession)	7. -s/-es suffix (plurals and verb endings)	8. -ly suffix (adjectives to adverb; nouns to adjectives)
9. -y suffix (noun to adjective)	10. -ness suffix (adjective to noun)	11. Homographs and homonyms (e.g. their, there and they're, where, wear)	12. -ment suffix (verb to a noun)
13. -ful suffix (noun to adjective)	14. -less suffix (noun to an adjective)	15. -en (adjective to verb)	

*This would be expected to take two terms at least (e.g. autumn, spring and summer 1 of Year Two).*

## Book Expectations

- For phonic sessions up to the end of Phase 5, the children will use the Reach2 phonics workbooks.
- It should be evident in the books that errors/ omissions have been underlined in red by the teacher and the children have acted on this immediately with a blue pencil.
- If children have noticed any errors/ omissions themselves then they can edit their own work with a green pencil.
- A tick should NOT be used to acknowledge anything unless it is to mark a spelling test.



Date: \_\_\_\_\_

**1. Can you find and tick the tricky words as your teacher says them?**  
Remember to circle the tricky word of the day.

I	the	no	go	into	to	he	she
we	be	me	old	was	my	you	they
her	all	are	have	like	so	do	some
come	little	one	were	there	what	when	out
oh	their	people	Mr	Mrs	looked	called	asked
could	should	would	through	any	who	thought	because
laughed	friends	different	please	eyes	here	house	every

Practise writing the tricky word of the day:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. Can you find and tick each grapheme as your teacher says them?**  
Remember to circle the grapheme of the day.

s	a	t	p	l	n	m	d	g	o	c
k	ck	e	u	r	h	b	f	ff	l	ll
ss	l	v	w	x	y	z	zz	qu	sh	ch
th	ng	ai	ee	igh	oa	oo	ar	or	ur	ow
oi	ear	air	ure	er	ay	ou	le	ea	oy	ir
un	aw	wh	ph	ew	oo	au	ny	a_e	e_e	l_e
o_e	u_e									




Practise writing the grapheme of the day:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Add the sound buttons and then read (blend) the following words:**

_____	_____	_____			
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**4. Circle the tricky words and add sound buttons under any digraphs or trigraphs. Then read the sentence.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comprehension time! Find and copy the word that means:

\_\_\_\_\_

\_\_\_\_\_

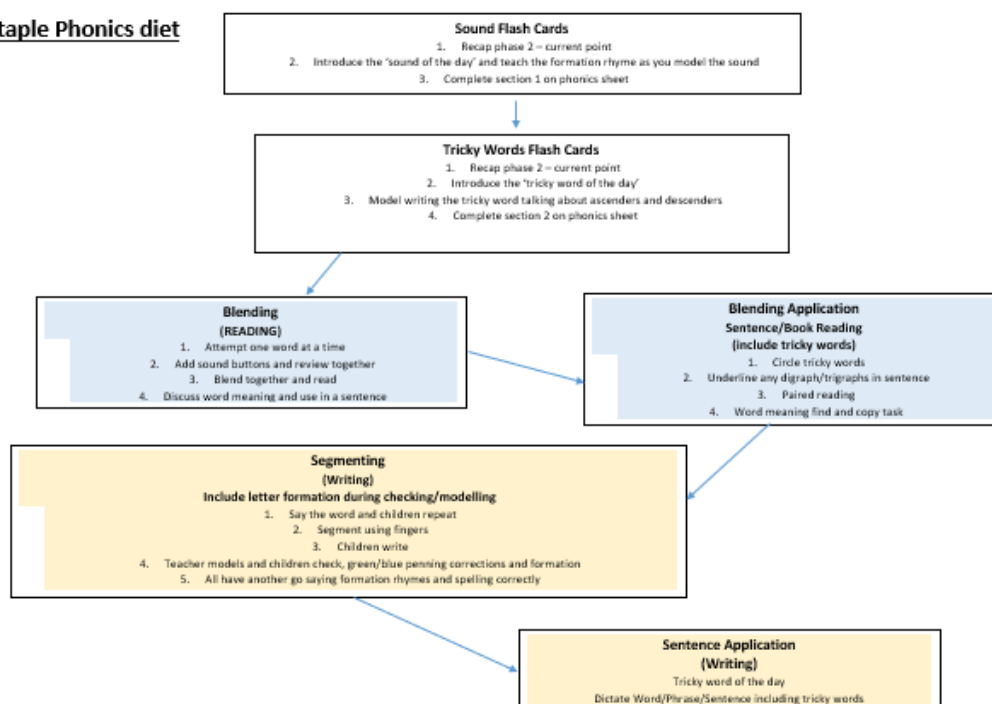
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## Phonics Lesson Structure- General

- Teachers should use correct vocabulary at all times. Use the language of phonemes, digraphs, trigraphs, pseudo words, tricky words, dot and dashes, blending and segmenting. *See Appendix 1 for full list of terminology.*
- The sound search and blending application part of the session should take no longer than ten minutes. The remainder of the session should be used to teach a new sound and then apply this through segmenting and sentence writing.

## Session content overview- Phase 2-5

### Staple Phonics diet

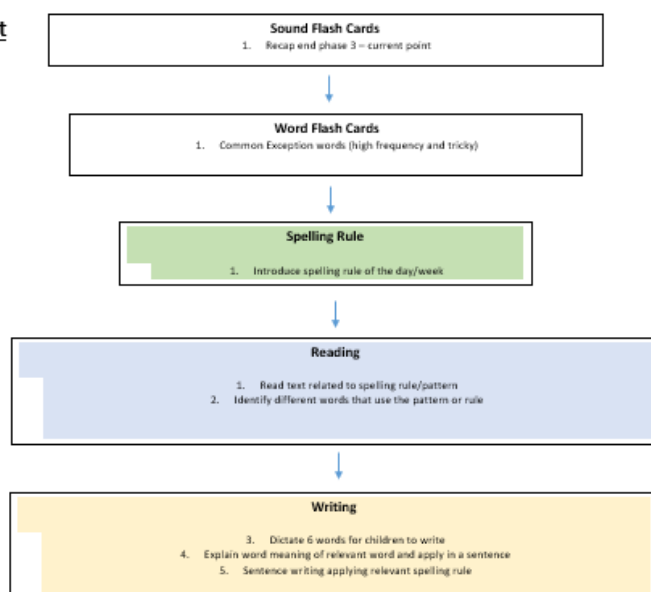




## Session content overview-Phase 6 +

### Staple Phonics diet

### Phase 6+



A sound display will be displayed in each area where phonics takes place. The chart will be personalised to each group and will include sounds learned and new words for children to recognise and begin to spell.

Teacher feedback should be immediate, and children taught to edit with a green pencil.

### Planning Expectations

- Planning should be completed weekly and saved in the relevant file in the shared system;
  - S:\Planning\Planning 19-20\Phonics (and then within the relevant Phase file)
  - The sounds and tricky words that are being focused on should be highlighted on the planning.

### Marking and Feedback

- Feedback must be immediate through all phonics sessions. Teachers should be moving around the class giving instant feedback and next steps.
- Use a red pen to underline errors/ omissions for children to correct immediately.
- Children should be taught to edit their work with a blue pencil from Phase 2.

## KS2 phonics/spelling

At Green Ridge, our expectation is that the majority of children will have completed and be proficient in Phase 6 of the spelling and phonics programme which will have finished by the end of Year Two. However, we recognise that all children have differing needs – for example, those children with English as an Additional Language, those children with Special Educational Needs, and those children who may require additional support to achieve the required standard. As a result, when children enter Year Three, they are assessed to determine their phonic skills.

For those children upon entry to Year Three and through Key Stage 2 there are whole-class spelling, grammar and punctuation lessons (SPaG) which take place daily with the class teacher. Three of these lessons will be focussed on spelling (using the KS2 Staple Diet lesson format) and

two around punctuation and grammar. These lessons are differentiated according to individual needs. Class teachers take due note of where their class needs are.

In Key Stage 2, class teachers focus their planning to meet the requirements of the National Curriculum requirements for each year-group. There may be a need for revision of earlier phases and spelling rules as appropriate.

## Whole Class Reading Skills

### Intent

Children are taught within their class for reading skills sessions daily (separate to phonics sessions). Reading will be based around fiction, non-fiction and poetry.

### Reading Skills Lesson Content- General

The following elements contribute towards the reading diet in Key Stage One and Two:

- Within English lessons, children have exposure to a range of texts and genres as part of the Pie Corbett Talk for writing sequence of teaching.
- Reading will be taught discretely five times a week in 30-minute sessions.
- Children will be exposed to a text which is generally just beyond that of the most able reader within the class as a whole class. This is where the teacher will be modelling how to read with expression and enable the teacher to assess children's understanding of the different aspects of comprehension. Where possible, the text read will link to the current class theme for that half-term. To aid with ensuring that the text is of the appropriate pitch, the school refers to the Herts for Learning Recommended Narrative booklist (2014).
- Children from Year 2 upwards will also use a range of shorter texts to further develop comprehension skills.
- As part of their theme learning, children will have access to a range of texts to develop reading (e.g. newspaper articles, reference materials).
- In Reception daily reading skills sessions will be introduced where appropriate, using the Pie Corbett reading spine books.

	Text Progression-Pie Corbett Reading Spine		
	Autumn	Spring	Summer
Little Berries	The Train Ride You Chose Hug	Where's Spot? Dear Zoo	We're Going on a Bear Hunt
Little Acorns	Hairy Maclary from Donaldsons Dairy Each Peach Pear Plum.	Brown Bear, Brown Bear What Do You See? Come on Daisy.	Jasper's Beanstalk Lost and Found The Hungry Caterpillar
Reception	Owl Babies Goodnight Moon Shhh! Six Dinner Sid The Gruffalo	Rosie's Walk Mrs Armitage Handa's Surprise Whatever Next	Farmer Duck On the Way Home Mr Gumpy's Outing
Year One	Dogger Beegu Peace at last Can't you sleep little bear? Avocado baby	Where the wild things are The tiger who came to tea Knuffle bunny Elmer	Lost and found Cops and robbers

Year Two	Traction Man Meerkat Mail Not Now Bernard Pumpkin Soup Emily Brown and The Thing	Who's Afraid of the Big Bad Book The Flower Fantastic Mr Fox Amazing Grace Gorilla Flat Stanley	Dr Xargle's Book of Earthlets Frog and Toad Together The Hodgeheg Tuesday The Owl Who Was Afraid of the Dark Willa and Old Miss Annie
Year Three	The Iron Man Cat Tales: Ice Cat	The Sheep-pig Abominables	The Lion the Witch and the Wardrobe The Battle of Bubble and Squeak Hansel and Gretel
Year Four	Bill's New Frock The Firework-Maker's Daughter	Charlotte's Web The Snow Walker's Son	Why the whales came Perry Angel's Suitcase Voices in the Park
Year Five	The Wolves of Willoughby Chase Street Child	Varjak Paw The Midnight Fox FARTHER	Wolf Brother Tom's Midnight Garden
Year Six	Holes Skellig The Arrival	Clockwork Fireweed	The Hobbit River Boy

	Text Progression-Pie Corbett Poetry Spine		
	Autumn	Spring	Summer
Little Berries	<i>The Puffin Baby and Toddler Treasury</i>	<i>The Puffin Baby and Toddler Treasury</i>	<i>The Puffin Baby and Toddler Treasury</i>
Little Acorns	<i>The Oxford Treasury of Nursery Rhymes</i>	<i>Dinosaur Roar</i>	<i>Shark in the Park!</i>
Reception	<i>My Many Coloured Days</i>	<i>Sharing a Shell</i>	<i>A Treasury of Songs</i>
Year One	<i>When We Were Young The Puffin Book of</i>	<i>Hey Little Bug</i>	<i>Here's a Little Poem Fantastic First Poems</i>
Year Two	<i>A First Poetry Book Crazy Mayonnisy Mum</i>	<i>Heard it in the Playground</i>	<i>The Works Key Stage 1</i>
Year Three	<i>The World's Greatest Space Cadet Quick, Let's Get Out of Here</i>	<i>The Puffin Book of Utterly Brilliant Poetry</i>	<i>Paint me a Poem</i>
Year Four	<i>This Little Puffin Hello H2O</i>	<i>Sensational! Hot Like Fire and Other Poems</i>	<i>Deep in the Green Wood</i>
Year Five	<i>The Very Best of Brian Moses Juggling with Gerbils</i>	<i>Lost Magic The Magic Box</i>	<i>The Works 4</i>

Year Six	<i>The Works Key Stage 2</i>	<i>Collected Poems for Children Poems for children (Carol Ann Duffy)</i>	<i>New and Collected Poems for Children Poems for Children (Ted Hughes)</i>
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	Text Progression-Non-fiction		
	Autumn	Spring	Summer
Little Berries			
Little Acorns			
Reception			On Day on Our Blue Planet... in the Rainforest
Year One		The Big Book of Beasts	The Sea Book
Year Two	Story Worlds: A Perpetual Moment in Time	Being Human	
Year Three	The Street Beneath My Feet	Ruthless Romans	The Big Book of the UK
Year Four	Angry Aztecs	Anglo-Saxons and Vikings	A World of Cities
Year Five	The Skies Above My Eyes	Pharaohs Fate	The Wonder Garden
Year Six	The What on Earth Wall Book	The Silly Book of Side Splitting Stuff	Mythologica

Historical Texts

Geographical Texts

Scientific Texts

Green Ridge makes use of the VIPERS approach to developing reading skills, which include:

- V – Vocabulary
- I – Infer
- P – Predict
- E – Explain
- R – Retrieve
- S – Sequence or summarise

These are considered the core skills of reading and link specifically to the National Curriculum reading domains. Others (such as visualisation) will also be included as necessary. Teachers will ensure children have a balance of skills across the week and over each term so that they have opportunities to develop their complete reading skills.

### Reading Domains Links to VIPERS

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence and Retrieve
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer and Explain
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

### Weekly Session Expectations

Monday:

- Vocabulary (V) the children will recap on previous vocabulary taught. This will be a combination of the 'word of the day,' and previous vocabulary encountered.

## Monday- KS1 /KS2

Reading Skill: Vocabulary (1a) (2a)

Prior vocabulary (word of the day)

The horse began to ..... across the field.  
 I am absolutely ..... that I want to do it.  
 I ..... coffee to tea.  
 The ..... little mouse faced the hungry cat.  
 I saw him ..... off in anger.

Gallop plucky stride prefer certain (word of the day)

Worn fond (text specific vocab)

- Retrieve (R), Infer (I), Explain (E) The children will be introduced to the RIE (retrieve, infer, explain) prompt.
- This could be a picture, video clip, piece of music or a text extract in KS1 but will be a piece of text for KS2.

### Monday- KS2

Reading Skill: Retrieval (2b), Inference (2d) and Explain (2f,g,h)



	<b>Retrieve</b> What happened to Bill on Monday?
	<b>Infer</b> How do you think Bill was feeling about wearing a dress? (Justify)
	<b>Explain</b> Why did Bill's mother think it was a pity he didn't wear dresses?



## Monday- KS1

Reading Skill: Retrieval (1b), Inference (1d) and Explain (1b)



	<b>Retrieve</b> Who is in the picture? What does he look like? What colour is his scarf?
	<b>Infer</b> Do you think the teddy was loved? Who does he belong to? Why does he look like he does?
	<b>Explain</b> How do you know? (Justify)

- In addition to this for KS1 and KS2 there should be some pre-reading of the text as below:



## Monday- KS1

Echo reading;

- My turn, your turn- listen and copy, one sentence at a time until the children copy intonation, expression and pace.

Once there was a soft brown toy called Dogger.  
One of his ears pointed upwards and the other  
flopped over. His fur was worn in places because  
he was quite old. He belonged to Dave.

Tuesday-Friday:


- Vocabulary (V) New or unfamiliar vocabulary or people/concepts that the children will encounter within the text should be introduced as a pre-teach or discussed daily.
- All the VIPERS/ reading domains skills should be covered across the week.
- The specific VIPERS skills AND reading domain link should be added to the planning. For KS2 2f,g and h will be covered within (E)
- For children from Year 2 upwards one reading skills session will be using a shorter text and one session will be using Read Theory. Read Theory is a targeted reading comprehension programme which is based on the reading level of each child. These sessions may use differentiated texts or extracts.

## Weekly Planning Expectations

### Reading Weekly Overview Planning Pro-forma



Week commencing:		Year Group:	4
Term:	Autumn 1	Class:	

	Focus Text	Skill Focus (VIPERS) (Reading Domains)	Pre-teach (vocab)	Whole-Class Teaching/ Strategy	Whole class questioning
Monday		V (1a / 2a) R (1b / 2b) I (1d / 2d) E (1c/ 2f,g,h)			
Tuesday		V (1a / 2a) P (1e/2e)		Fluency- repeated reading, echo reading, paired reading, timed/ speed reading. Predict	
Wednesday		V (1a / 2a) R (1b/2b)		Fluency- repeated reading, echo reading, paired reading, timed/ speed reading. Retrieve	
Thursday		V (1a / 2a) S (1c/2c)		Fluency- repeated reading, echo reading, paired reading, timed/ speed reading Sequence (KS1) Summarise (KS2)	
Friday		V (1a / 2a) I (1d / 2d) E (2f,g,h)		Fluency- repeated reading, echo reading, paired reading, timed/ speed reading Infer Explain (KS2)	

I

Vocabulary Infer Predict Explain Retrieve Summarise

## Book Expectations

Year 1:

- The children will not record reading skills work in books initially. They will move towards recording some responses in reading skills books throughout the Spring/Summer Term.

Year 2- Year 6:

- The children will record some written responses in their books up to three times a week, this may be linked to any of the sessions or VIPERS skills.

## Marking and Feedback

- Feedback must be immediate through all reading skills sessions. Teachers should be moving around the class giving instant feedback and next steps.
- Use a red pen to underline errors/ omissions for children to correct immediately.
- Children should be taught to edit their work with a green and blue pencil (see Marking and Feedback Policy for more information).

## Library

- The children will visit the library once a fortnight. During this time, they will be able to browse, read books and select a book to take home.
- In addition to this the children will read and discuss a book from the current library theme.

Term	Theme
Autumn 1	Disabilities
Autumn 2	BAME (to fit with Black History Month)
Autumn 2- December	Christmas Around the World
Spring 1	Environmental Care
Spring 2	Inspirational Women (to fit in with International Womens Day)
Summer 1	Local History
Summer 2	LGBT (to fit in with Pride)

## Home Learning in Reception and Key Stage One

Children in Reception will be given a set of words related to the sound they are learning and non-decodable words relevant to their phonic phase to take home and practise. These may be a combination of *decodable* and *tricky words*.

When children enter Year One, children are grouped for phonics across the year group (Year One and Year Two). Relevant spelling words will be sent home on a Friday via the newsletter and will reflect the learning for that week and group.

## Home Learning in Key Stage Two

There is an expectation that spelling rules and patterns set for home-learning will link to the National Curriculum expectations for the year-group. Relevant spelling words will be sent home on a Friday via the newsletter and will reflect the learning for that week and group.

### Wider reading curriculum

Reading skills filter across the whole curriculum as these skills are needed for all subjects to build knowledge and access information.

### Assessment

As an academy, we use PIRA tests in KS1 and KS2 to assess reading skills and within Early Years the children are assessed using a Letters and Sounds analysis.



## Appendix 1- Phonics Glossary



### Phonics Glossary for Staff

**Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

**Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

**GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Digraph** - A grapheme containing two letters that makes just one sound (phoneme). Two letters that make one sound.

**Trigraph** - A grapheme containing three letters that makes just one sound (phoneme). Three letters that make one sound.

**Oral Blending** - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

**Blending**- This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

**Oral Segmenting** - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

**Segmenting** - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

**Tricky Word**- A word that cannot be blended- the children need to learn to sight read these.

**Pseudo Word** – An alien word that makes no sense, its not a real word. Be careful that when you sound these out they do not sound like a real word; e.g. shigh (shy)

Children need to know what Phase they are working on; 'we are working on Phase 2 at the moment.'

These terms need to be introduced to children as and when they are taught. They then need to be recapped with children at least once a week during phonics sessions to ensure they can all explain what each word means.