



Capel-le-Ferne Primary School

Reading Framework

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Aims

We aim for every child who attends our school to be able to read well before they leave. Our intention is that children acquire reading skills quickly, to enable them to apply these skills across the wider curriculum. If some children find reading more difficult, we will intervene quickly to ensure that they have the correct support put in place to enable them to catch up. We also aim to provide children with a lifelong love of reading.

Learning to read

Children will learn to read by developing the following skills.

Early reading.

Children will develop phonological awareness (knowledge of different sounds and how they blend together to form words). We will teach this using a bespoke system, based on the approach developed by Ann Smalberger, a national authority on phonics and early reading. Children will also learn common exception words that do not fit into a phonics approach. These words are kept to a minimum in the early stages, for example:

said, to, was, I, the, me, no, of, all, he, you, they, she, we, are, my, be, some, so, were, go, no

By learning these skills, children will be able to segment, blend and decode “decode” words on a page.

Fluency

This skill enables children to move **quickly** through a text, developing understanding that will enable them to read with expression and stamina. A fluent reader will react to punctuation in the text and will have a developing grasp of vocabulary. *Key stage one begin fluency activities in term 5 of year 1 as part of their approach to guided reading, and teach fluency in this way at least once per week. Key stage two will include fluency elements within the Vipers approach 3 times a week and in addition will have at least 1 discrete lesson per week.*

Comprehension

Children will develop a deeper understanding of vocabulary, and will be able to read a range of texts for meaning. They will be able to locate information easily in a text, and will be able to use inference and deduction to “read between the lines” to answer questions about a text that require understanding and interpretation of characters’ actions, feelings or personality, the mood of the text, or the “story so far”.

Our approach

Section A. Early Reading

A1) Phonics Approach

We teach phonics using an approach devised by Ann Smalberger, which is grounded in strong evidence of impact. In order to be successful, phonics needs to be taught consistently, rigorously and regularly. Children are taught phonics daily as a whole class activity and move through the various phases until they reach phase 5. The appendix at the end of this document shows when we teach the various phases in EYFS and KS1, along with the progression of the sounds that will be taught.

A2) Staff expertise-Phonics

All of the staff in EYFS, KS1 and KS2 are provided with the appropriate training to be able to deliver the approach consistently and effectively. Senior leaders, and an external consultant (Ann Smalberger) who visits the school three times a year monitor the delivery of phonics. Staff in KS2 are confident in the delivery of phonics and lead phonic interventions to support pupils who have been identified as having a 'difficulty' with decoding.

A3) Assessments of Phonics

Children are assessed after every phase has been completed. In addition, children are assessed using previous phonics screening test materials in October, January and April. Those children who are not on track to attain the level of the phonics screening check will be provided with extra support through teacher led intervention groups. If a child narrowly passes the phonics screening check (for example with a score of 32 or 33,) they will continue to be supported with their reading throughout school, (being heard to read individually, daily) to ensure that they reach an age expected level or above by the time they leave the school.

In the case of children who do not reach the level of the phonics check by the end of year one, they will receive further phonics interventions in Year 2 to enable them to reach the level of the check by the time that they take part in the resit.

Children who narrowly attain the phonics test score threshold at the end of year one, are potentially vulnerable of not reaching the age expected level in reading by the end of year 2. These children will receive ongoing support as they move through school and will be heard read, daily, by a trained adult.

The small number of children who do not learn to read using phonics by the end of KS1, will continue to receive daily, teacher led phonic interventions specifically targeted to meet their individual needs. Baseline assessments will be carried out, on pupils identified as needing additional phonic support, at the beginning of each year group (years 3-6). These assessments will then be used to inform the planning and delivery of the KS2 phonic interventions.

A4) Transition between phonics and guided reading/spelling.

In year 2, phonics will be taught in the first 2 terms. Children will then move onto spelling approaches and will continue with the Smalberger approach to guided reading. Children who are not

confident in decoding using a phonic technique, will continue to receive, daily, teacher led interventions, in addition to other reading, writing and spelling lessons.

A5) Children not meeting the standard of the phonics screening check in Year 1

Those children who did not reach the standard of the check at the end of Year 1 will continue to receive additional support in year 2, in the form of daily, teacher led interventions, to enable them to work towards meeting the standard of the phonics check at the end of year 2. These children will also be tracked carefully through Key Stage Two, with the continuation of appropriate teacher led phonic interventions alongside allocated reading provision during guided reading activities, to ensure that they continue to make good progress in this area. They will also receive 1:1 daily reading support with a trained adult.

A6) Children who narrowly meet the standard of the phonics screening check in Year 1

These children are potentially at risk of not achieving an expected level at the end of Key Stage Two. Teachers will be made aware through the normal progress review and transition processes of these pupils, and will make appropriate provision to ensure that they will make good progress. This will include adapted reading material that is accessible to them, while still providing a challenge. They will also be heard to read during guided reading sessions three times weekly.

Use of Reading Books to support early Reading

A7) Home reading books-Early reading

*All children in **Year R + 1**, will bring home a phonetically plausible book which parents should hear them read for ten minutes daily. This book will be linked closely to the phonics that the class is learning at that time. In addition to this, all children will bring home a book from our book band level scheme to encourage reading for pleasure matched to the child's reading ability. The children will therefore bring home 2 books, a phonically plausible book and a book to read for pleasure.*

A8) Parental support for early reading

Parents are crucial partners in ensuring that children can read well. Even a few minutes each day enjoying a book together can have a significantly positive impact on a child's reading, as well as their development of language, understanding of the world and social skills. This is important prior to a child joining our school and when they begin their school journey. The school will hold awareness raising sessions in Open evenings, and the importance of reading will be emphasised during home visits prior to the child starting school. Parental support for reading at our school consists of the following strategies:

- i. Looking at picture books, talking about the book, how it is set out and what the child can see on each page.
- ii. Supporting the child's reading by helping them to learn common exception words sent home from school. This complements the school's work on phonics.

- iii. Supporting children’s learning of phonics, by practising phonemes, graphemes and blending at home –Teachers will keep parents informed of where children are within the teaching of phonics.
- iv. Listening to the phonetically plausible book that the child brings home from school on a daily basis and recording the child’s progress.
- v. Recording the pages that the child has read at home, and noting any successes or problems.
- vi. Encouraging a love of reading by acting as a reading role model, joining a library, reading to the child, providing a range of reading material (books, comics, magazines etc) and supporting the child’s particular reading interests.
- vii. Attending school events that are designed to promote reading strategies.

During the induction process prior to children starting school, we will stress the importance of parents exploring reading with their children for a few minutes each day.

A9) Parental support for phonics

The school will communicate to parents the phonic stage at which their child is currently accessing – This will enable parents to support their child’s learning at home and continue to reaffirm phonemes, graphemes, digraphs and blending when reading with their child. We also ask that parents teach their children common exception words, which are equally as important in the development of the child’s reading.

A10) Progression through the reading scheme

Book Bands

Alongside phonetically plausible books, children will receive an additional reading book to promote reading for pleasure. They will move through the reading levels as follows:

<u>Colour</u>	<u>Phase</u>	<u>Expectation</u>
Pink	Phase 2	
Red	Phase 2	End of Reception
Yellow	Phase 3	
Blue	Phase 3	
Green	Phase 3	
Orange	Phase 5	
Turquoise	Phase 5	End of Year 1
Purple	Phase 5	
Gold	Phase 5	
White	Phase 5	End of Year 2
Lime	Phase 5	

The following procedure will be followed with regard to moving children through book bands:

- i. Child assessed to determine current reading band. Note: the children's reading records will be passed to the next teacher, so if the child has been assessed previously, they will begin the next year on the same band that they left the previous class. However, all children will be heard to read within two weeks of starting their new class and any immediate changes to book band will be made at that point.
- ii. Pupil chooses a book from that book band. The teacher or teaching assistant notes the name of the book in the reading record and the date it was chosen.
- iii. Pupil reads for 10 minutes each evening to parents at home. Parents note the pages that were read with pupil and *add notes regarding any words that the pupil was unsure of, and whether their child displayed a good understanding of the reading.*
- iv. Pupil brings the book back to school the following day, along with the reading record. TA reads comments, noting those children who have completed their books, any problems encountered in the home reading, and cases where the child has not been heard to read. *A mark-sheet is available for this. TAs should highlight these notes where they feel that teacher intervention may be necessary. This marksheet should also be used for when the teacher/TA hears the child read. (Note-teachers to use a consistent format across KS1).*
- v. Teachers review the TA's reading records once a week and plan next steps in the case of children who may be experiencing problems in their reading, or who may require moving to the next book band.
- vi. A TA may recommend, using green highlighter pen on the reading marksheet, that a pupil is moved up to the next level at any point. There will not be a minimum/maximum requirement of the number of books read before a child is moved up to the next level. The teacher will then use their professional judgement to make a decision on whether a child moves up. Evidence should include:
 - Teacher hearing the child read.
 - Fluency in reading
 - Understanding of the text (comprehension)
 - Any recent assessments of reading that would indicate that a child should be at a different book band.

When a child reaches *White* band, they begin to move away from phonetically aware books to a range of texts for older readers. The children's book choices will continue to be managed and guided to ensure the texts are suitable and accessible. However, the children who have not yet reached this level should still be able to access high quality materials in the book corner appropriate to their current level in guided reading sessions.

A11) Hearing children read in school.

Key Stage One

We listen to children read using a range of different approaches. All children will read as individuals to an adult in the school *once a week during guided reading*. In addition, children will be heard read as part of a group or whole class activity during guided reading sessions.

Children identified as vulnerable in reading, based on their phonics assessments, will be heard daily by a teaching assistant or teacher.

Our reading fluency activities include choral reading and partner reading, where the teacher will be assessing the children's use of expression and recognition of punctuation.

Key Stage Two

Children who have been assessed as vulnerable readers will be heard to read daily as part of their reading intervention programme. This will be in addition to daily, teacher led, phonic interventions. These are children who:

- i. did not attain the standard of the phonics check in Year 2
- ii. attained the standard of the phonics check in year 1 or 2, but were on the borderline (a score of 33)
- iii. Children who scored at WTS or below in their year 2 SATS.
- iv. Children who score at WTS in subsequent KS 2 Year groups.
- v. Children who are unable to decode, use blending techniques to assist reading.

Teachers should ensure that these children are accessing reading materials that match their current stage of reading.

A12 Parents as Volunteer Readers

The school welcomes parents to become involved in supporting children's education, and parents are encouraged to work as volunteer readers. All volunteers will be DBS checked, and will work with groups/individuals who are not in their child's class.

Section B-Fluency

Fluency supports children with their reading stamina and speed. It enables them to read with expression, recognising different voices in the story and can develop their reading memory.

B1) KS 2 Fluency Activities

KS2 Fluency activities include the following and a varied range of these activities should be taught: Texts should be age appropriate and challenging. Activities will include:

Timed memory reading

Partner Reading

Cloze reading

Choral Reading

In KS2 fluency will be taught three times a week as part of the literacy session between 11 and 12. As far as possible this should form part of the "reading for writing" element of this lesson. In addition there will be a bespoke fluency activity once a week in guided reading time, to develop skills such as timed memory reading.

B2) KS1 Fluency Activities

In KS1 and EYFS, children will develop fluency through singing and chanting nursery rhymes, songs and poems.

Section C - Comprehension

Comprehension is reading for understanding. Children need to be able to talk and write about the texts that they have read, working at a good pace, and demonstrating the ability to read between the lines to infer meaning in a passage or poem. The main vehicle that we use to develop reading comprehension is **guided reading**.

C1) Guided Reading

Guided reading in Key Stage Two at Capel-le-Ferne Primary School will take place after lunch for 15 to 20 minutes each day and should not extend beyond this time, to ensure that the full curriculum is suitably covered. In Key Stage One guided reading also takes place between **after lunch for 15 to 20 minutes**.

The expectation will be put into place that there will be a low, purposeful noise level within these sessions to enable all children to focus and develop their reading skills.

C2) Key Stage 1-Guided Reading

We follow the Ann Smalberger approach to guided reading. One group per day works with the teacher, and they then explore a text in detail, answering a range of questions about the structure of the text, the use of devices in the passage for meaning and effect, and questions that require retrieval, inference and deduction. The teacher also uses guided reading sessions to assess children's reading, as each member of the group will take a turn to read a section out loud.

Groups other than daily focus group

The remaining groups will be carrying out focused reading tasks during the guided reading session. These will include:

Fluency development activities.

Reading for pleasure

Independent comprehension

Children who are still working at an **early reading stage** will be given specific support during the guided reading session enable them to make progress. This will include; reading to an adult, adaptation of reading materials to enable them to access the text, peer to peer support.

C3) Key Stage 2-Guided Reading

Our school follows the V.I.P.E.R.s approach to guided reading. This seeks to develop the following skills, supporting fluency and comprehension.

V=Vocabulary

I= Inference

P = Punctuation

E = Explain

R = Retrieval

S = Sequence or Summarise

Guided reading in Key Stage Two takes place at least 4 times a week in a timetabled slot before lunch.

The fourth session will be a discrete fluency lesson. As with the guided reading, this fluency session will be drawn from a text that either links to the class topic, the class reader, or one that is specifically chosen to develop a fluency skill such as timed memory reading. The school has purchased Literacy Box resources to support this element.

Teachers should ensure that a range of poetry, fiction and non-fiction texts are developed across the year in guided reading and fluency activities.

Texts should be challenging and age appropriate. Evidence indicates that most children make strong progress with reading fluency if the texts are pitched at a challenging level in terms of vocabulary.

Children in KS2 who are still at the early reading stage, should be provided with accessible texts suitable for their level. A trained adult or the class teacher will hear them to read each day during outside of the main literacy session. The approach followed will be in line with the guided reading strategy in Key Stage One.

Teaching Approach-VIPERS

In order to ensure that all the foci of V.I.P.E.R.S. are taught effectively through the week, teachers should aim to cover one or a maximum of two aspects well each day.

The learning and activities in each lesson should be based around that focus, with an introduction and an opportunity to recap learning during or at the end of the lesson.

Written responses should be recorded carefully in books, with the same expectations as in other subjects. The questions set should be based around the individual focus for the session. (e.g. retrieval) The emphasis should be placed on opportunities for children to develop their skills in the specific competency with regular modelling, feedback, and recap within the session. High expectations should be placed on the quality of children's responses, with an emphasis on accuracy as well as pace.

Much of the feedback will be verbal, and children should indicate where they have improved their answer using green pen. Time should always be provided within the session for children to review and improve their responses.

Where possible a reading fluency element should be built into the guided reading sessions. This could be incorporated into the initial "read through" activity, where activities such as choral/partner reading can be developed.

Section D Further Reading Development

D1) Class Readers

Each class teacher will read with their class for at least 10 minutes per day. Wherever possible, this should take place at the end of the day. The teacher may also choose to read to the class during the literacy session between 11AM and 12PM, if this fits with the writing focus. The class reader should be an age appropriate, challenging text, and should be chosen for purpose. Class readers will generally be chosen to build on prior or current learning, for example in the class topic. Examples of challenging vocabulary, phrases or authorial devices should be discussed with the class.

D2) Vocabulary

Vocabulary will be developed across the curriculum. Some of the main vehicles for this are:

In writing-children will be discouraged from using low level vocabulary and feedback will support them to use ambitious words instead.

Speaking and listening-during class discussions, challenging vocabulary will be used and defined in context, and in their responses, children will be dissuaded from using low level vocabulary and challenged to use more ambitious words.

Children will become familiar with the use of age appropriate **study aids** to develop their vocabulary, such as dictionaries and thesauruses from year one onwards. They will be taught to access these independently during any writing task, and the study aids will be available for the children to use at any time during activities that involve writing.

Cornerstones-Each topic has a list of essential vocabulary that children will learn as the topic progresses, in line with the relevant focus. This vocabulary will be introduced gradually across the course of the topic, and teachers will encourage children to refer to it when they are producing writing related to that topic. The relevant vocabulary will also be displayed as part of the teacher's Cornerstones display in the classroom, with the teacher adding to the list of words as the topic progresses.

Scientific vocabulary. Children will be taught and will apply the relevant scientific vocabulary, depending on the science topic that they are learning at the time.

The development of **vocabulary** is a key feature of both **VIPERS** and the Smalberger **guided reading** scheme.

D3) Reading in other subjects.

The core skills of reading that children will learn will be applied across the curriculum. In Maths, reading fluency and comprehension are vital skills to ensure that problem solving and reasoning challenges can be tackled successfully. Opportunities to develop fluency and comprehension will also be provided when using texts as evidence and as sources of information in the Cornerstones Curriculum, for example.

D4) Assessment

Ongoing teacher/TA assessment and subsequent action is vital to ensure that children make strong progress in reading.

The primary methods for making formative assessments are:

- **When hearing children read**, in order to support children as they progress through the book bands.
- Teachers will also assess pupils learning **during guided reading sessions** and these assessments will be used to provide feedback and support improvement “in the moment”.

The school uses PIRA tests three times a year, in December, prior to Easter and in the Summer. These are tests of children’s comprehension skills for pupils in years 1-6 and provide a standardised score, which teachers will use to measure progress and identify gaps in children’s understanding of different question types.

Year 6 will sit mock SATS tests in reading in September, January and March to help to identify progress and gaps in understanding that will support revision strategies.

D5) Reading for Pleasure

Pupil panels will regularly review the approach to reading for pleasure. The following activities will be further developed and improved:

- a) Use of the library as a lending and research resource. Librarians drawn from the pupil panels will supervise the library for the use of different classes at lunchtime each day.
- b) Peer reading projects. These will include buddy reading, where children in year 4, 5 and 6 will read to children in years R, 1 and 2.
- c) World Book Day related activities and competitions
- d) Author studies, including “author of the term” invites to school/online conferencing.
- e) Promotion of the use of lending libraries.
- f) Reading displays in the classroom, including those linked to Cornerstones topic and those linked to authors/genres
- g) Pupil panels regularly survey pupils to review and update book corners with popular genres.

Appendix 1 : Progression of phonics

<u>Year Group</u>	<u>Phase</u>	<u>Term</u>	<u>Sounds to be taught</u>
Reception	Phase 1	Term 1	Environmental sounds, instrumental sounds, body percussion, rhythm, alliteration and voice sounds.
Reception	Phase 2	Term 2	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, r, h, b, f, l, ff, ll, ss, u
Reception	Recap Phase 2 Start Phase 3	Term 3	j, v, w, x, y, qu, z, zz, ch, sh, ng, th
Reception	Recap Phase 2 Recap Phase 3	Term 4	Recap all of the above sounds.
Reception	Complete Phase 3	Term 5	oa, ee, igh, ar, or, oo, ur, ow, oi, ear, air, oo, er
Reception	Recap Phase 1/2/3	Term 6	Recap all of the above sounds.
Year 1	Recap Phase 3	Term 1	Recap Phase 3 sounds from above.
Year 1	Phase 4	Term 2	br, dr, fl, sp, st, fr, pr, cr, sc, tw, sw, nt, xt, mp, nk, nd, cl, sk, sm, lk, lf
Year 1	Phase 5	Term 3	ow, ay, ph, a-e, oe, o-e, ie, i-e, ue,
Year 1	Phase 5	Term 4	ir, au, aw, ew, u-e, ou, oy, wh, ure
Year 1	Phase 5	Term 5 <i>Phonics Screening Test</i>	<i>Alternative Sounds</i> e, i, o, a, u, c, ie, ea, y, g, ch, ou, y, ey, ch, z, j, m, ch, r, i, ere, are, n, s, r, eer
Year 1	Recap Phase 3/4/5	Term 6	Recap all of the above sounds.
Year 2	Recap Phase 5	Term 1	ow, ay, ph, a-e, oe, o-e, ie, i-e, ue, ir, au, aw, ew, u-e, ou, oy, wh, ure
Year 2	Recap Phase 5	Term 2	<i>Alternative Sounds</i> e, i, o, a, u, c, ie, ea, y, g, ch, ou, y, ey, ch, z, j, m, ch, r, i, ere, are, n, s, r, eer
Year 2	Spellings/Phonics Interventions	Term 3	Common Exception Words Phase 3/5 Intervention
Year 2	Spellings/Phonics Interventions	Term 4	Common Exception Words Phase 3/5 Intervention
Year 2	Spellings/Phonics Interventions	Term 5 <i>Phonics Screening Test - Rescreen</i>	Common Exception Words Phase 3/5 Intervention
Year 2	Spellings	Term 6	Common Exception Words

Appendix 2 - Year 2 Common Exception Words

after	everybody	Mrs
again	eye	old
any	fast	only
bath	father	parent
beautiful	find	pass
because	floor	past
behind	gold	path
both	grass	people
break	great	plant
busy	half	poor
child	hold	pretty
children	hour	prove
Christmas	improve	should
class	kind	steak
climb	last	sugar
clothes	many	sure
cold	mind	told
could	money	water
door	most	who
even	move	whole
every	Mr	wild
		would