

Reading at Soudley

We use Essential Letters and Sounds for our phonics teaching. Our approach to reading is informed by DfE's 'The Reading Framework' Jan 2022 and the Integra framework.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; At Soudley School, we make every effort to address the needs of all children and so the activities presented will feature differentiation, extension and will be suitably modified and/or supported for those with SEND.

Pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

When leaving Soudley School we intend for our children to have developed:

1. Excellent phonic and spelling knowledge and skills in addition to being able to attack new language including vocabulary knowledge and subject knowledge
2. Knowledge of an extensive and rich vocabulary Extensive knowledge through having read a rich and varied range of texts
3. Excellent comprehension skills
4. Abilities to read fluently and accurately across a wide range of contexts throughout the curriculum
5. The motivation to read for both study and for pleasure

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	 Our school wide curriculum design allows all pupils to explore their world from a personal, local and global perspective			
1	Ensure children understand basics such as L-R, down a page, 1-1 sound and letter/digraph correspondence, blending... Children are taught through ELS a systematic, synthetic phonic approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. Rhyming.... We follow a Nursery Rhymes progression document to ensure children learn a range of nursery rhymes throughout the EYFS. Pictures within texts are taught to support reading too. DRIPS/Guided Reading Link to spelling work	Children are taught through Essential Letters and Sounds a systematic, synthetic phonic approach up until year 1 or until they have met the expected standard. When the children have achieved the expected standard in phonics they then move onto ELS Essential Spellings Y2 a structured spelling approach. Other clues in the text are pointed to for attacking new words – making sense, words that fit the text so far DRIPS/RICH/Guided Reading Link to spelling work	Children are taught to decode new words through phonic approaches using known phonemes made from di-graphs and tri-graphs or other letter combinations. Taught to use all clues within a text to support word attack and early stages of etymology and word roots Guided Reading- VIPERS skills/ Twinkl Reading dog skills Link to spelling work Once the children have made the expected standard of phonics and completed Y2 ELS spelling they will then move onto the next stage in Spelling progression using Essential Spelling and Word Knowledge: this spelling programme enables pupils to understand the patterns in the English language using a combination of morphology, etymology and application of phonological rules.	Recall and revision of all phonics and looking at exceptions. Use a wide range of word attack skills and deeper use of etymology and word roots Guided Reading- VIPERS skills/ Twinkl Reading dog skills Link to spelling work Continue using Essential Spelling and Word Knowledge: this spelling programme enables pupils to understand the patterns in the English language using a combination of morphology, etymology and application of phonological rules.
2	Frequent revisiting of new vocabulary and knowledge – the forgetting curve MUST be interrupted for learning to occur (low stakes quizzes/games...)			

	New vocabulary introduced in a structured and relevant way across all learning opportunities			
3	Using shared texts, Nursery Rhymes, picture books, class stories, theme work and videos to build up knowledge and understanding of the world through discussion Guided Reading	Using shared texts, picture books, class stories, theme work and videos to build up knowledge and understanding of the world through discussion Guided Reading- introduction to Twinkl Reading dog skills- inference, prediction, vocabulary, sequencing and recall	Using shared texts, picture books, class stories, theme work and videos to build up knowledge and understanding of the world through discussion Guided Reading- VIPERS skills/ Twinkl	Using shared texts, picture books, class stories, theme work and videos to build up knowledge and understanding of the world through discussion Guided Reading- VIPERS skills/ Twinkl
	This to be enhanced through all theme based learning and other subjects – trips, visits, experiences, walks, expertise teaching...			
4	Children are expected to respond to simple retrieve questions and to express a view point (P) in answering closed or simple open questions (perhaps with a choice of answers) [P] DRIPS/GUIDED READING Questioning ... begin to ask/answer closed questions about what they observe. Adult modeling. Where is? ... What is? ...	Children are expected to express a view about a text (P) and to begin to explain their point (E); they respond to more complex retrieve questions and are asked to interpret the text at a suitable level [PE] GUIDED READING- introduction to Twinkl Reading dog skills- inference, prediction, vocabulary, sequencing and recall. Questioning ... 5 w's – what, who, where, when, why? Moving toward some more open questions...	Children taught to explain (E) their points (P) well and encouraged to support these using evidence (E) from the text. [PEE] GUIDED READING- VIPERS skills/ Twinkl Questioning ... what would, where would, when would, why would, how would?	Children expected to use evidence effectively to support their explained point; they are expected to make links whenever possible [PEEL] GUIDED READING- VIPERS skills/ Twinkl
5	Taught to recognise words and text within the environment. Taught to read suitable HRSW ... mum, the, to, was... Use of phonics (see 1 above)	Continue to build knowledge of HRSW Use of phonics (see 1 above)	Continue to build knowledge of common exception word and others less frequently encountered See 1 above	Continue to build knowledge of common exception word and others less frequently encountered See 1 above
6	Promotion of the enjoyment of reading at all opportunities – shared story reading, the use of humour, to make the value of reading to support learning made clear, celebrations –eg World Book Day. Reward good reading and skill/knowledge development – dojos, SMARTER Spots, celebration Assembly...			
	Reading Capital: ALL CURRICULUM AREAS AND SPECIFIC LANGUAGE AS PER UNIT PLANNERS Curriculum Drivers Foresters Forest and Contrasting Coasts: Make links in DRIPS/ RICH / Guided Reading /PATHFINDER STARTERS / WHAT IF.....? /CROSS CURRICULAR LINKS/FORGETTING CURVE Use of Soudley Ponds, school grounds, Soudley Village, Heritage Centre, visits to Coast. TRIPS – STAFF CPD AND ONGOING RESOURCE – CREATE AND USE SPECIFIC VOCABULARY FOR THAT SITE			

ASSESSMENT

Year One Phonic Check

Y2 SATs (optional) and Teacher Assessment

Y6 SATs and Teacher Assessment

Using the matrix above and other indicators such as Key Stage Integra Non- negotiable and Government Statutory Assessment Frameworks, staff can make a judgement through day-to-day activities (DRIPS/RICH/GR, reading with an adult, theme based texts...) and teacher/TA knowledge of that child in addition to more formalised situations or tasks set up to teach/assess/test reading.

NFERs – SATs style/formal layout with assessment questions to provide standardized scores

QLA; an ongoing assessment to highlight successes and areas for development – this is one through the NFER analysis tool and highlights curriculum areas.

Assessments are termly and cover Reasoning, Problem Solving and Arithmetic.

Insight Tracker – currently uses Integra objectives for teachers to assess the children, to ensure progression.

- Objectives should be populated 3 times a year with assessments of the objectives that have been taught so far, and/or mopped up i.e. a child may be a 1 for an objective after initial teaching/assessment, but with further intervention and/or deliberate practice may progress on to a 2
- Main assessment to be update termly (3 times a year)
- NFER scores to be populated on Insight Tracker

Early Years – will be teacher assessed based on Early Years Framework. Termly a tracker will be uploaded onto One Drive for Leads to access to stipulate whether children are on track or not.

Language/Vocabulary:

Metacognitive Language to use with children:

Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Blend, blending hands, decoding, digraph, drum roll, grapheme, HRSW Harder to read and spell words, me then you, phoneme. Phonics, robot arms, segment, sound-talk, stretch.	Blend, blending hands, consonant, decoding, text, digraph, drum roll, encoding, grapheme, HRSW Harder to read and spell words, phoneme, me then you, phoneme. Pseudo words, Phonics, robot arms, segment, sound-talk, split –digraph stretch. Look for Phonics Point Retrieve, interpret, choice Twinkl Reading Dogs- Iggy inference, Predicting Pip, Suki Sequencing, Rex Recall and Victor vocabulary	Scan Homophone Homograph Point and explain (with evidence) Comprehend Twinkl reading dogs- Inference Iggy, Predicting Pip, Rex Recall, Victor Vocabulary, Arlo Author, Summarising Sheba and Commnetating Cassie	Skim Point, explain, evidence and link Twinkl reading dogs- Inference Iggy, Predicting Pip, Rex Recall, Victor Vocabulary, Arlo Author, Summarising Sheba and Commnetating Cassie Ref to VIPERS- vocabulary, inference, prediction, explanation, recall and summarising

Due to the nature of this subject it is not practical to identify subject content specific terms or phrases and those used will be dependent on the subject under consideration. Speaking and Listening activities are great vehicles for developing knowledge and understanding of a great range of words and phrases.

Children will be expected to read as well as they can considering their specific characteristics such as age, maturity, specific needs etc. So we do expect staff to model good reading and skills and to support children to use these themselves.