



Reading at Hampton Infants
March 2022



Our aim today is to:

- Share National updates with regards to the expectations in school for reading
- Share how we teach phonics at HISN from Nursery to Year 2 and beyond
- Share the reading books and how these have been organized across the school
- Look at the progression of skills in reading from Nursery to year 2

National updates and monitoring with regards to the expectations in school for reading

- Reading framework - list of accredited SSP programmes
- Ofsted guidance - reading books match phonics programme
- Soundwrite programme - accredited
- Literacy specialist
- External consultation - looking at phonics and early reading: Autumn term and Spring term as well as fortnightly monitoring in school by subject leaders and SLT

- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception



The reading framework

Teaching the foundations of literacy

January 2022

OFSTED - taken from the current EIF

OFSTED - EIF

351. In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction
- the school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents'⁹ talk with them that expands their vocabulary.

The Reading framework 2022

The guidance aims to:

- Set out some of the research underpinning the importance of talk, stories and systematic synthetic phonics (SSP) in the teaching of reading
- Provide practical support for high-quality teaching, including assessment and the importance of 'fidelity to the programme'
- Support schools to evaluate their teaching of early reading, especially in Reception and year 1, and identify how to improve provision if weaknesses are found
- Explain the importance of systematic phonics teaching for older pupils who are at risk of failing to learn to read because they cannot decode well enough
- Support schools working with parents to help their children learn to read.

Appendix 6. Decodable texts for children beginning to learn to read

The following four texts illustrate the importance of children reading books that are matched to the grapheme-phoneme correspondences (GPCs) they already know.

A Reception child learning through a typical systematic synthetic phonics (SSP) programme might know:

- the phonemes corresponding to each letter of the alphabet
- the phonemes corresponding to 'ck', 'sh', 'th', 'ng', 'ee', 'oo', 'or', 'ar'¹¹²
- exception words: 'to', 'the', 'we'.

The child would not be able to decode any of the deleted words in the first two books below (Books 1 and 2).

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Book 1: What do they like to eat?

~~What does a bird like to eat?~~

A ~~bird~~ likes to eat worms.

~~What does a giraffe like to eat?~~

A ~~giraffe~~ likes to eat leaves.

~~What does a seal like to eat?~~

A ~~seal~~ likes to eat fish.

~~What do you like to eat?~~

Book 2: Splash!

Josh and Alex got ~~their~~ boots.

~~They~~ went to the park.

Josh saw a big puddle. ~~He~~ jumped in it.

Splash! Alex got wet.

~~He~~ kicked the water.

Splash! Josh got wet.

Then ~~they~~ went home.

~~Their~~ boots were full of water!

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A child could decode every word in the next two books:

The child could decode every word in the next two books below (Books 3 and 4).

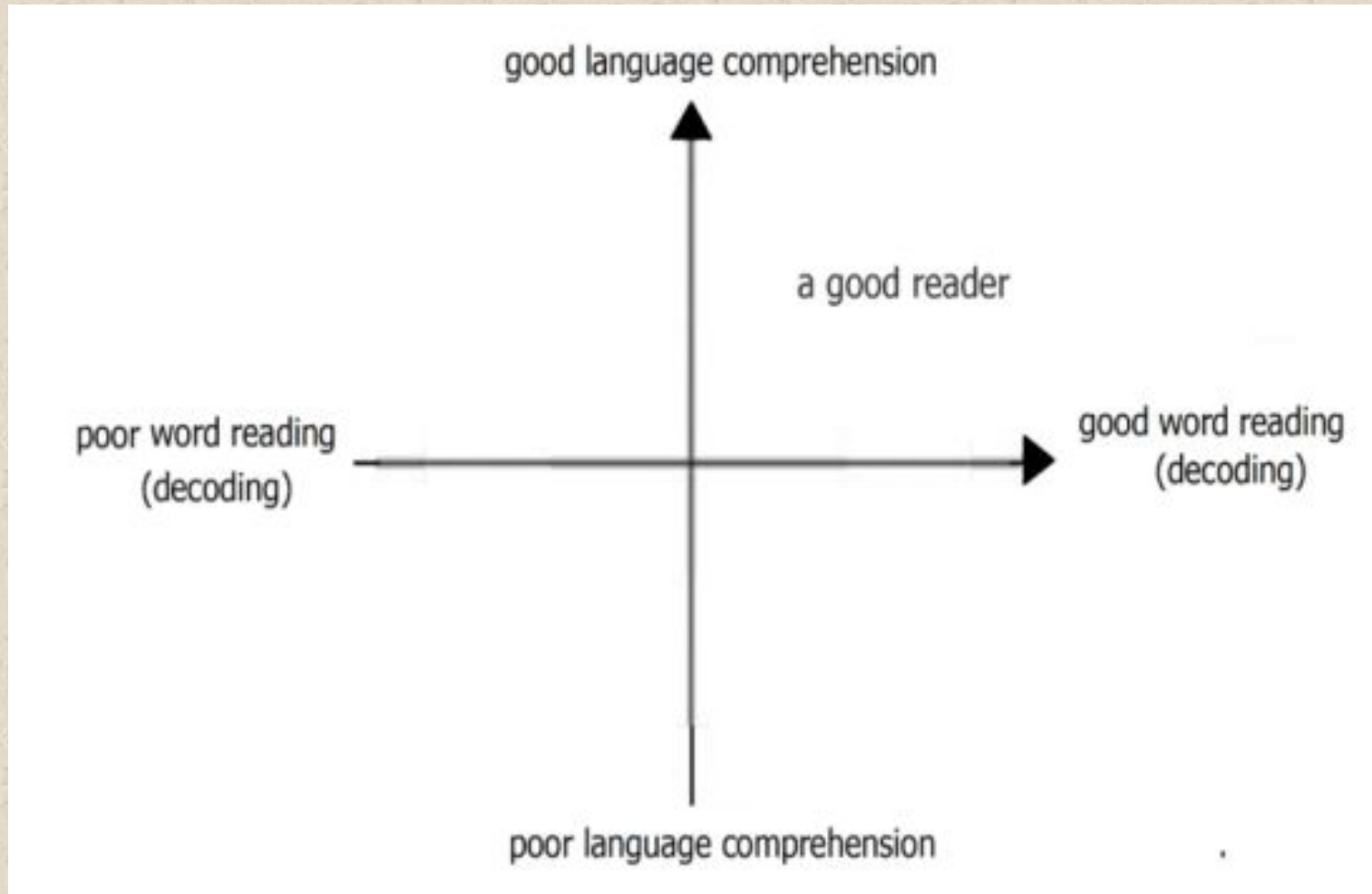
Book 3: A Trip to a Planet

Look up! A ship!
Will it land?
Yes. Let's run and see it.
A thing with three legs and six arms got off.
Can we get in?
Yes, get in!
Up, up, up we went on a trip to a far planet.
We had fun.
Then we went back.

Book 4: Shark Facts

A shark is a fish.
It has fins and a soft skeleton
to help it swim fast.
As soon as a shark pup is born,
it can fend for itself.
Sharks keep dropping worn teeth
and getting extra teeth.
A carpet shark can get as long as a truck.

Simple view of reading



- Proficiency in reading, writing and spoken language is vital for pupils' success.
- Through these, they develop communication skills for education and for working with others: in school, in training and at work.

How do we teach phonics at HISN: Nursery to Year 2

Nursery	Reception	Year 1	Year 2
<p>Lot's of opportunities to develop listening and attention</p> <p>Practical and group work</p> <p>Once a week - every Thursday</p> <p>Book area with high quality stories for the children to look at independently or with an adult</p> <p>Listening station to enjoy stories and songs</p> <p>Daily singing - part of the Nursery routine</p>	<p>Daily phonics lessons that last 15 minutes in the autumn term and then increase from January - with activities in the provision to support the learning</p> <p>Every child is read with once a week and some children are read with daily</p> <p>Structured lesson that remains the same with the content changing - this helps support children with their cognitive load</p> <p>Lessons include a mixture of word building, word reading, dictation, symbol search, sound swap and seek the sound</p> <p>Daily storytime and daily singing</p> <p>Daily handwriting from the Spring term for 20 minutes</p> <p>Everyday words are shared weekly in the reading record</p>	<p>Daily phonics lesson with an activity for the children to complete</p> <p>Structured lesson that remains the same with the content changing - this helps support children with their cognitive load</p> <p>Lessons include a mixture of word building, word reading, dictation, symbol search, sound swap and seek the sound</p> <p>Daily storytime and weekly singing assembly that supports rhyme and tuning into sounds</p> <p>Daily handwriting</p> <p>Spellings</p>	<p>Daily phonics lesson with an activity for the children to complete</p> <p>Structured lesson that remains the same with the content changing - this helps support children with their cognitive load</p> <p>Lessons include a mixture of word building, word reading, dictation, symbol search, sound swap and seek the sound</p> <p>Daily storytime and weekly singing assembly that supports rhyme and tuning into sounds</p> <p>Daily handwriting</p> <p>Spellings</p>

Progression of skills

EYFS

Nursery

- Environmental sounds
- Instrumental sounds
- Rhythm and rhyme
- Alliteration
- Body percussion
- Voice sounds
- Singing songs
- Explores and learns how sounds can be changed

LEARNING OBJECTIVES: THE INITIAL CODE					
UNIT	SKILLS	KNOWLEDGE		DATE	NOTES
	<i>To segment, blend and manipulate sounds in words with the structure:</i>	CODE	CONCEPTUAL	<i>Enter date when each unit is started.</i>	<i>Enter any individual or group observations as necessary.</i>
1	CVC	a i m s t	<i>Sounds can be represented by spellings with one letter.</i>		
2	CVC	n p o			
3	CVC	b c g h			
4	CVC	d e f v			
5	CVC	k l r u			
6	CVC	j w z			
7	CVC	x y ff ll ss zz	<i>Some spellings are written as double consonants.</i>		
8	VCC and CVCC <i>2 consonants in final position 3- & 4-sound words</i>	<i>No new code.</i>	<i>The focus here is on teaching the skills to mastery level</i>		
9	CCVC <i>2 consonants in initial position 4-sound words</i>				
10	CCCVC, CCVCC and CVCCC <i>3 adjacent consonants 5-sound words</i>				
11	CCVC, CVCC, CCVC & CCCVCC	sh ch th ck wh ng q & u	<i>Some spellings are written with two different letters.</i>		

NB: Do not move on to the Extended Code units until children are proficient within Units 9 & 10 of the IC, i.e. blending, segmenting and manipulating 4- and 5-sound words. They won't be able to cope with the demand of learning new conceptual and code knowledge due to processing skills being overloaded.

Progression of skills Year 1 and 2: Extended code

EXTENDED CODE

1	First spellings of sound /ae/ - ai ay ea a-e
2	First spellings of sound /ee/ - ee ea y e
3	Spelling <ea> representing /ae/ & /ee/
4	First spellings of sound /oe/ - o oa ow oe o-e
5	Spelling <o> representing /o/ & /oe/
6	First spellings of sound /er/ - er lr or ur
7	First spellings of sound /e/ - e ea ai
8	First spellings of sound /ow/ - ou ow
9	Spelling <ow> representing /oe/ & /ow/
10	First spellings of sound _m /oo/ _n - oo ew ue u-e o
11	Sound /ie/ by spellings i igh ie i-e y
12	Sound _b /oo/ _k by spellings oo u oul
13	Spelling <oo> representing _m /oo/ _n & _b /oo/ _k
14	Sound /u/ by spellings u o ou
15	Spelling <ou> representing /ow/ /u/ _m /oo/ _n
16	Sound /s/ by spellings s sc se ss c ce
17	Spelling <s> representing /s/ & /z/
18	Sound /l/ by spellings l le ll el al il
19	First spellings of sound /or/ - or aw a au ar
20	Sound /air/ by spellings air are ear elr ere (<ayer > as in 'prayer' and <ayor > as in 'mayor')
21	Sound /ue/ by spellings ue u-e u ew eu
22	Spelling <ew> representing _m /oo/ _n & /ue/
23	Sound /oy/ by spellings oi oy
24	Sound /ar/ by spellings ar a al au

EXTENDED CODE continued

25	Sound /o/ by spellings o a
26	Spelling <a> representing /a/ /o/ /ae/ & /ar/
27	More spellings of sound /ae/ - a ei ey eigh
28	Sound /d/ by spellings d dd ed
29	More spellings of sound /ee/ - ey ie i
30	Sound /i/ by spellings i ui e y
31	Spelling <y> representing /y/ /i/ /ie/ & /ee/
32	More spellings of sound /oe/ - ou ough
33	Sound /n/ by spellings n nn gn kn
34	More spellings of sound /er/ - ar ear our
35	Sound /v/ by spellings v ve vv
36	Sound _m /oo/ _n by spellings ui ou ough u u-e
37	Sound /j/ by spellings j g ge gg dge
38	Sound /g/ by spellings g gg gh gu
39	Spellings <g> and <gg> representing /j/ & /g/
40	Sound /f/ by spellings f ff gh ph
41	Spelling <gh> representing /f/ & /g/
42	Sound /m/ by spellings m mm mb mn
43	More spellings of sound /or/ - ore oar our augh ough
44	Sound /h/ by spellings h wh
45	Sound /k/ by spellings c k ck ch cc
46	Sound /r/ by spellings r rr wr rh
47	Sound /t/ by spellings t tt te bt
48	Sound /z/ by spellings z zz ze s ss se
49	Sound /eer/ by spellings eer ere ear

When do we move on to teach the extended code?

- This is taught once children are confident blending, segmenting, sound swapping and building/reading words of the following length:
 - . CVC e.g. Cat
 - . VC e.g. at
 - . CVCC e.g. Bank
 - . CCVC e.g. skin
 - . CCVCC e.g. Sting
 - . CCCVCC e.g. Sprint

How do we teach reading at HISN?

EYFS	Year 1	Year 2
<ul style="list-style-type: none">• Phonics• Daily story• Daily singing/rhyme• Class reading buddy• Helicopter stories• Role play area/small world• Mystery reader• Reading scheme books• Story books sent home – open library• Audio books• Focus text/author• Talk scaffolds• Classroom reading areas• Workshops and curriculum evenings• Inprint• Colourful Semantics• Choral speaking• Vocabulary focus in all curriculum areas• EOV• Wide range of diverse texts are used to enhance the curriculum	<ul style="list-style-type: none">• Phonics• Daily story• Singing• Class reading buddy• Focus text for literacy• Reading scheme books• Talk scaffolds• Oxford reading buddy• Teaching through a theme• Classroom reading areas• Drama• Inprint• Colourful Semantics• Choral speaking• Vocabulary focus in all curriculum areas• EOV• Wide range of diverse texts are used to enhance the curriculum	<ul style="list-style-type: none">• Phonics• Daily story• Singing• Class reading buddy• Focus text for literacy• Reading scheme books• Talk scaffolds• Oxford reading buddy• Teaching through a theme• Classroom reading areas• Guided reading – 3 times a week• Reading comprehension lessons• Inprint• Colourful Semantics• Choral speaking• EOV• Vocabulary focus in all curriculum areas

How do we prioritise reading at HISN?

- Each of our classrooms has a reading corner where pupils can sit comfortably during the day to read a book. Books are rotated regularly by staff to match the class topic and pupils' interests. The area is resourced with comics, magazines and newspapers to extend reading for pleasure and in the EYFS class teddies and puppets are used to encourage reading aloud and re-telling stories
- Each classroom has a selection of books as a mini library with a selection of fiction, non-fiction and poetry.
- We use books and high quality texts to enrich the learning and provide access to a range of genre.
- Reading is celebrated in our school celebration assembly each week
- Pupils are heard individually to read at least once a week.
- SoundsWrite is followed at EYFS and KS1 and KS2
- Phonics is taught every day in EYFS and KS1
- Early reading is encouraged by providing pupils with a decodable book that matches where the children are currently with their phonic ability
- As well as our phonic books the children can choose a story book as part of our 'borrow a book' scheme
- Oxford reading buddy - online
- Every phonics lesson has opportunities to read and rehearse decoding/encoding

How do we promote a love of reading?

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read class stories to promote a love and enjoyment of stories, immersing them in the world of imagination.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- Reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- Pupils are encouraged to access the book area and read for pleasure regularly.
- We encourage pupils in each class to share their love of reading eg by inviting them to recommend great reads to their peers
- For World Book Day we had a week celebrating books. This included 'The masked reader' as well as a dress up day, assemblies and daily reading
- We use a range of carefully chosen books in our lessons outside of phonics teaching - diverse range of texts

How do we make sure pupils make progress?

- Phonics is taught following the SoundsWrite progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of Recap, teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.
- The school supports pupils to be expert readers by developing the key skills of clarifying, questioning, explaining, retrieval, summarising and predicting:

-Clarifying: understanding and explaining what we have read including new vocabulary

-Questioning: ensuring we understand and checking others do too.

-Explaining: developing an understanding of inference and deduction

-Retrieval: using and finding evidence in the text.

-Summarising and sequencing: identifying the main points of the text by recapping prior reading, scanning and using key words.

-Predicting: Using the knowledge of what we have read to make predictions about forthcoming events or actions in a story

How do we make sure pupils make progress?

- There is a clear progression of reading skills from Reception to Year 2 against which pupils' progress is measured and gaps are noted and acted on.
- Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group. Targeted intervention follows the 'guidance from our educational psychologist as well as the SoundsWrite programme and staff implementing this are fully trained by teaching staff.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school.
- Staff have pupil progress meetings and the Reading Lead completes pupil conferencing in reading.
- We assist parents with supporting reading by providing parents meetings, reading information meetings, information on the website and letters home.

How do I know my child is making progress without the colour bands to help?

EYFS: Move through the units incrementally and should be able to read books that contain digraphs sh, ch, th etc

Year 1: The units are not taught in numerical order in Year 1 as we are preparing them for the phonics screener. There are particular units that have to be covered prior to this so the units are reorganised to ensure we cover everything. If your child is moving through the units and not staying on one unit then they're making progress

Children move from being very secure with the initial code onto more challenging phonics learning linked to the extended code eg. digraphs. The books may vary in length dependant on what sound they are covering.

Year 2: When your child reaches Year 2 they will move through the units developing fluency and consolidating the prior learning and ensuring they are using phonic knowledge in spellings and writing

Books that go home:

A phonic reading book that provides mixture of decoding and everyday words (when your child gets to year 2)

A borrow a book - for enjoyment

You can also access Oxford reading buddy

To be able to encode securely they need to be confident decoding and applying phonic knowledge when read (accuracy)

How do we match the pupils' reading book to their phonic ability?

- Pupils are assessed daily in phonics as well as half termly using the SoundsWrite progression grid and assessments. Assessment then informs which books match to the pupil's phonic ability.
- Staff in EYFS and KS1 are responsible for changing and or checking the pupil's reading books. Pupils who are learning phonics in EYFS and KS1 take home a phonic reading book that provides the opportunity for pupils to rehearse the phonic knowledge taught in class as well as a 'Borrow a book' as a book to be read for pleasure.
- We use a mixture of 'Big Cat Collins', 'SoundsWrite' and 'Dandelion reader' books throughout the school as a reading scheme. We monitor progress in reading and then match their ability to the stage of reading on the scheme. This is done through notes from phonics teaching and from teachers hearing pupils read individually. Staff monitor and check that these books are changed regularly. Staff will move them onto the next unit when they are confident they have mastered the skills of the stage
- Extended code unit 9 might be quite similar to the extended code unit 10.
- The length of the book is not an indication of their level. You may find your child has a shorter book one week then a longer book etc.

Reading books: what has changed and why?

Books in Year 2 have stayed the same just been reorganised to reflect the units

The books for Year 1 are Dandelion reading books mainly that are supported by Soundwrite as well as some Big Cat Collins Books that have just been added

We also had to wait for a delivery of Soundwrite books that have now been added to Year 1

Alongside the phonic decoder books we will also have the borrow a book

Reading books are decodable and support phonics teaching

The books provide opportunity to rehearse phonics skills and develop fluency, automaticity and provide an opportunity to rehearse everyday words

The books support development of phonics skills and not just the ability to recall by memory

The books support children's cognitive load

The books help embed knowledge into the long term memory

Why the change?

- Not all reading books were matched to support phonics teaching - we had a mixture of reading scheme books.
- Need to be decodable and accessible and support our phonic teaching
- Practising the skills of decoding regularly supports the skill of encoding which in turn supports writing and spellings
- Carefully mapped out phonics teaching to support milestones in each year group eg getting expected by end of Reception (share this), phonics check (share this) and the TAF's year 2 - our reading books needed to support the children to reach the milestones
- Cognitive load
- Building children's confidence
- If a book is too difficult for us then we are immediately reluctant to persevere
- In line with the national picture, Ofsted and the guidance we have been given through monitoring and external experts we have reorganized the books into units to support the phonics teaching
- Children learn to read best when they feel confident and secure and when they are able to rehearse the reading skills
- We want children to overlearn

Supporting your child on their reading journey

Every child is on their own unique journey in learning to read - if you need guidance, reassurance or help please speak to the class teacher

Reading with your child every day is the best way to support the rehearsal and reinforcement of phonic knowledge and skills

Read a wide range of books together outside of the phonic reading book

If your child is reluctant to read their phonic reading book at home please speak to the class teacher who will be able to support you

Book Recommendations:

<https://www.lovereadings4kids.co.uk/blog/collections/diverse-voices-childrens-books-that-celebrate-difference-6090>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/great-books-guide/>

Thank you and any questions?

