



Curriculum Intent and Progression Document

Phonics and Reading

September 2021

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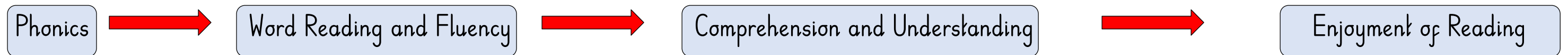
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Our Intent for Reading

Essential Skills in Reading at Blackheath:

Our Reading curriculum is built upon the following areas:



<div>  <div>Blackheath Primary Reading Intent</div> </div>			
The progression grid outlines the specific knowledge and skills which defines what our pupils are expected to be able to know and do in Reading by the end of each phase of their learning.			
Phonics			
EYFS:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
Beginning Readers: <ul style="list-style-type: none"> ➤ Children engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies and voices to create a range of sounds. ➤ They may know a few core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest. ➤ Some children may be engaging with other kinds of texts, e.g. print around them, digital and media texts. <p><i>Older readers at this stage may not yet have developed strategies to lift the words from the page.</i></p>	Developing Reader: <ul style="list-style-type: none"> ➤ Children apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense. ➤ They read words containing common suffixes and contractions and understand their purpose. ➤ Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy 	Fluent Readers: <p>Children at this stage use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words.</p>	Independent Readers: N/A
Early Readers: <ul style="list-style-type: none"> ➤ They are beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words. <p><i>Older readers could be over-dependent on one strategy when reading aloud, often reading word by word. They may be over reliant on phonics.</i></p>	Moderately Fluent Reader: <ul style="list-style-type: none"> ➤ Children at this stage will be looking at larger units of words to help them to decode more effectively and read more fluently. 	Experienced Readers: <ul style="list-style-type: none"> ➤ They can confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency. 	Mature, Independent Readers: N/A

Word Reading and Fluency			
EYFS:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<p>Beginning Readers:</p> <ul style="list-style-type: none">➤ Children may join in with simple nursery rhymes, poems, songs and rhyming texts, which should be an integral part of the curriculum at this stage. They generally enjoy listening to, sharing and joining in with a range of familiar texts.➤ Children at this stage know how to handle books, are aware of directionality and how print works from being read to. <p><i>Older Children at this stage are building up a repertoire of known texts to which they want to return again and again, as they are being read to and as they are developing as readers.</i></p>	<p>Developing Reader:</p> <ul style="list-style-type: none">➤ A developing reader is gaining control of the reading process. Children within this stage link reading to their own experiences and are able to read simple texts independently.➤ They have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.➤ Their improved fluency enables them to comprehend more of what they are reading.➤ They show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment. <p><i>Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. They will often re-read favourite books.</i></p>	<p>Fluent Readers:</p> <ul style="list-style-type: none">➤ Fluent readers are capable readers, who now approach familiar texts with confidence but still need support with unfamiliar materials.➤ They are developing stamina as readers, are able to read for longer periods and cope with more demanding texts.➤ Their increased fluency aids comprehension and allows them to start to self-correct.➤ They will begin to read silently and monitor their reading.➤ Readers within this stage are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts.	<p>Independent Readers:</p> <ul style="list-style-type: none">➤ They are capable of tackling some demanding texts and can cope well with the reading of the wider curriculum.➤ They are able and willing to take on more extended and more challenging texts.➤ They are more fluent and experienced across the wide range of reading demands that exist in the classroom.
<p>Early Readers:</p> <ul style="list-style-type: none">➤ They can tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones.➤ They can evaluate the books they meet, expressing likes and dislikes with reasons for their views.➤ They are developing a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.➤ Children within this stage are at an important transition from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart. <p><i>Older readers at this stage may have a narrow range of independent reading as they are still likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills.</i></p>	<p>Moderately Fluent Reader:</p> <ul style="list-style-type: none">➤ Moderately fluent readers are well-launched on reading. They read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently.➤ Moderately fluent readers are developing confidence in tackling new kinds of texts independently.➤ They are showing evidence of growing enthusiasm for a wider range of reading material that they self select; this may include but is not limited to information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts. <p><i>Older readers at this stage may still need help with the reading demands of the classroom and especially with reading across the curriculum.</i></p>	<p>Experienced Readers:</p> <ul style="list-style-type: none">➤ Experienced readers are avid readers; making choices from a wide range of material.➤ They are comfortable with reading both silently and aloud to others.➤ They are able to read a wide range of texts independently and with ease	<p>Mature, Independent Readers:</p> <ul style="list-style-type: none">➤ They can handle a wide range of texts, including some young adult texts.➤ They recognise that different kinds of texts require different styles of reading

Comprehension and Enjoyment			
At EYFS:	At Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
<p>Beginning Readers:</p> <ul style="list-style-type: none"> ➤ Most children have favourites that they want to share and will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud. ➤ They are able to react and respond to illustrations, character and narratives through questions and imaginative play. ➤ Reading at this stage will rely principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall. <p><i>Older readers at this stage might have a limited experience of reading and may not choose to read for pleasure. They are however, familiar with the storyline, the tune on the page and have a natural inclination to predict when working with memorable texts;</i></p>	<p>Developing Reader:</p> <ul style="list-style-type: none"> ➤ Children bring varied sources of information in order to enable them to make meaning of what they read. ➤ Children reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts. ➤ They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered. 	<p>Fluent Readers:</p> <ul style="list-style-type: none"> ➤ They select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material. ➤ Children's growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing. ➤ They are willing to reflect on reading and often use reading in their own learning. ➤ They are receptive to the views of others and engage in discussions about texts and their impact. ➤ They begin to infer beyond the literal from books and stories read independently. ➤ This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases. (During this time children may skill need support and guidance.) 	<p>Independent Readers:</p> <ul style="list-style-type: none"> ➤ Independent readers are self-motivated, confident and experienced, and may be pursuing particular interests through reading. ➤ They read thoughtfully and appreciate shades of meaning. ➤ They are capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information to the reader. ➤ Across a range of texts, they can distinguish between statements of fact and opinion. ➤ They make predictions based on details stated and implied. ➤ With encouragement, these children become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader. ➤ They comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader. ➤ They express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.
<p>Early Readers:</p> <ul style="list-style-type: none"> ➤ With support, children reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. ➤ They show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page. 	<p>Moderately Fluent Reader:</p> <ul style="list-style-type: none"> ➤ They can move between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences. ➤ They are more confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others <p><i>Older Children - As their reading experiences increase, children's reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves, bringing to the activity all they know and can do to make the text meaningful.</i></p>	<p>Experienced Readers:</p> <ul style="list-style-type: none"> ➤ They are more able to cross check across a range of cues to ensure comprehension. ➤ They are likely to be developing strong reading preferences and showing interest in new authors and genres. ➤ They recommend books to others based on their own reading preferences, giving reasons for their choices. ➤ They ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts. ➤ They are more able to appreciate nuances and subtleties in text. ➤ Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence. 	<p>Mature, Independent Readers:</p> <ul style="list-style-type: none"> ➤ Mature, independent readers are enthusiastic and reflective, with strong established tastes across a range of genres and reading materials. ➤ They enjoy pursuing their own reading interests independently and have read and demonstrate familiarity with a wide range of books. ➤ They can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created. ➤ They can identify themes and conventions demonstrating, through discussion and comment, an understanding of their use in and across a wide range of writing. ➤ They are able to evaluate evidence drawn from a variety of information sources. ➤ They can explain and discuss their understanding of what they have read in a variety of ways including cross-curricular presentations or writing. ➤ Students at this level are developing critical awareness as readers, analysing how the language, form and structure are used by a writer to create meanings and effects, and developing an appreciation of how particular techniques and devices achieve the effects they do. ➤ They become more able to question and/or admire aspects of content, form and function. ➤ They come to realise that some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased. ➤ They can extend their understanding of features such as ambiguity or irony. ➤ They can compare writers' ideas and perspectives, as well as how these are conveyed.

Statements taken from the **CLPE** (Centre for literacy in Primary Education) Reading Scales , 2016

The Statutory Requirements of the National Curriculum for Reading

Reading

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

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Key stage 1 - Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Year 1 programme of study

Reading - word reading

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

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

Year 2 programme of study

Reading - Word Reading

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

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

Lower key stage 2 — years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Years 3 and 4 programme of study

Reading - Word Reading

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

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

Upper key stage 2 — Years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Years 5 and 6 programme of study

Reading - word reading

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

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

Phonics and Early Reading

Phonics and Early Reading

Phonics involves teaching children to know the relationship between letters and sounds and how to use this knowledge to recognise words when reading, and to spell words when writing. It is an essential skill in learning to read and at Blackheath Primary School, this underpins our early reading curriculum as we believe that a good understanding of phonics and reading is critical to successful future literacy learning.

Children begin the foundations of phonics in Nursery and they begin to learn phoneme — grapheme correspondence from week 2 in Reception (week 1 is our transition week). As a school, we follow the framework progression of 'Little Wandle Letters and Sounds Revised' for our phonics programme alongside the National Curriculum requirements for early reading to develop our systematic, synthetic phonics programme from Reception through to Year One and beyond if children still need support with cracking the phonics code. Alongside phonics, children at Blackheath, have regular access to a broad reading curriculum to ensure they have many opportunities to develop a rich and varied vocabulary whilst fostering a love of reading.

Here is the progression of phonics that we follow as a school:

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none">words with –s /s/ added at the end (hats sits)words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none">words with double letterslonger words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none">longer words, including those with double letterswords with –s /z/ in the middlewords with –es /z/ at the endwords with –s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none">CVCC CCVC CCVCC CCCVC CCCVCClonger words and compound wordswords ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none">CVCC CCVC CCCVC CCV CCVCCwords ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –estlonger words and compound words	Review all taught so far

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /l/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Implementation of Phonics

Our children have daily phonics lessons. . From Reception, our teachers plan structured phonics lessons using the following teaching sequence:

Review and Revisit



Teach and Practise



Practise and apply

Assessment of Phonics

At Blackheath, staff undertake half termly formative assessment to identify gaps in pupils' phonetic knowledge. Children who are struggling with the phonetic code are identified from week 3 in Reception in order to address gaps in learning through our 'Little Wandle Keep-up' programme. Children are also identified when they are struggling to retain the sounds and tricky words in daily lessons and they may receive a 'Same Day Keep-Up' intervention to ensure they can keep up with the phonics programme..

At the end of Year One, children participate in the statutory phonics screening check. This is a National assessment to check each child's ability to decode and range of real and nonsense words. There is a threshold mark which determines whether or not a child has reached the expected standard in phonics by the end of Year One. If they do not meet the expected standard in Year One, they will retake the screening check in Year Two.

High Quality Phonics Interventions

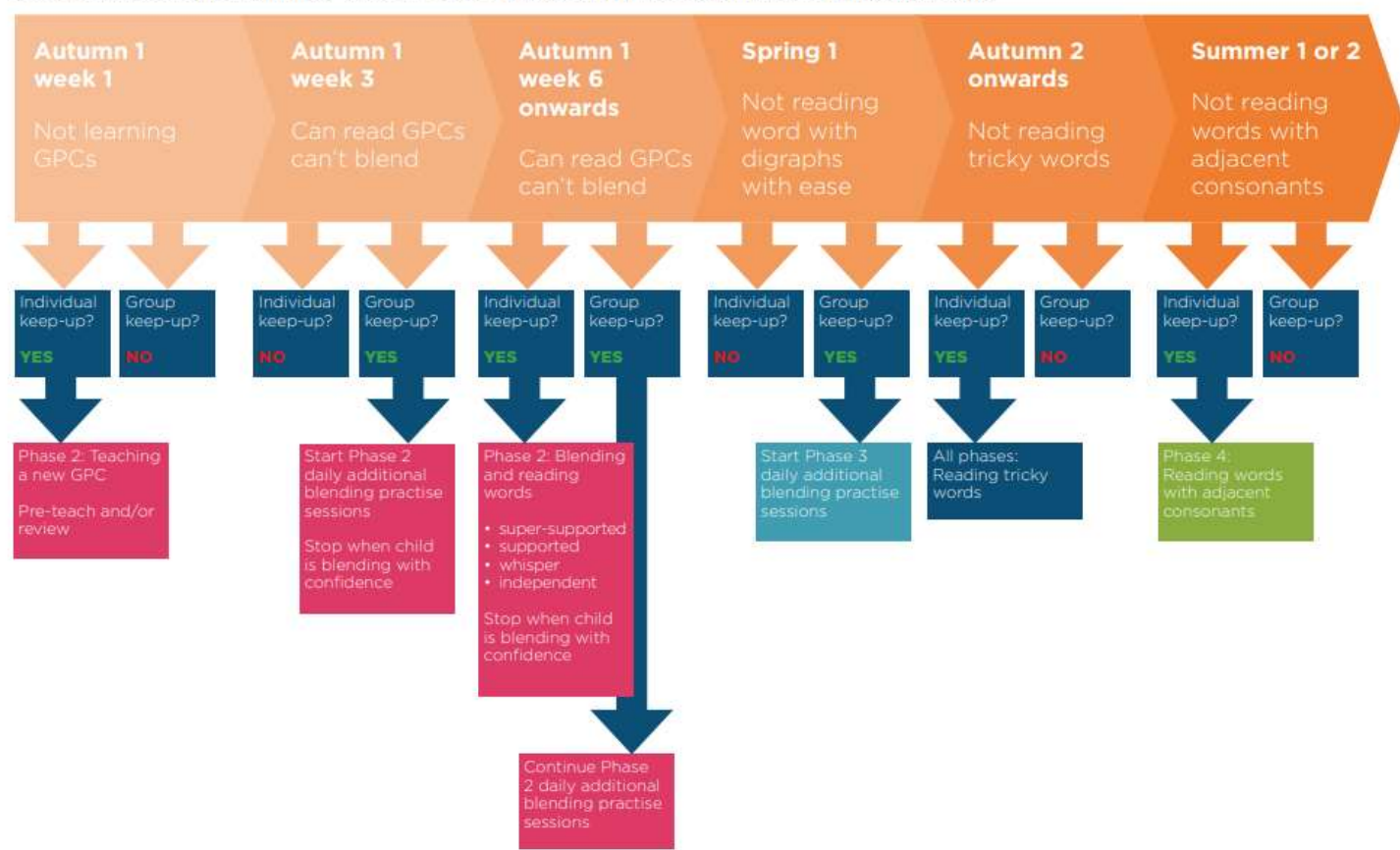
We use the following interventions to address and close gaps in phonetic knowledge:

Reception Phonics Intervention Map

What to do – identifying the children for daily individual support sessions

Use the Little Wandle Letters and Sounds Revised assessments (every six weeks), as well as assessment within the daily lesson to identify children who need either individual or group keep-up. Do not let children fall behind – take action as soon as possible.

Use the assessment again after three weeks to check that these children have filled their gaps.

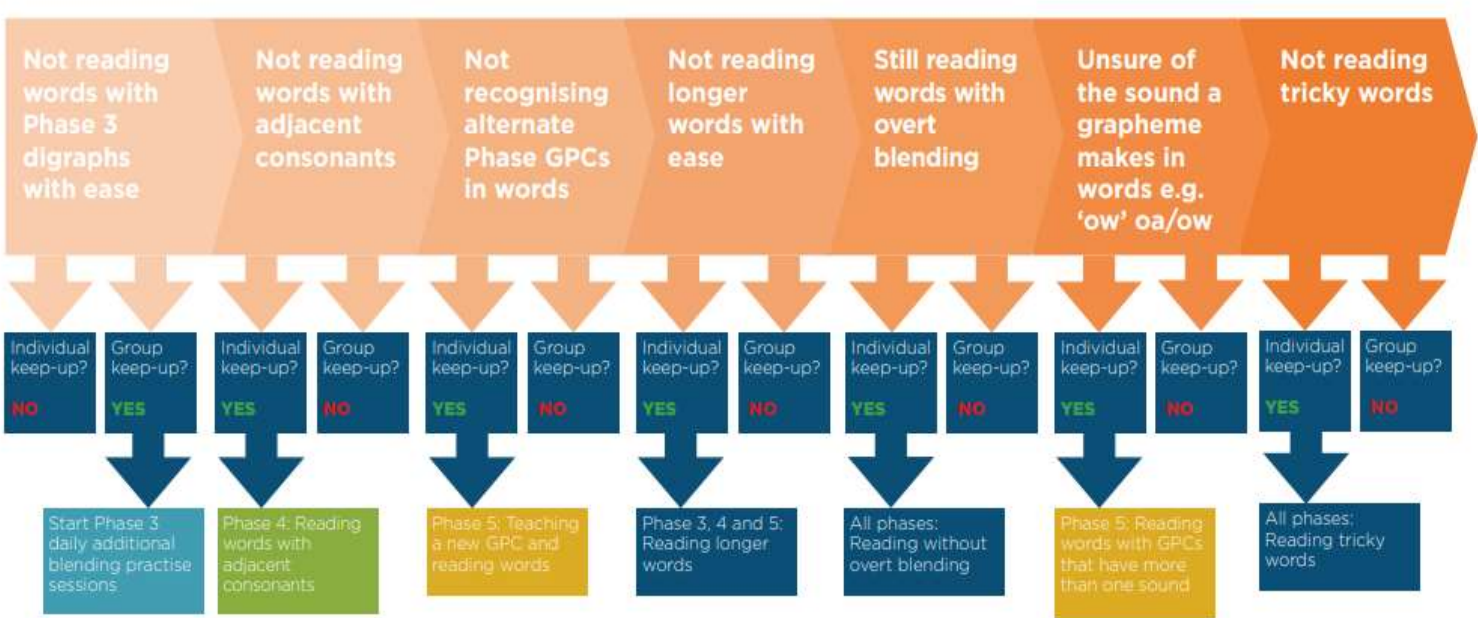


Year One Phonics Intervention Map

What to do – identifying children for daily individual support sessions

Use the Little Wandle Letters and Sounds Revised assessments (every six weeks), as well as assessment within the daily lesson, to identify children who need either individual or group keep-up. Do not let children fall behind – take action as soon as possible.

Use the assessment again after three weeks to check that these children have filled their gaps.



All of these interventions follow the same phonics progression as the teaching sequence in the main phonics lessons to ensure consistency.

Early Reading Practice lessons

All children in Key Stage One have daily reading lessons in addition to daily phonics lessons.

During these lessons, the focus is for the children to apply their phonetic knowledge for blending and segmenting in order to become fluent, proficient readers.

The children practise using decodable books that match to their phonetic knowledge 3 times a week, we call these reading practice lessons. All books chosen are matched to the children's acquired phonetic knowledge and children work in small groups with a trained practitioner who will support the children's understanding of GPC's and new vocabulary to apply them in the context of a book. Whilst practitioners model reading skills using a 'serve and return' approach, all children will read independently at their own pace to practise and develop their fluency.

Questioning - Practitioners also ask carefully planned questions around the books to work on their comprehension skills and develop their understanding of what they are reading. These books go home with the children at the end of the week so that they continue to develop their independence and fluency skills.

Twice a week, the children also participate in whole class reading sessions where they read more widely to gain an understanding of other literature such as rhymes, poems and traditional stories at a level appropriate for their age.

In Reception and Key Stage One, we use the following decodable reading scheme for our independent reading: *'Collins Big Cat Phonics Little Wandle Letters and Sounds Revised'* by Harper Collins. This reading scheme is entirely decodable and is sequenced to match our school phonics programme 'Little Wandle'

In addition to this, when our children are secure at decoding and blending for reading beyond Reception, they may also take home an additional reading book which they call their 'grapple book' for further challenge to share with an adult. We use *Dandelion Launchers* and *Dandelion Readers* reading scheme, published by Phonics books Ltd and *Letters and Sounds Readers* published by Junior Learning which have been aligned to our phonics progression. Children will also choose a library book of their choice to share at home.

Guidance for parents to support their child's reading at different stages is sent home as children develop their reading skills.

Reading in KS2

Whole Class Reading – KS2

Our approach to reading in KS2 is through whole class reading sessions. This is because we ensure our pupils have access to high quality, age appropriate texts to study. We expect our pupils to increase their fluency and widen their text knowledge in KS2 through enjoyment and exploration of a range of genres and themes. Teachers plan daily 45 minute reading lessons in order for a range of curriculum objectives and domains to be taught.

There is a strong focus on Vocabulary in our reading lessons in line with our schools' seven steps vision and Tier 2/ Tier 3 vocabulary is pre taught prior to sharing a new text extract to enable all children to access and understand what they are reading.

Children study a themed class text to support their topic in the wider curriculum in the first half of every term. They also study other extracts for wider reading and to teach discrete, stand alone reading objectives.

Here are the suggested class texts studied.

	Year 3	Year 4	Year 5	Year 6
Autumn	Slig of the Dump / Stone Age Boy by Satoshi Kitamura	Boudicca: VIP Histories	Secrets of a Sun King by Emma Carroll	Holes by Louis Sachar
Spring	Helping Hercules by Francesca Simon	The saga of Erik the Viking by Terry Jones	The secret Garden by Frances Hodgson	Private Peaceful by Michael Morpurgo
Summer	Swallows and Amazons by Arthur Ransome	The Mountain of Adventure by Enid Blyton	A Street Child by Berlie Doherty	The Titanic Detective Agency

Daily Reading for Pleasure

To promote a love of reading across the school, our children all have reading for pleasure timetabled at the end of the school day. This is where children experience an adult reading a text simply for enjoyment. The texts are chosen from a range of recommended books for each year group using Pie Corbett and Scholastic Recommended Reads for each year group. The children choose a text for enjoyment and the text each class is sharing is displayed by each classroom door.

Assessment of Reading in KS2

Class Teachers assess children's understanding of texts through class discussion and their written responses in reading lessons. This is matched closely to the main objective / domain for the lesson which are mapped out in our reading stage targets for each year group. In addition to this, the children undertake a termly age appropriate comprehension test. This is used for formative assessment in the first instance to identify domain based gaps for future planning. The subject leader uses the Reading assessment QLA to support class teachers in identifying priority reading curriculum gaps.

Alongside a fluency check using their home reader, teachers use a triangulated approach to making a summative judgement of each child's reading ability. This is done once a term.

Reading Interventions in KS2

It is an expectation that any children who have still not mastered the phonetic code by the end of Key Stage One continue to receive targeted daily phonics intervention in addition to their reading lessons to ensure that they have the best opportunity to acquire the phonetic knowledge needed to become more fluent readers.

The subject leader uses termly reading data submitted by class teachers to identify pupils who require additional reading intervention based on their progress and attainment. Disadvantaged pupils are closely monitored to ensure that they achieve in line or above their peers. Where this is not the case, they receive targeted support through additional interventions and direct wave one teaching.

Reading at Home

We promote and encourage reading at home. All of our children are provided with a reading record when they join our school and they earn reading rewards for reading regularly (at least twice a week) at home. Reading achievements are celebrated weekly in our whole school assembly through academy competitions.

Reef's Retreat is located in our school lounge and during the warmer months, on our school playground. We have a designated librarian who runs Reef's retreat and parents are invited to read and share books with their children before the school day starts to work towards their reading rewards.

Reading across the Curriculum

Reading in other subjects

Reading is one of the Seven Steps vision for our school curriculum vision. This is because we believe in the importance of wider reading through across every subject area. Shared reading is built into the implementation of our wider curriculum and this is intentional to ensure that children have access to a rich, varied reading curriculum that supports their knowledge and understanding of other subject areas.

Library Books

In addition to their decodable (EYFS / KSI) reader, our children take home a book of their choice to share with an adult at home.

Bookworms

This is a lunchtime club for our KS2 greater depth readers and children who enjoy more challenging texts. They meet twice a term to discuss chosen texts to recommend them to classes across the school. *

Impact and Outcomes for Reading

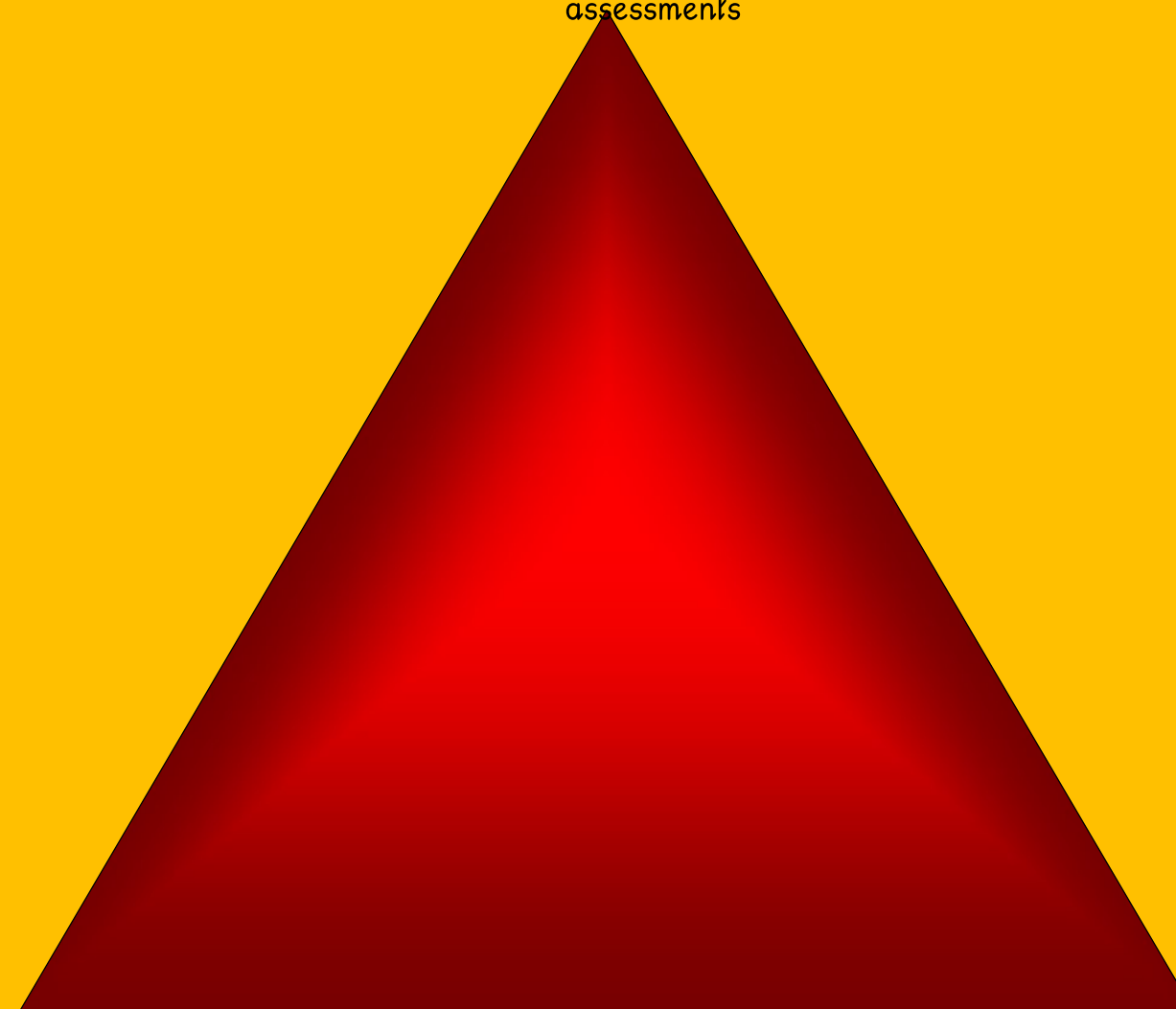


Blackheath Primary Reading Impact

The reading curriculum is evaluated through the triangulation of reading assessment:

Summative Assessment - Termly reading
comprehension and phonics
assessments

Word Reading Fluency levels / Lexile levels
Accuracy measure= = 90% accuracy (1 in 10 words
incorrect)



Formative Assessment —Ongoing teacher
assessment using WCR/GR against stage
targets including interventions

Data Outcomes														
Phonics					Key Stage One Reading					Key Stage Two Reading				
Context	2018 School	2018 NAT	2019 School	2019 NAT	Context	2018 School	2018 NAT	2019 School	2019 NAT	Context	2018 School	2018 NAT	2019 School	2019 NAT
Year One All Pupils	81%	82%	78%	82%	All Pupils Expected +	74%	75%	72%	75%	All Pupils Expected +	53%	75%	73%	73%
Year One Boys	75%	79%	83%	78%	FSM / Disadvantaged pupils Expected +	79%	60%	76%	78%	FSM / Disadvantaged pupils Expected +	61%	64%	68%	62%
Year One Girls	88%	86%	72%	85%	Boys Expected +	73%	71%	64%	71%	Boys Expected +	73%	72%	50%	69%
Year One FSM / Disadvantaged Pupils	75%	70%	65%	82%	Girls Expected +	75%	80%	80%	79%	Girls Expected +	82%	79%	89%	78%
Year One Disadvantaged Boys	67%	65%	63%	65%	All Pupils Exceeding	24%	26%	21%	25%	All Pupils Exceeding	15%	28%	22%	27%
Year One Disadvantaged Girls	88%	75%	67%	75%	FSM / Disadvantaged pupils Exceeding	11%	-	13%	-	FSM / Disadvantaged pupils Exceeding	-	18%	15%	17%
Year Two All Pupils	69%	-	45%	56%						Boys Exceeding	-	24%	12%	22%
Year Two Boys	60%	-	39%	-						Girls Exceeding	-	33%	28%	32%
Year Two Girls	75%	-	57%	-										
Year Two FSM / Disadvantaged Pupils	100%	-	50%	-										
Year Two Disadvantaged Boys	-	-	25%	-										
Year Two Disadvantaged Girls	-	-	100%	-										
End of KSI All Pupils	93%	92%	86%	92%										
End of KSI Boys	92%	90%	82%	89%										
End of KSI Girls	94%	94%	93%	94%										
End of KSI FSM / Disadvantaged Pupils	100%	85%	91%	85%										
No Validated data in 2020 due to Covid - 19 Pandemic														
Summary														
<ul style="list-style-type: none">Y1 Phonics data is broadly in line with NationalY1 PP Boys are underperforming however boys as a cohort outperformed girlsY2 Girls (cohort and pp) outperformed boysTypically by end of KSI, no gender gap in 2018, however in 2019 girls were in line with National and boys slightly underperformed by 7%By end of KSI, 91% of PP children achieved EXP in phonics, well above National, which shows a continuing trend (100% in 2018) <p><u>Other Contextual Information</u></p> <ul style="list-style-type: none">72% of non pass Y2 retake in 2019 were on SEN register38% of non pass Y2 retake in 2019 Joined BPS in Y2 Summer Term					<ul style="list-style-type: none">Reading is in line with National for EXP and GDSPP achieved above National: at 76%. The in school gap: 6% well below the National gap.74% FSM achieve well above National and in line with peersGirls perform in line with NationalBoys are 7% below National — EXP and GDGirls GD is in line with National,33% EAL achieved EXP+, well below the National of 76%14% SEN pupils achieved EXP+ well below NAT of 75%					<ul style="list-style-type: none">% achieving expected standard is in line with National at 73% and significantly increased from 2018Girls outperform National at EXP — 89% . NAT — 78% GD - 29% nat — 32%Boys underperform National at EXP — 50% NAT — 69% GD - 12% NAT - 22%Disadvantaged at EXP (68%) is in line with National (62%) which suggests that Disadvantaged pupils perform well at end of all key stages compared to NationalEAL pupils perform in line with National at 74% which suggests gap closes from KSI due to language acquisitionGD middle attainers fell short of achieving higher standards at 14% compared to 14% at National				

Closing the Covid gap - Prioritisation in Phonics and Reading

2020-2021

- Post Covid, 'missed' and 'at risk' gaps in reading were identified by class teachers prior to the 2020-2021 academic year.
- Changes to Reading curriculum content; identified gaps were built into 2020-2021 Stage Targets.
- Gaps were taught on a Thursday's reading lesson.
- To ensure a full and broad reading curriculum, discrete skills were taught on a Friday's lesson.
- Increase in different extracts for wider reading.
- Bedrock Vocabulary was implemented 3 x week that focused on Tier 2 vocabulary and reading skills.
- School library adapted to ensure pupils still have access to self-choosing texts for reading for pleasure.

2021-2022

- End of year summative assessments were analysed to inform domain based gaps and key prioritisation by year group.
- Non secure Curriculum coverage gaps from Stage Targets were identified and built into 2021-2022 curriculum.
- Continued focus on explicit teaching of Tier 2 vocabulary in text extracts in lessons.
- Reading implementation remains the same as 2021-2022 (Thursday — 'at risk' assessment gaps, Friday — 'missed' discrete for full coverage).
- Year 2 pupils follow the Year 1 Summer 1 Little Wandle phonics programme in preparation for phonics screening check in Autumn 2
- Year 3 pupils to continue with Little Wandle daily phonics programme for bottom 20% of readers.
- All bottom 20% pupils have been identified across school and shared with staff. All bottom 20% pupils receive phonics or reading intervention in addition to daily reading lessons.
- Pupil Premium pupils identified for interventions / targeted in class support.
- New decodable reading books (Little Wandle Letters and Sounds revised) and teaching resources for whole school in line with new SSP.
- Partnership with English Hub to focus on following strands:
 1. Teach with fidelity to an SSP programme
 2. Make a strong start in Reception
 3. Ensure cumulative progression of sounds and books
 4. Build a team of expert reading teachers
 5. Reach the lowest 20% pupils

6. Build talk and listening into all activities across the day.
7. Develop pupils' listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books.

Staff have received:

- Whole School staff training on Little Wandle Letters and Sounds SSP — September 2021..
- Renewed training on the importance of reading for pleasure and class book corners,
- Coaching from phonics and reading leader for Phonics programme and keep-up interventions.

Next Steps in 2021-2022 for ensuring gaps are closed:

Increase Year Group reading spines — purchasing of high quality texts for reading for pleasure and class book corners.

Star Reader — Assessment of reading in KS2 to match books to children

Renaissance Accelerated Reader — Quizzes to encourage greater engagement in reading at KS2.