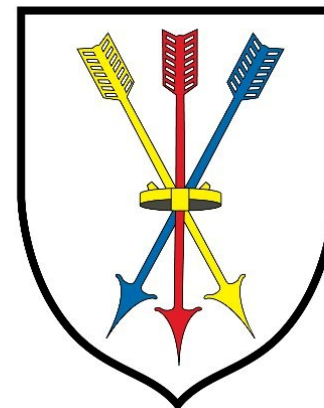
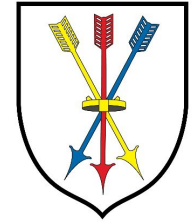


# Purbrook Junior School

## Reading Curriculum

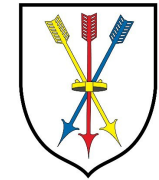
Purbrook Junior School





# Purbrook Junior School Reading Curriculum

- Reading at Purbrook Junior School
- Developing readers
- Phonics
- Whole Class Reading
- Reading Spines
- Progression in texts
- Termly Reading Overviews
- Assessing reading



# Reading at Purbrook Junior School

At Purbrook Junior School, we inspire all of our pupils, regardless of ability and background, to - Dream Big. We nurture them so, no matter what their goal, they will strive to be the very best that they can be and therefore be open to a rich and wide world of opportunity. We believe that reading is the greatest vehicle for this.

We put reading at the core of every subject and we endeavour to create a culture where our children are thirsty to absorb knowledge and experience through their reading. Only as fluent readers can our pupils harness a firm grasp of the world in which they will live and thrive as citizens; but we also strive to foster a love of reading through high quality texts; celebrated authors; a well-stocked library with regular and stimulating access to it and a range of engaging events to promote and cultivate a real love of reading.

## The implementation of Reading:

- For most of our pupils, the teaching of reading is conducted in a whole class setting on a daily basis, where quality texts are at the heart of every lesson. Texts have been carefully selected from the school's **Reading Spines** or because of their links to the themes that are studied. This ensures a broad range of engaging and challenging reading material which includes poetry, diaries, graphic novels and short films.
- Across the school, the **HIAS Reading Comprehension Toolkit** has been implemented. This means that reading strategies and comprehension skills are consistently taught across all year groups, and ensures pupils and staff alike have a common language when discussing the teaching and learning of reading over the key stage.
- Where there is a need, children are taught using a systematic synthetic phonics approach (**SSP**). **ELS** is currently the scheme being used. This is to enable those children who entered the school without the required phonetic knowledge to catch up with their peers.
- These pupils also have access to decodable books at the relevant phonetic phase. It is expected that all pupils (with exception of some SEND children) should have progressed to a 'free reader' by the end of year 4.
- Pupils have access to a well-stocked library where they can change their books independently. In addition to the daily reading lesson, each year group has an additional dedicated 30 minutes allocation to library a week.
- All children have access to the online reading platform SORA that they can access both at school and at home. Teachers also use this for whole class reading.
- Children each receive a school 'reading record' at the beginning of each year where they record their daily reading. The children are responsible for completing these but it is expected that parents and class teachers monitor these regularly. Children are expected to read for 20 minutes a minimum of 5 times a week. This also forms part of the school's **Reading Challenge** where rewards and incentives are offered to those pupils who read age appropriate books on a regular basis.
- The school subscribes to Hampshire's School Library Service which allows pupils access to the most up-to-date publications.
- **Rapid Reading** intervention is taught in addition to whole class reading lessons to enable some children to 'catch-up'.



# Reading at Purbrook Junior School

## **The Impact of Reading:**

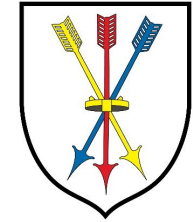
It is our aim that our pupils will:

- Become fluent and avid readers, exploring a wide range of authors and genres but also have an awareness of what their preferences are and be able to express why.
- Engage and contribute successfully to whole class reading lessons, offering their reasoned opinions and exploring challenging texts at a much deeper level.
- Employ a wide range of reading strategies in order to comprehend unfamiliar words and texts.
- Use their reading skills in order to develop a better grasp of other areas of the curriculum and the wider world.
- Share their love of reading with parents and carers. And in turn parents and carers will support reading at home.

The percentage of pupils working at ARE within each year group will be at least in line with national averages.

The percentage of pupils working at Greater Depth within each year group will be at least in line with national averages.

There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) .



# Reading at Purbrook Junior School

## Promoting a love of reading

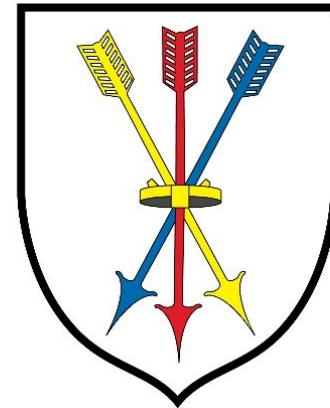
We want all of our pupils to have a real love of reading, and we recognise that in order to achieve this we need to actively promote a love of reading through school. We aim to do this by:

- Creating a reading rich environment not only within the library and classrooms but throughout the school, where authors and books are celebrated.
- Organising reading areas purposefully and allowing the children access to a wide range of age appropriate and engaging books. Class collections should grow organically with the interests of the class or the themes and genres that are taught. 'Linked texts' and 'recommended reads' should feature in all classrooms and regularly be reviewed and updated. The librarian will work closely with year groups and class teachers to ensure there is a good selection of books to supplement the themes and genres being taught.
- Ensuring all adults, as good role models, talk about books in a lively and engaging way. Sharing their likes and preferences and offering suggestions to the children.
- Promoting the use of the library as a pleasurable time that should be embraced and looked forward to.
- Actively encouraging and promoting the school's Reading Challenge incentive so that the children are reading independently with enjoyment and fulfilment
- Organising stimulating book-related events such as World Book Day, Book fayres, and author visits.

# Developing Readers, Phonics and Project X

Purbrook Junior School

Phonics

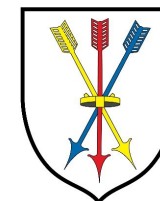


# Developing Readers and Phonics

## ELS Overview – Phase 1 to Phase 5

At Purbrook Junior School, some learners will still be in the early stages of their reading journey. There is an expectation that all children should be fluent in phonics up to phase 6 by year 2 but this will not be the case for some of our learners. It is expected therefore that on entry these children will have regular targeted phonics teaching through **ELS**. Its structure is as follows:

Purbrook Junior School



Phase 1*	Phase 2	Phase 3**	Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>	<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>





## Guidance for the teaching of phonics and early spelling at Purbrook Junior School

When	Who	Action	Outcome
On entry	Year 3	All children are tested using <b>Phonics Tracker Assessment</b> – the previous year's screening test from KS1 should be used.	Any children who fail to pass or only marginally pass will undergo phonics diagnostic testing – See <b>Phonics Tracker</b> step
On entry	Year 3	<b>Word reading ages</b> for all children are completed and added to Insight	Any child who has a reading age below their chronological age will undergo phonics diagnostic testing – See <b>Phonics Tracker</b> step
On entry	Year 3	Children are assessed for their <b>reading level</b> and assigned an appropriate book from the levelled reading scheme	Any child who is reading <b>below level 8</b> will undergo phonics diagnostic testing – See <b>Phonics Tracker</b> step  Children who receive daily phonics lessons will have a <b>decodable reading book</b> only. This will be shared and changed every Friday by the phonics teacher. The book should go home with the child. The children should be able to read the book independently.
On entry	Year 3	The <b>SPAR</b> spelling test is used to obtain spelling ages for all children	Children who have passed the phonics screening and achieved their chronological age or greater will begin <b>Spelling Shed</b> at Stage 3.  Those not achieving chronological age should also be assessed using <b>Phonics Tracker</b> to establish whether there is a phonics issue (see the Phonics Tracker step). If there is no phonics issue then the Spelling Shed diagnostic tools should be used to establish the correct spelling level for that child.
On entry	Those children identified as having a potential phonics need through either	<b>Phonics Tracker</b> is used to identify specific gaps for individual pupils: <b>Assessment procedure:</b> <ul style="list-style-type: none"> <li>Phonemes Phase 5</li> <li>Blending Phase 5</li> <li>Phonemes Phase 3</li> <li>Blending Phase 3</li> </ul>	Those children with <b>significant</b> gaps will form the Year 3 phonics group for catch-up phonics which will run until the end of the Autumn term.  Those children identified as having only a few gaps will have phonics as an intervention, which will be delivered by a trained LSA. This should take place <b>outside</b> of the spelling lesson



	one of the above assessments	Work backwards and fill first gap. Phase 3 must be secure before cementing Phase 5. If struggling with Phase 5 check Phase 3	Any child falling significantly below the majority should have a bespoke, daily programme in place with a consistent LSA. This should happen during phonics/spelling sessions. The <b>ELS</b> SSP will solely be used for the teaching of phonics and it will be delivered by staff who attended the ELS training.
End of Autumn 1 and 2	Children who have specific gaps	<b>Phonics tracker</b> assessment will be repeated.	<p>When assessing the children, the following thresholds should be adhered to:</p> <p><b>Children who are secure in -</b></p> <ul style="list-style-type: none"> <li>&gt;90% - no support in phase required</li> <li>80 - 90% specific review 3x across the week (flashcard)</li> <li>&gt;80% - must review every day</li> <li>&gt;60% reteach the lesson</li> </ul> <p>Where the gaps have been closed, the children will be tested again for their spelling age alongside the <b>Spelling shed</b> diagnostic tests and will begin the appropriate level on <b>Spelling Shed</b></p> <p>For those that still have gaps the ELS program will continue. As the group becomes smaller, the delivery of phonics will be handed over to an LSA, but the responsibility of planning and assessment will remain with the teacher.</p> <p>The teacher's focus shifts to the teaching of spelling to those children whose gaps have been filled.</p> <p>It will remain the class teacher's responsibility to regularly monitor the children have who have progressed from the phonics group ensuring that they have retained their phonics knowledge. They should be high priority when listening to the children read.</p>
Spring 1 and 2	Children with 80 - 90% achieved on Phonics Tracker	Three times a week, these children will receive a phonics review using the flashcards	These children should progress to Spelling Shed, with daily spelling lessons. Phonics review will become an LSA led intervention 3 times a week
Spring 1 and 2	Children with >80% achieved on Phonics Tracker	Daily review of unsecured phonemes with a trained LSA.	These children should progress to Spelling Shed, with daily spelling lessons. Phonics review will become a daily intervention

Spring 1 and 2	Children >60% achieved on Phonics Tracker	Continued daily taught phonics with a trained LSA	These children will continue with taught daily phonics until all gaps are closed. Progress should be tracked every half-term using Phonics Tracker
Summer 1 and 2	As above	As above	As above
End of Summer term	Children identified as still having gaps in phonics	During end of year transition, these children will be highlighted as children in need of interventions for the coming year	Interventions in place ready for the start of the next academic year
Autumn 1 and continuing throughout the year	Pupils in years 4, 5 and 6 who still have gaps in phonics	Intervention LSA, who has had ELS phonics training, will continue to gap fill using the data collected using <b>Phonics Tracker</b> Progress will be recorded on Insight half-termly	Gaps are closed and tracked using <b>Phonics Tracker</b> For those children still not reading fluently phonics will continue to be the predominant strategy There will be a very small number of children who will require daily phonics throughout the key stage. This will most probably be children with an EHCP



## The Teaching of Phonics at Purbrook Junior School

### Phonics as a taught lesson

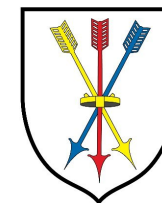
- Only those pupils identified through rigorous assessment will need to be taught phonics.
- The phonics group should run as an intensive catch-up programme throughout the Autumn term, in Year 3.
- Over the course of a week, the group will run for a minimum of four times. Each session will follow the ELS programme. Lessons will be driven by the assessment data gathered from Phonics Tracker.
- Lesson should be roughly run for 28 minutes. If the lesson has to be cut short, the reading element of the lesson should never be dropped. Drop the spelling element if necessary.
- Phoneme review: use a maximum of 12 flashcards.
- Children should be grouped according to their common gaps. All missing phonemes will need to be covered. Where there are individual needs these will be taught as an intervention or as part of the phoneme review.
- The teacher will deliver phonics to the largest of the groups. Within the group, LSAs will deliver bespoke programmes to individual children.
- ELS will be the only programme used by all adults.
- Decodable books will be selected using the ELS Decodable Book Map.
- Children receiving daily phonics will be issued with decodable books whilst in the phonics group. As per the ELS scheme requirements, decodable books will be shared every Friday and the children will take them home for the entirety of the week. New books will be issued every Friday.
- Books must match the children's independent level. If they have a gap the book must come before that gap. Library books can still be chosen by the children and taken home to help instil the love of reading.
- Once the gaps have been filled and the children progress onto spelling shed, they should move to the levelled reading scheme books and follow the same process at the rest of the cohort - reading daily at home, recording their reading in their reading record, changing



books once completed and tracking the completion through the loyalty card scheme. These children should continue to be daily readers until they have reached reading competency.

### **Phonics as an intervention**

- Interventions should run as 1:1 only
- Only ELS resources should be used for interventions
- Interventions should be bespoke learning programmes to fill the gaps identified using **Phonics Tracker**
- Children with 80 - 90% achieved on Phonics Tracker should receive interventions **3x weekly**
- Children with > 80% achieved on Phonics Tracker should receive **daily** interventions
- There are 3 types of intervention
  - Oral Blending - 3 mins
  - GPC recognition and blending - 4 mins
  - Blending for reading - 5/6 mins
- These children should have a levelled reading scheme book. If a child continues to need interventions into Years 5 or 6 then they can select the high/low reading books as long as they are carefully matched to their reading ability.



# Developing Readers and Phonics

On entry to Purbrook Junior school, children should be assessed as to whether they need to read from the school's reading scheme. These books are levelled, and a variety ensures they are engaging for the children. Teachers should use data and assessment provided by their previous school as well as using their own teacher discretion. Teachers should use the 'Five Finger Rule' when deciding if a book is at a suitable level for a child. Children can start on the appropriate level entry point. It is expected that by year 4, children should have progressed on to the 'Free Reader' status with the exception of children with SEND. Children who are following this scheme, particularly those with SEND, should be heard by an adult at least once a week. Once a book has been completed the children get their loyalty card 'stamped' and once the card is complete they will be assessed to be moved on to the next level.

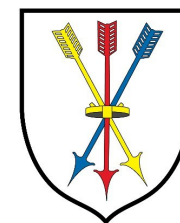
## 5 Finger Rule

WHAT TO DO: Pick a book, open the book to any page and start reading. Put one finger up for each word you don't know.

0-1  
1-2  
3-4  
5

Too Easy  
Perfect Choice  
Give it a Try  
Too Hard

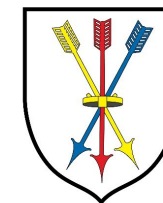




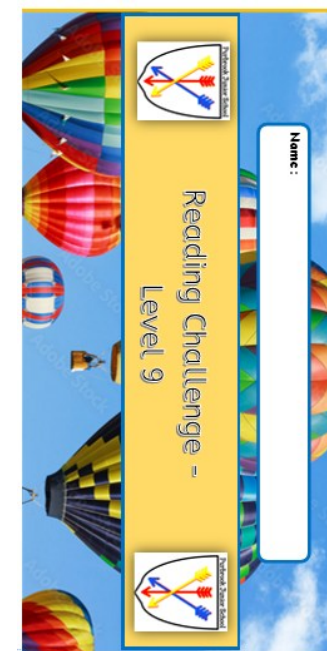
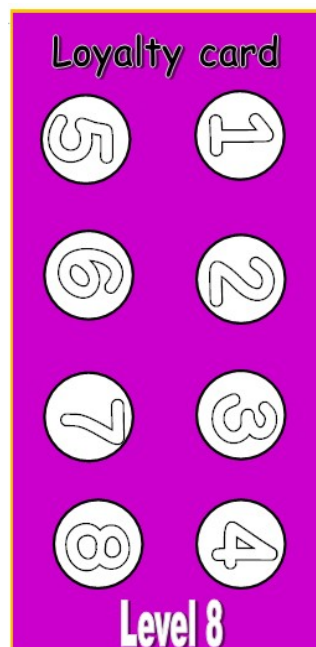
# Book Level

Year group	Age	Oxford Level
Nursery	Up to 4 years old	1
		1+
Reception / Primary 1	4-5 years old	1
		1+
		2
		3
		4
Year 1 / Primary 2	5-6 years old	5
		6
		7
Year 2 / Primary 3	6-7 years old	8
		9
		10
		11
		12
		13
Year 3 / Primary 4	7-8 years old	14
		15
		16
		17
		18
Year 4 / Primary 5	8-9 years old	19
		20





# Home Reading Challenge



Each year group will set a 'Reading Challenge'. After each book has been read, the child should complete a follow up task such as a book review or poster detailing what they enjoyed (or did not!). It is encouraged that they are used for display purposes to further promote our love of reading in our school environment. When a child completes the full challenge they will exchange their 'stamped' loyalty card for the opportunity to choose from the pick 'n' mix prizes.