



**HARTLEY BROOK**  
PRIMARY ACADEMY  
Astrea Academy Trust  

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INSPIRING BEYOND MEASURE

# **HARTLEY BROOK ACADEMY**

**Reading / Phonics Policy**

**2018 / 2019**

Review Date: July 2019

## **Phonics**

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. This is taught daily.

### **The programme is for:**

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.

### **In Read Write Inc. Phonics pupils:**

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading

and discussing these books with the teacher supports their increasingly fluent decoding.

### **RWI Expectations:**

- All classroom used for RWI teaching to have speed sounds charts and frieze displayed.
- RWI sound mats to be available in classrooms.
- MTYT (my turn your turn) and TTYP (talk to your partner) to be used
- Silent stop to gain attention.
- Each lesson children should be given the opportunity to learn a new sound, read real and alien words with this sound in, review previously taught sounds, review words with previously taught sounds in, spell words with the new sound in and spell words with previously taught sounds in.
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

### **Planning:**

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has access to this planning. Both teachers and TA's are responsible for the preparation and delivery of RWI sessions. No written planning is expected but post it not cues are good to assist delivery.

### **Assessment and Review:**

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

- Articulate the sound.
- Identify sounds.
- Read the green words.
- Read the alien/nonsense words.

- Writes the words

Formal assessment is carried out periodically by the designated person, using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants. Dates will be agreed and staff will be notified. Children are assessed in R.W.I every half term and new groups are created based on the children's individual needs.

R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings.

In addition, we use the Salford Reading Test, so that we can ensure that the gains our pupils are making are age-appropriate.

### **KS1 Phonics Screening**

All children will sit the phonics screening. This will initially be tested in Summer term in Y1. If children do not meet the given pass mark a resit will be taken when they are in Y2, again in Summer term. The screening assesses the reading of real and nonsense words using the sounds taught during phonics lessons.

Mock phonic screening tests are also completed three times prior to the Summer term of Y1. These take place in transition week of Year 1, Autumn Term Year 1 and Spring Term Year 1. These results are also shared with parents at Parents' Evening.

## **Set 1 Lesson Format**

### **New Sound**

- MT/YT new sound
- show pictures that start with that sound MT/YT
- draw picture for that sound explaining MT/YT
- draw letter for the sound next to pic – same size
- show picture side of card and phrase to go with it
- flip card to recall both sides MT/YT then chn only
- air write MT/YT
- say phrase while writing MT/YT

### **Words from book for the sound**

- Fred talk MT/YT
- Fred talk and whole word MT/YT

### **Word time**

- practise sounds already learned
- Fred talk words for sound learning MT/YT (sounds only then sounds and word)
- model putting sounds up to create word MT/YT
- model finding magnetic letters
- children find and make while saying sounds
- children FT, point and say whole word

### **Green words**

- show and children say sounds and read words

### **Fred Fingers (words in book)**

- T holds up fingers, says word, pinches and says sounds then word
- then tell the children how many fingers and the word, they pinch on the sounds and repeat the word MT/YT if needed
- children then write word saying sounds

## Set 2/3 Lesson Format

### **New Sound**

- say sound MT/YT
- show picture card and phrase MT/YT
- FT words from sound card MT/YT and then full words MT/YT
- show letter side MT/YT (identify if special friends)
- flip card a few times children to say phrase / sound
- review - put sound in with other sounds and flash them

### **Word time**

- green words for sound learning
- show chn identify special friends, chn FT and then chn read
- T repeats word MT/YT then T puts into a sentence for understanding - MT/YT
- chn read words previously taught – NO FT
- chn read some nonsense words – special friends, FT and then read

### **Spell**

- MT/YT word
- chn count the sounds on fingers (keep hidden until T says fingers) / tell them number of fingers needed.
- chn repeat the word, pinching sounds and then say word (repeat if needed)
- **chn trace letters names onto their fingers – set 3 only**
- chn write (underline special friends).
- chn sound out (**set 3 say letter names**) for T to write - T ticks sounds with chn.
- chn follow spell using same process for some previously taught words

# **Reading**

## **Overview**

As a school, we promote a love for Reading. Children are able to read a variety of materials. We encourage the children to use a range of fiction stories, non-fiction texts, articles, newspapers, videos, images, online electronic texts, websites, magazines and comic strips.

## **Home Reading**

All children take home a reading record and reading book, which they can change regularly in their classrooms. We recommend that children read at home for at least 10 minutes every day. We also recommend that parents and carers read to their children every day if possible as part of a daily routine. Parents can support their child by encouraging them to talk about their reading and ask them questions to check their understanding.

## **One to One Reading**

Children read individually in school wherever possible and there are initiatives in place to encourage this, e.g., our Reading Volunteers Programme, where adults from outside school come in to read with individual pupils. Teachers also will read with children on a one to one / small group basis at points throughout the term. A copy of this can be seen within the appendix.

To encourage children (Y3-Y6) to read for meaning, Reading Journal stickers are given to allow the children chance to complete a follow up task. This task is related to the text they have read. This is completed in their exercise book and contributes to meeting their year group milestones.

## **Accessing Reading / Promoting Reading Across the School**

Children take part in whole class reading sessions with high quality texts to help develop comprehension skills and are read to every day by their teacher, normally at the end of the day.

KS2, are launching a new Digital Library. This allows children opportunities to read, through a digital media, a range of texts suited to their age range. Classes are timetabled slots throughout the week to visit the Digital Library for personal enjoyment.

Library visits also take place throughout the year. These are in partnership with our local library, Firth Park. All children are given a library card and are encouraged to visit more often with parents to loan a library book.

### **Salford Reading Tests**

All children complete a Salford Reading Test three times a year; once in Autumn 2, once in Spring 2 and once in Summer 2. These are designed to provide an accurate reading age for the child taking the test. From these results and teacher judgements, children are mapped according to their individual needs. A copy has been attached to the appendix of this document.

### **Further Assessment**

Although teacher assessment is the most accurate way we assess children in Reading, we also take account their raw score / scaled score from their comprehension test (otherwise known as a PIRA test).

In addition to this, assessment grids are completed for each child to identify the evidence found towards a specific milestone. These correlate to the O Track Assessment package, where children's progress is monitored.

Together an accurate assessment of each child is formulated and this is then agreed through our HUB moderation process.

### **Moderation of Reading**

Moderation of Reading takes place within our HUB of schools, all of which are part of the Astrea MAT. The process involves listening to children read,



identifying if they have met the specific milestones for their cohort and checking their Salford / PIRA scores are accurate.

## **Format of Reading Sessions**

### **KS1**

Reading sessions in KS1 are taught according to the needs of the specific children within each group, Children are grouped into Guided Reading groups based on their book band.

Children are read with in a small group (maximum six children) with a teacher for a minimum of thirty minutes per week. All children in KS1 follow the same five-part Guided Reading session, as follows:

<b>HFW/ Common exception words</b>	Recap HFW/ common exception words for the year group or ability of the group of children. These do not have to link to the book you will be reading in the session.
<b>Common exception words linked to the book</b>	Show and read with the group. These should be words that will appear in the book. These can be written on a whiteboard and kept on the table to refer to throughout the session.
<b>Walk through of the book</b>	Discuss the front cover, titles, genre and features of the chosen genre. Walk through the book, discussing what might be happening from looking at the pictures.
<b>Read the book</b>	This may be a child reading a page each, sentence each, or paragraph each depending on the children's ability. For lower ability children, you may play games such as find me the sound, find me the word etc.
<b>Questioning</b>	These should be a mixture of both literal and inference questions.

## **KS2**

Reading sessions in KS2 are taught according to the needs of the children within the year group. Each session, taught three times within the week, has an emphasis on Reciprocal Reading. This aids the children's ability to comprehend what the texts are about through the use of specific Reading techniques (Deduction, Inference, Authorial understanding, Literal). Four key strategies run throughout all these sessions (Predict, Clarify, Question and Summarise). A follow up session, where comprehension questions are provided, is focused purely on the child's understanding of the text from that week's Reciprocal Reading session. This takes the form of SAT style questions to ensure the children have a good understanding of what they have read.

Children, who have poor word decoding skills, attend Guided Reading sessions. These are taught by a teacher or teaching assistant. They will read with a group of children every day on a particular level text. This is judged based on the children's latest Salford Reading Test score and teacher judgement. In these groups, children are supported to develop their decoding skills (reading and sounding out individual words). As well as this, they improve their comprehension skills, so that they have a good understanding of what it is they are reading.

One Reading session each week is given a particular Reading focus. This will be taken from one of the year group milestones.

A copy of the Sequence for Teaching Reading has been included within the appendix.

### **Milestones**

This could be a specific task related to what has been read, work on new vocabulary or dictionary / definition work related to the specific vocabulary used within the text. These milestones can be seen within the appendix of this document.

### **Recommended Texts**

This is a breakdown of texts used throughout school to ensure children access a range of text types / authors. This list is not definitive and should be adapted to suit the needs of the children.

<b>Year Group</b>	<b>Text</b>
<b>Reception</b>	<p>We're Going on a Bear Hunt            The Gingerbread Man            Where's Spot            Dear Zoo            Mog and Meg            Each Peach Pear Plum</p>
<b>Year 1</b>	<p>Owl Babies            Billy's Beetle            Rainbow Fish            Not Now Bernard            The Gruffalo            Dogger</p>
<b>Year 2</b>	<p>Can't you Sleep Little Bear?            The Cat that Scratched            The Mousehole Cat            The Owl who was Afraid of the Dark</p> <p><b>Short Stories:</b>            A Necklace of Raindrops            The Lighthouse Keeper            Anancy Spiderman            Katie Morag Stories            Stories Julian Tells</p> <p><b>Novels with Short Chapters:</b>            Storm            A Gift from Winklesea            Horrid Henry            Even Stevens F.C.</p> <p><b>Non-Fiction Texts:</b>            Think of an Eel            A ruined House</p> <p><b>Short Stories for Comprehension Building:</b>            Blodin &amp; the Beast            Wise Men of Gotham</p>
<b>Year 3</b>	<p>The Minpins            The Ice Palace            The Hodgeheg            Fantastic Mr Fox            The Firework-makers Daughter</p>

	<p><b>Short Stories:</b>  Short  Stories from the Story Shop  Fairy Tales  Clever Polly and the Stupid Wolf</p> <p><b>Novels with Short Chapters:</b>  Diary of a Killer Cat  Bella's Den  The hedgehog  Flat Stanley  Iron Man</p> <p><b>Graphic Novels:</b>  Voices in the Park  Into the Forest</p> <p><b>Short Stories for Comprehension Building:</b>  The Snow Maze  Bella's Den  The Gulf  The Cheeseburger</p> <p><b>Reciprocal Reading Recommended:</b>  Dirty Bertie – Worms  Diary of a Killer Cat  Tom's Sausage Lion  Horrid Henry – Mega-Mean Time Machine  Go, Mo, Go Seaside Sprint  The Twits  Robin Hood</p>
<p><b>Year 4</b></p>	<p>I was a Rat!  Varjak's Paw  Grandpa Chatterji  Butterfly Lion  The BFG  Worst Witch Saves the Day  Secret Garden</p> <p><b>Short Stories:</b>  The Winter Sleepwalker  Funny Stories  Sideways Stories from Wayside School</p> <p><b>Novels with Short Chapters:</b>  How to Train your Dragon  Shoemaker's Boy</p> <p><b>Graphic Novels:</b>  Little Wolf's Book of Badness</p>

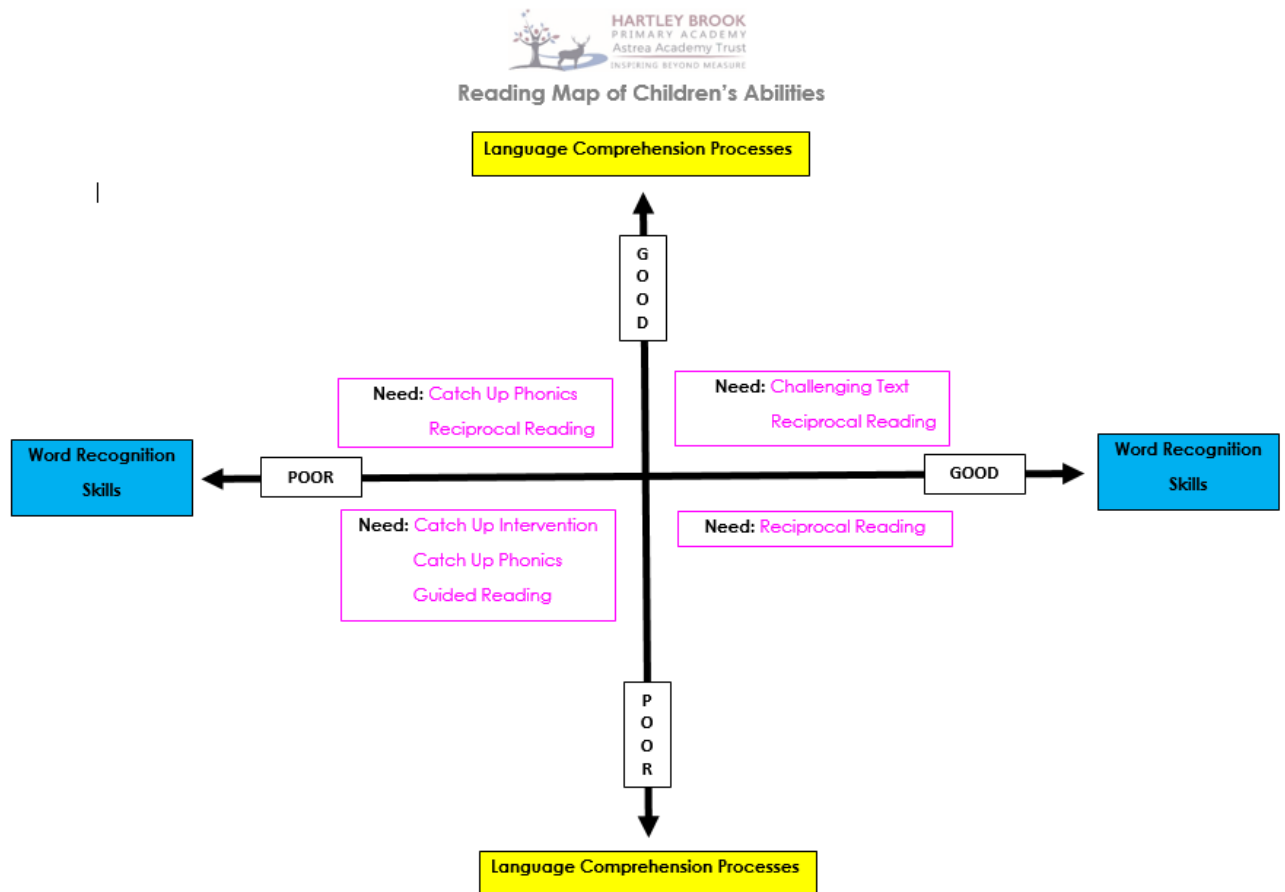
	<p><b>Short Stories for Comprehension Building:</b>  Seventeen Oranges  Fog Hounds  The Glass Cupboard</p> <p><b>Reciprocal Reading Recommended:</b>  Bill's New Frock  Charlie and the Chocolate Factory  The Clumsies  Hairy Horror  The Hundred-Mile-An-Hour Dog  My Dad's a Birdman  Hercules  George's Marvellous Medicine</p>
<p><b>Year 5</b></p>	<p>Greek Heroes  The Highwayman  Wolf Brother  Friend or Foe  Beowulf and the Monster  The Highwayman  Children of Winter  Oliver Twist  A Midsummer Night's Dream  Stormbreaker – Anthony Horowitz</p> <p><b>Short Stories:</b>  Stinky Cheese Man &amp; Other Fairly Stupid Tales  Outsiders  The Fib  Shock Forest and Other Stories  Snow Horse &amp; Other Stories</p> <p><b>Novels with Short Chapters:</b>  Clockwork  The Iron Woman  Stig of the Dump  Why the Whales Came</p> <p><b>Graphic Novels:</b>  Wolves in the Walls  Coraline  King Kong  Way Home  Artemis Fowl</p> <p><b>Non-Fiction Texts:</b>  Erika's Story  If the World were a Village</p> <p><b>Short Stories for Comprehension Building:</b>  What's It Worth, Joey?</p>

	<p>The Green Children  The Balaclava Story  The Giant's Necklace</p> <p><b>Reciprocal Reading Recommended:</b>  The Water Horse  Cloud Busting  Frogspell  Stitch Head  Toro! Toro!  Mr Stink  Danny the Champion of the World</p>
<p><b>Year 6</b></p>	<p>Why the Whales Came  Skellig  Goodnight Mister Tom  The Midnight Fox  Anthony Browne  Journey to the River Sea  Demon Dentist</p> <p><b>Short Stories:</b>  Funny Stories  Rumpelstiltskin and other Grimm Tales  Nothing to be Afraid of  The Goalkeeper's Revenge</p> <p><b>Novels with Short Chapters:</b>  Skullduggery Pleasant  Percy Jackson &amp; the Lightening Thief  War: Stories of Conflict  Horrible Histories  Millions</p> <p><b>Graphic Novels:</b>  True Story of the Three Little Pigs  War Boy  The Savage</p> <p><b>Non-Fiction Texts:</b>  My Uncle's Dunkirk  War Boy  Guinness Book of World Records  Richard Home 101 Things to Do Before You're Old &amp; Boring</p> <p><b>Short Stories for Comprehension Building:</b>  The Price  The Mask  The Boy in the Girl's Bathroom</p> <p><b>Reciprocal Reading Recommended:</b>  The Diamond on Drury Lane</p>

	The Portal The Wreck of the Zanzibar Noah Barleywater Runs Away Sky Hawk The Nowhere Emporium Holes
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## Appendix

### 1 Reading Map of abilities



### 2 Year Group Milestones

<b>Number</b>	<b>End of year objective 1</b>
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1	Uses year group phonic expectations to read words with increasing accuracy
2	Understands that the apostrophe represents the omitted letter when reading contractions
3	Listens to, discusses and shares a wide range of texts
4	Understands and retells simple and familiar stories accurately
5	Developing an understanding of conventions of text layout, writers voice and the effect it has on the reader
6	Self corrects while reading to aid understanding
7	Beginning to predict what might happen next
8	Beginning to infer based on what is said or done
9	Uses year group phonic expectations to read words with increasing accuracy

Number	End of year objective 2
1	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
2	Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
3	Read many common exception words.*
4	Read aloud many words quickly and accurately without overt sounding and blending
5	Sound out many unfamiliar words accurately.
6	Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them
7	Read accurately most words of two or more syllables
8	Read most words containing common suffixes*
9	Read most common exception words.*
10	Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
11	Sound out most unfamiliar words accurately, without undue hesitation.
12	Check it makes sense to them
13	Answer questions and make some inferences on the basis of what is being said and done.
14	Make inferences on the basis of what is said and done
15	Predict what might happen on the basis of what has been read so far
16	Make links between the book they are reading and other books they have read.



<b>Number</b>	<b>End of year objective 3</b>
1	The child reads new words accurately, at a speed that is sufficient for understanding using age appropriate texts
2	The child can discuss words and phrases that capture the reader's interest and imagination
3	The child retrieves and records information from non-fiction texts
4	The child can use a dictionary to check the meaning of given words
5	The child draws inferences and is beginning to justify these with evidence
6	The child demonstrates familiarity with a wide range of texts and retells some of these orally
7	The child applies their growing knowledge of root words, prefixes and suffixes to read and understand the meaning of new words
8	The child experiments with intonation, volume and action
9	The child identifies elements of how language, structure and presentation contribute to meaning
10	The child identifies core ideas from more than one paragraph

<b>Number</b>	<b>End of year objective 4</b>
1	The child summarises the core ideas from more than one paragraph
2	The child reads new words accurately at a speed that is sufficient for understanding using a range of age appropriate texts
3	The child infers characters feelings, thoughts and motives from their actions and justifies these with evidence
4	The child applies their growing knowledge of root words, prefixes and suffixes to read and understand the meaning of new words
5	The child retrieves and records information from non-fiction texts
6	The child can discuss words and phrases that capture the reader's interest and imagination
7	The child demonstrates familiarity with a wide range of texts and retells some of these orally
8	The child identifies how language, structure and presentation contribute to meaning
9	The child reads with varying intonation, volume and action
10	The child can use a dictionary to check the meaning of words they have read

<b>Number</b>	<b>End of year objective 5</b>
1	The child reads with varying intonation and experiments with tone using syntax.
2	The child applies their growing knowledge of root words that they

	meet.
<b>3</b>	The child infers beyond the level of character and justifies with evidence from the text.
<b>4</b>	The child predicts based on specific details stated and implied and on an understanding of text conventions.
<b>5</b>	The child identifies the details that support the core ideas.
<b>6</b>	The child understands the components of non-fiction and is able to distinguish through formal presentation and debate, justifying views.
<b>7</b>	The child analyses the writer's language choices and their effect on the reader.
<b>8</b>	The child has read and understands a wide range of age-related literature.

<b>Number</b>	<b>End of year objective 6</b>
<b>1</b>	The pupil can read age appropriate books with confidence and fluency ( Including whole novels)
<b>2</b>	The pupil can read aloud with intonation that shows understanding.
<b>3</b>	The pupil can work out meaning of words from context.
<b>4</b>	The pupil can explain and discuss their understanding of what they have read, drawing inferences and justify these with evidence.
<b>5</b>	The pupil can predict what might happen from details stated and implied.
<b>6</b>	The pupil can retrieve information from non-fiction
<b>7</b>	The pupil can summarise main ideas, identify key details and using quotations for illustration.
<b>8</b>	The pupil can evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>9</b>	The pupil can make comparisons within and across books.

### **3 Salford Reading Test Example**



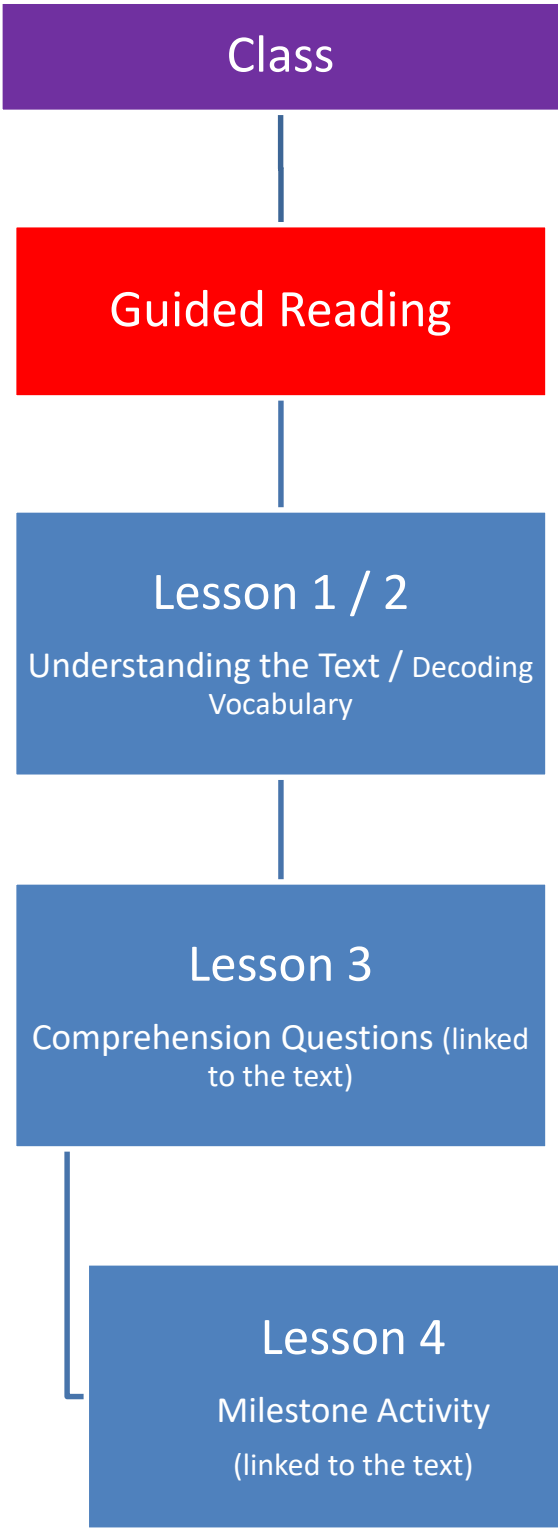
**Year \_\_ Blue Salford reading ages and book bands**

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Salford Test	Test A			Test B			Test C		
Date	July 2018								
Full Name	Chronological Age	Reading Age	Book Band	Chronological Age	Reading Age	Book Band	Chronological Age	Reading Age	Book Band
NAME	7Y, 1M	7Y, 2M	LIME						
NAME	7Y, 7M	8Y, 7M	Brown						
NAME	7Y, 6M	9Y, 4M	Topaz						
NAME	7Y, 1M	<4Y, 5M	Pink						
NAME	7Y, 3M	7Y, 6M	LIME						
NAME	7Y, 8M	8Y, 2M	Brown						
NAME	7Y, 2M	9Y, 2M	Topaz						
NAME	7Y, 1M	8Y, 3M	Brown						
NAME	7Y, 10M	8Y, 0M	Brown						
NAME	7Y, 6M	9Y, 7M	Topaz						
NAME	6Y, 10M	8Y, 3M	Brown						
NAME	7Y, 3M	10Y, 5M	Ruby						
NAME	7Y, 2M	9Y, 5M	Topaz						
NAME	7Y, 9M	4Y, 9M	Pink						
NAME	6Y, 10M	8Y, 11M	Brown						
NAME	7Y, 0M	6Y, 9M	Gold						

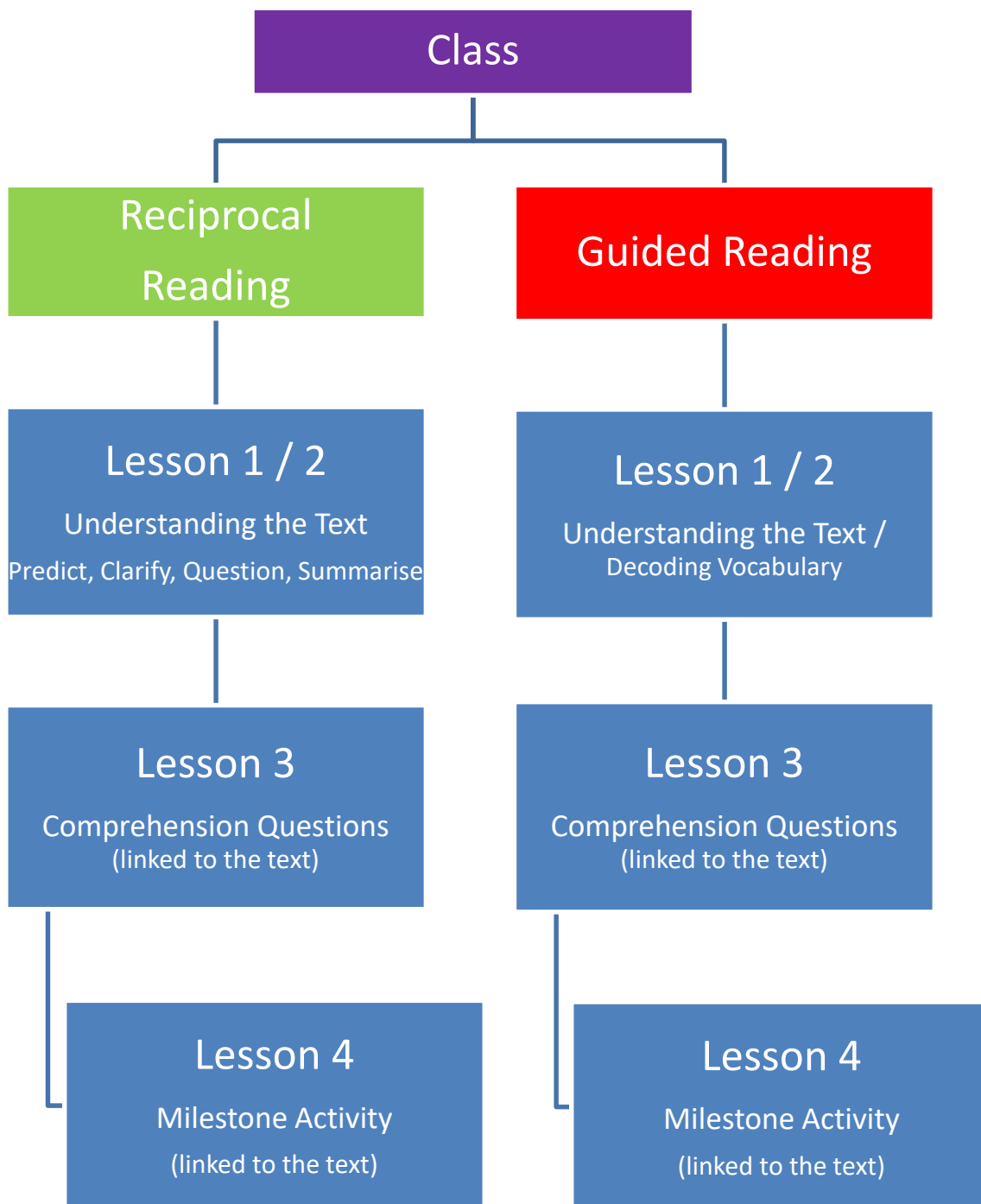
**4 Sequence for Teaching Reading**

**KS1**



**KS2**





## 5 Milestone Assessment Sheets

Milestone (O track POSI)	Evidence seen ✓	Evidence seen ✓	Evidence seen ✓	Evidence seen ✓	Evidence seen ✓	Date secure
<i>Uses year group phonic expectations to read words with increasing accuracy</i>						
<i>Understands that the apostrophe represents the omitted letter when reading contractions</i>						
<i>Listens to, discusses and shares a wide range of texts</i>						
<i>Understands and retells simple and familiar stories accurately</i>						

## 6 Example of a Planning Sheet

<b>Section 1</b>	<b>From:</b>	<b>To:</b>
<b>Prediction</b>		
<b>Clarify</b>		<b>Question</b>
<b>Summary</b>		

## 7 One to One Reading Form

Name \_\_\_\_\_

Date	Bookband	Title	Comments