



Reading at Bolham Community Primary School

At Bolham Primary School we recognise not only the importance of being able to read well, but also the pleasure and enjoyment that being able to read brings us. Children at experience different kinds of reading at school:

During English through shared reading, book talk and writer talk.

In small groups with a teacher through guided reading.

Some one-to-one reading with teaching assistants or the teacher for assessment purposes and for those experiencing difficulties.

Book Bands

Throughout Foundation Stage, Key Stage 1 and into Year 3 we use the Devon Book Bands to organise reading. Children's books from a range of publishers have been carefully grouped to provide progression through ten colour bands from very simple texts (pink band) to texts for fluent readers (white band). Most children will progress steadily through the ten bands over a three to four year period. However, it is important to remember that children do develop as readers at different rates. The book bands are also linked to phonic phases. The chart below shows the progression through the book bands.

Progression in colour bands
<p>PINK A -Aligned to Phase 2 Letters and Sounds.</p> <p>Locate title Open front cover Turn pages appropriately Understand that left page comes before right Understand that we read from left to right Use meaning together with repeated language patterns (syntax) to predict the storyline Match spoken word to written word Use a few known words to assist own reading</p>
<p>PINK B Aligned to Phase 2 Letters and Sounds</p> <p>Locate title, Open front cover Turn pages appropriately Understand that left page comes before right Use meaning together with repeated language patterns (syntax) and some letters to read simple text</p>

Match spoken word to written word (1:1 correspondence)
Use a few known words to check own reading read a simple CVC word in the text from left to right

RED - Aligned approximately with Phase 3 Letters and Sounds

Locate and recall title

Consolidate secure control of one-to-one matching on a wide range of texts

Use known words to check and confirm reading

Solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax, i.e., does it make sense and sound right?

Start to read more rhythmically or use phrasing while maintaining track of reprint

Repeat words, phrases or sentences to check, confirm or modify own reading

YELLOW - Aligned with Phases 3/ 4 of Letters and Sounds .

Follow print with eyes, finger pointing only at points of difficulty

Take more note of punctuation to support the use of grammar and oral language rhythms

Cross-check all sources of information more quickly while reading

Note familiar words and phonemes and use these to get to unknown words

Search for information in print to predict, confirm or attempt new words while reading Notice relationships between one text and another

Predict in more detail

BLUE - Aligned with Phases 4/ 5 of Letters and Sounds .

Move through text attending to meaning, print and sentence structure flexibly

Self-correct more rapidly on the run

Re-read to enhance phrasing and clarify precise meaning

Solve new words using print information and understanding of the text to try alternative pronunciations identify constituent parts of unfamiliar words to read correctly manage a greater range of text genre

Discuss content of the text in a manner which indicates precise meaning

GREEN - Aligned with Phase 5 of Letters and Sounds

Read fluently with attention to punctuation

Solve new words using print detail while attending to meaning and syntax

Track visually additional lines of print without difficulty

Discuss and interpret character and plot more fully

Use contents page and glossary in non-fiction books and locate information

ORANGE - Aligned with Phases 5/ 6 of Letters and Sounds

Get started on fiction after briefer introductions without relying on illustrations

Examine non-fiction layout and use the contents page to select which sections of a book to read longer phrases and more complex sentences

Attend to a range of punctuation

Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax Search for and use familiar syllables within words to read longer words

Infer meaning from text check information in text with illustrations, particularly non-fiction, and comment on content begin to use appropriate terminology when discussing different types of text

TURQUOISE - Aligned with Phases 5/ 6 of Letters and Sounds

Extract meaning from the text while reading with less dependence on illustrations
Approach different genres with increasing flexibility
Use punctuation and layout to read with a greater range of expression and control
Sustain reading through longer sentence structures and paragraphs
Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables
Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries

PURPLE - Aligned with Phase 6 of Letters and Sounds

Look through a variety of texts with growing independence to predict content, layout and story development
Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
Adapt to fiction, non-fiction or poetic language with growing flexibility
Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction
Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax

GOLD - Aligned with Phase 6 of Letters and Sounds

Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout
Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
Adapt to fiction, non-fiction and poetic language with growing flexibility
Take more conscious account of literary effects used by writers
Make more conscious use of reading to extend speaking and writing vocabulary and syntax locate and interpret information in non-fiction

WHITE -. Letters and Sounds Phases cease to be relevant

Read silently most of the time
Sustain interest in longer texts, returning to it easily after a break
Use text more fully as a reference and as a model
Search for and find information in texts more flexibly
Notice the spelling of unfamiliar words and relate to known words
Show increased awareness of vocabulary and precise meaning
Express reasoned opinions about what is read and compare texts
Offer and discuss interpretations of text
Comment on main characters and how they relate to each other Suggest alternatives or extensions to events and actions
Discuss feelings created by stories
Retelling of stories is balanced and clear

Reading Schemes

Across the school we use a variety of reading schemes to support our children's development in reading including Bug Club, Rigby Star, Oxford Reading Tree and Heinemann. This gives pupils to a wide range of interesting texts within different genres and ensures a balance between fiction and non-fiction. Children are also encouraged to read books from home and from the school library.

Once children have progressed through the book bands, children read from books of their choice from home and the school library. In guided reading, KS2 pupils access non-fiction through a range of texts including the Rigby Navigator scheme and similarly in fiction through longer novels, picture books and Rigby. Ipads are also used to widen the range of texts available for children to access.

Assessment

Reading is assessed through the use of teacher assessment in guided reading This is linked to the year group national assessment expectations. Running records are used to assess book band levels. In Key Stage 2, Rising Stars Comprehension tests are used half termly to assess comprehension skills.

Phonics at Bolham Community Primary School

Across EYFS AND KS1 pupils are taught systematic synthetic phonics using Bug Phonics. By the time children enter foundation stage the majority of children will have been taught phase 1 in their pre-school setting and will be working through phase 2. Below is a chart that highlights the typical progression through the phases:

Phases of Progression
<p>Phase 1</p> <p>Explore and experiment with sounds and words.</p> <p>Distinguish between speech sounds</p> <p>Recognise words that rhyme (some)</p> <p>Provide a string of rhyming words (some)</p> <p>Blend and segment orally (most children) N.B. Inability to do all of the above does not prevent moving on to phase 2.</p>
<p>Phase 2</p> <p>Give the sound when shown any phase 2 letter, securing 1st the starter letters s, a, t, p, i, o, n</p> <p>Find any phase 2 letter, from a display, when given a sound</p> <p>Be able to orally blend and segment CVC words</p> <p>Be able to blend and segment in order to read and spell (using magnetic letters), VC words such as: if, am, on, up and silly names such as ip, ug and ock</p>

Be able to read the 5 tricky words, the, to, I, no, go

Phase 3

Give the sound when shown all or most phase 2 and phase 3 graphemes

Find all or most phase 2 and phase 3 graphemes, from a display, when given the sound

Be able to blend and read CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes)

Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes)

Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are

Be able to spell the tricky words the, to, I, no, go Write each letter correctly when following a model

Phase 4

Give the sound when shown any phase 2 and 3 grapheme

Find any phase 2 and 3 grapheme, from a display, when given a sound Be able to blend and read words containing adjacent consonants

Be able to segment and spell words containing adjacent consonants Be able to read the tricky words some, one, said, come, do, so, were, when, have, their, out, like, little, what

Be able to spell the tricky words she, we, me, be, was, my, you, her, they, all, are Write each letter, usually correctly

Phase 5

Give the sound when shown any grapheme that has been taught

For any given sound, write the common graphemes

Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable

Read and spell phonically decodable 2 syllable and 3 syllable words

Read automatically all the words in the list of 100 HF words

Accurately spell most of the words in the list of 100 HF words

Form each letter correctly

Phase 6 - Reading

Longer and less familiar texts.

Learn rarer GPCs (p23 thin book).

Greater familiarity with graphemes of two or more letters.

Spelling work focused on structure of words supports decoding.

Increased numbers of words which can be read automatically.

Use context to support decisions about where to place stress in a polysyllabic word.

Greater emphasis on developing a range of comprehension strategies. Spelling

Continue to segment words into phonemes but developing accuracy through making informed choices of graphemes where there are alternatives.

Using spelling conventions and guidelines to support this (see p187 fat book).

Learn conventions for adding common suffixes e.g. -ed, -ing (p189).

Develop strategies for independent spelling and proof reading.

Teaching Phonics

Children receive 4 x 20 minute sessions a week taught by the teacher. The structure of a typical phonics lesson includes reviewing sounds learned to date, reading and writing target sounds within words and then within sentences. Bug Club provides the basis for this work.

Pupils across Foundation Stage and Key Stage 1 are grouped according to the phase they are working at. Whilst a group is being taught by the teacher other pupils will be working on supported linked work with a teaching assistant or a carefully planned independent activity to develop their phonic knowledge.

Assessment

Regular phonics assessments are carried out and additional support put in place where needed. Phonics small group work continues into KS2 where necessary and the Nessie learning program is used to support individuals.