



# Phonics and Reading at



## Overview

Literacy plays a significant role in both education and in society as a whole. People with advanced reading and writing skills have more opportunities within school and also professionally. At Baildon Glen we believe that understanding language helps all pupils to access the whole curriculum. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others; through their reading and listening, others can respond and communicate back. Reading allows pupils the chance to develop culturally, emotionally, spiritually and socially. Through reading a wide variety of texts pupils acquire new knowledge and build on what they already know. In order to participate fully as a member of society, all the skills of language are essential.

## Intent

At Baildon Glen Primary School we aim to:

- Promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.
- Ensure that all pupils read easily, fluently and with good understanding of the text.
- Develop the habit of reading widely and often, for both pleasure and information.
- Ensure that all children acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language.
- Encourage children to appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas.
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Implementation

The English Curriculum Reading at Baildon Glen we aim to foster a love of language and reading and, therefore, attach great importance to enabling our children to become fluent readers who are able to discuss a text with confidence and understanding. Phonics is taught through a highly structured programme of daily lessons in Reception and Year 1, using the Little Wandle approach to early reading. All children, no matter their attainment level, are included in the lessons and we use 'Keep Up' interventions to make sure no child falls behind. Children with a SEND are given additional support during the lesson and extra 1:1 lessons planned to match their point of development using the Foundation for Phonics programme or the Little Wandle (LW) Special Educational Needs and Disabilities (SEND) programme. In Reception and Year 1 we timetable Reading Practise Groups three times a week. Each group, of up to 6 children, spends 20 mins with a highly trained adult exploring how to decode the book in the first sessions, how to read with fluency and expression in the Prosody sessions and finally checking their understanding of the text in the Comprehension sessions. Parents are invited to watch a phonics workshop at the beginning of the year to encourage an early partnership between home and school and to prepare the parents for listening to reading at home. All children are given scheme books that match their phonic ability and enable them to be successful at reading, and a reading for

pleasure book to enjoy at home with their families. This approach helps develop not only their skills but their love of reading for pleasure. Throughout the year, the EYFS and KS1 curriculum revolves around quality texts and become the vehicle for the learning in Literacy and in the continuous provision. There is also a daily story time to introduce children to a variety of books and genres, to develop their enthusiasm for reading and enhance their vocabulary.

For children that need that extra bit of support we have invested in the Rapid Catch-Up programme which helps close the gaps for children in the spring term of year 2 and above. Any child identified as not meeting ARE in Reading is assessed on the LW Rapid Catch-Up Assessment and entered onto the programme if needed. This involves group and 1:1 sessions to close the gaps in their grapheme knowledge and support them in meeting the expected standard for their year group. Any child with a SEND, who would struggle with cognitive overload from the pace of the Rapid Catch-Up programme, is assessed on the SEND assessment and the best SEND pathway and planning is selected for them accordingly. In year 2, children who did not pass their phonics screening in year 1 have Little Wandle support to bridge the gaps in their phonological awareness and understanding. Topics are planned predominantly around a core text and all work done throughout English, be it reading or writing, is based on the text. Reading is taught daily and incorporates shared whole class reading and verbal question and answers. During the spring term the amount of reading increases and a variety of written skills are incorporated, in preparation for the year 2 SAT's

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception)	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception)	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the “simple code”, i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception)	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the “grow the code”. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.



At Baildon Glen Primary School, every book our children read has a purpose. We use a two-pronged approach to developing reading fluency and comprehension: Independent/Group Reading and Shared reading

### **Independent & Group Reading**



The primary purpose of the independent book is to develop reading fluency and prosody. We have developed a reading spine for independent reading books, made up primarily of Collins 'Big Cat' reading scheme texts. For children from Year 2 onwards, who are reading at a greater depth, we have developed a list of 'must reads' for each year group that children can self-select from to supplement their reading spine text.

### **Shared Reading**



We use Shared Reading as our primary approach for teaching reading comprehension skills. It is also used to teach reading with fluency and prosody. Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 content domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts and stand for:

Vocabulary

Inference

Predict

Explain

Retrieve

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

KS1 Content Domain Reference [VIPER]

1a draw on knowledge of vocabulary to understand texts [Vocabulary]

1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information [Retrieve]

1c identify and explain the sequences of events in texts [Sequence]

1d make inferences from the text [Infer]

1e predict what might happen on the basis of what has been read so far [Predict]

KS2 Content Domain Reference [VIPER]

2a Give/explain the meaning of words in context [Vocabulary]

2b retrieve and record information/ identify key details from fiction and non-fiction [Retrieve]

2c summarise main ideas from more than one paragraph [Summarise]

2d make inferences from the text/ explain and justify inferences with evidence from the text [Infer]

2e predict what might happen from details stated or implied [Predict]

2f identify/explain how information/ narrative content is related and contributes to meaning as a whole [Explain]

2g identify/explain how meaning is enhanced through choice of words and phrases [Explain]

2h make comparisons within a text [Explain]



## Impact

There will be an improved achievement in Reading over time. Consistency in approach across the school will mean that pupils build on skills year on year. Pupils actively enjoy reading for pleasure. There will always remain the quality and breadth of work seen in pupil's books and the learning environment. We ensure there are always opportunities for application of learning within and across subject disciplines. The impact on our children is clear: progress, sustained learning and transferrable skills.

In lessons you will see that children are engaged and eager participants in reading sessions in school. They respond well to the texts that the teachers have selected for their teaching resources.

As children move through the school, you will see that they increase in confidence and fluency in their reading. They are more-able to use expression when reading aloud.

Children show increasing skill in analysing, discussing and explaining different aspects of texts.

Impact is measured through assessment for learning opportunities and through summative assessments. Teachers use our small steps progression grids to help them accurately assess and plan for pupil progress. Statutory Reading Tests are completed as required. These results are measured against the reading attainment of children nationally.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.





# Baildon Glen Phonics Scheme

## Little Wandle Letters and Sounds (LWLS)



### Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /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.

### Reception

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 • 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 • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words 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 • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /d/ /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 • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/ –er, –est • longer words and compound words	Review all taught so far

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



## Baildon Glen Reading

### Whole School Reading Scheme Progression

Big Cat Little Wandle leading to Big Cat colour banded books (BCLWLS)



Year Group	Book Band	Phonic Phase	Word Reading Skills Progression	Reading Comprehension Skills Progression
<b>Reception</b>  <b>BCLWLS</b>	<b>Foundation</b>  <b>Phase 2&amp;3</b>  Readers of these book bands will be developing their phonic reading skills and sight vocabulary; reading short, simple, highly predictable texts with familiar objects and actions, and simple story development.	Phase 2 and 3	Apply phonic knowledge and skills as the route to decode words.  Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes.	Draw on what they already know or on background information and vocabulary provided by the teacher.  Discuss the significance of the title and events.  Recognise and join in with predictable phrases.  Link what they read or hear read to their own experiences.  Explain clearly their understanding of what is read to them.  Listen to and discuss a wide range of poems and stories and non-fiction at a level beyond that which they can read independently.
<b>Reception</b>  <b>BCLWLS</b>	<b>Phase 4</b>  Readers of this book band will be developing and expanding their phonic skills and sight vocabulary of common words; reading texts with repeated phrase patterns, learning ideas and vocabulary within a varied sentence structures.	Phase 4	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Discuss word meanings, linking new meanings to those already known.  Make inferences on the basis of what is being said and done.  Become familiar with fairy stories and traditional tales, retell them and consider their characteristics.
<b>Year 1</b>  <b>BCLWLS</b>	<b>Phase 5 set 1-3</b>  Readers of this book band will be practising and mastering their phonic skills; reading texts with events/episodes in time sequence which have some literary conventions and	Phase 5	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read words with contractions (for example I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).	Predict what might happen on the basis of what has been read so far.  Participate in discussion about what is read to them, take turns and listen to what others say.  Check that the text makes sense to them and they read and correct inaccurate reading



	familiar oral language structures.		<p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read accurately by blending sounds in words that contain graphemes taught so far.</p> <p>Recognise alternative sounds for graphemes.</p> <p>Read words containing common suffixes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes.</p>	
<p><b>Year 1</b></p> <p><b>BCLWLS</b></p> <p><b>&amp;</b></p> <p><b>BC</b></p>	<p><b>Phase 5 set 4-5</b></p> <p><b>Turquoise</b></p> <p>Readers of these book bands will be reading free-flowing, nonrepetitive narratives, with more characters involved, and events sustained over several pages. They'll read a wider range of texts with literary language and less familiar, more complex language.</p>	<b>Phase 5</b>	<p>Continue to apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in words that contain graphemes taught so far.</p> <p>Recognise alternative sounds for graphemes. Read words containing common suffixes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes.</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Become increasingly familiar with and retell, a wider range of fairy stories and traditional tales.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p>
<p><b>Year 2</b></p> <p><b>BC</b></p>	<p><b>Purple</b></p> <p><b>Gold</b></p> <p>Readers of these book bands will be reading books with a much wider vocabulary, understanding a wider range of literary effects that story books have developed plots and characters, and that nonfiction books use more formal language</p>		<p>Read most words quickly and accurately. Read further common exception words.</p>	<p>Check that the texts makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Make inferences on the basis of what is being said and done. Ask and answer questions.</p> <p>Listen to and discuss texts at a level beyond that at which they can read independently</p>

<p><b>Year 2</b></p> <p><b>BC</b></p>	<p><b>White</b></p> <p><b>Lime</b></p> <p>Readers of these book bands will increase their knowledge of more technical and unfamiliar language as well as longer sentence structures. They will search and find information in texts, read with increased expression and gain confidence in discussing what they read and expressing opinions</p>		<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>
<p><b>Lower Key Stage 2</b></p> <p><b>BC</b></p>	<p><b>Copper</b></p> <p>Readers of this book band will be discussing the meanings of words in context, and reading new words; exploring how different texts appeal to readers, be able to infer characters' feelings and discuss consequences.</p>		<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling these orally.</p> <p>Prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action.</p> <p>Use dictionaries to check the meanings of words that they have read.</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text. Predict what might happen from details stated and implied.</p>
	<p><b>Topaz</b></p> <p><b>Ruby</b></p> <p>Readers of these book bands will be developing and expanding their phonic skills and sight vocabulary of common words; reading texts with repeated phrase patterns, ideas and vocabulary within a varied sentence structures.</p>		<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>

				<p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure and presentation contribute to meaning</p>
<p><b>Upper Key Stage 2</b></p> <p><b>BC</b></p>	<p><b>Emerald</b></p> <p>Readers of this book band will be practising and mastering their phonic skills; reading texts with events/episodes in time sequence which have some literary conventions and familiar oral language structures.</p>		<p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Retrieve and record information from nonfiction.</p> <p>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.</p>
	<p><b>Sapphire</b></p> <p>Readers of these book bands will be reading free-flowing, nonrepetitive narratives, with more characters involved, and events sustained over several pages. They'll read a wider range of texts with literary language and less familiar, more complex language.</p>		<p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Increase 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 traditions and cultures.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meanings of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Predict what might happen from details stated and implied.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from nonfiction</p>
	<p><b>Diamond</b></p> <p>Readers of this book band will be reading books with a much wider vocabulary,</p>		<p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Make comparisons within and across books.</p>



	understanding a wider range of literary effects that story books have developed plots and characters, and that nonfiction books use more formal language.			<p>Prepare 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.</p> <p>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.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
	<p><b>Pearl</b></p> <p>Readers of this book band will increase their knowledge of more technical and unfamiliar language as well as longer sentence structures. They will search and find information in texts, read with increased expression and gain confidence in discussing what they read and expressing opinions.</p>		<p>Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas. Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>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.</p> <p>Provide reasoned justification for their views</p>