

## Curriculum Q and A in Early Reading (phonics) – updated 13.10.21

<p><i>Prioritise reading</i></p>	<p><b>In a nutshell, how do you ensure that the teaching of early reading is prioritised?</b>  Phonics is timetabled daily first thing in the morning, then story time, then guided reading (KS1). KS2 Destination reader 9-9.45am.  Training for all new staff prioritised as part of their induction (teachers and teaching assistants)</p> <ol style="list-style-type: none"> <li>a. Reading is the most important school subject. Without good reading skills it is difficult for children to access other subjects. For that reason reading is at the centre of the curriculum at our school</li> <li>b. The status of reading is a priority so it is always subject led by an AHT</li> <li>c. We have a systematic approach to all reading at our school, including early reading (phonics).</li> <li>d. Describe all of the reading lessons we use to teach reading from Nursery/Reception to Year 6 <ul style="list-style-type: none"> <li>• <b>Phonics (early reading), writing and handwriting</b>-What is it? Why does it work well? Remember to talk about the RWInc guided reading books matching the phonics that the children are currently learning – Say it is first thing in the morning so that all of the support staff can be timetabled to work across Rec Y1 Y2-Talk about speedy pace and routine that leads to high quality pupil outcomes in the phonics test at the end of year 1 (in line with national or above)</li> <li>• <b>guided reading</b>-What is it? Why does it work well? Remember to talk about the RWInc guided reading books matching the phonics that the children are currently learning – Say it is first thing in the morning so that all of the support staff can be timetabled to work across Rec Y1 Y2</li> <li>• <b>Destination Reader</b>-What is it? Why does it work well?</li> <li>• <b>World Book Day</b> – talk about what it looks like in school and why it works well</li> </ul> </li> <li>e. Now describe all of the additional ways in which we prioritise reading <ul style="list-style-type: none"> <li>• Home school reading arrangements- What are they? Why do they work well? (Remember to mention that the RWInc guided reading books and class books that go home are linked to the phonics that the child is currently learning.)</li> <li>• Daily story time on the timetable. Mention that the books are pre-selected on the WS Curriculum Map and have been chosen because they are of high quality – the books are selected from the CLPE (Centre for Literacy in Primary Education) Literature Collection for KS2. <i>They are designed to introduce children to a growing range of texts and to be read daily to the class by the class teacher. An important reason for story time is to give children access to a wider range of titles, authors and genres that they might otherwise meet. Books have been chosen for story time as they meet one or more of the following criteria:</i> <ul style="list-style-type: none"> <li>- <i>texts that are multi-layered - capable of being read at different levels</i></li> <li>- <i>books that deal with important themes</i></li> <li>- <i>books in which language is used in lively, inventive ways</i></li> </ul> </li> </ul> </li> </ol>
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	<ul style="list-style-type: none"> <li>- <i>books by skilful and experienced children's writers and illustrators traditional and contemporary 'classics' of children's literature</i></li> <li>- <i>stories with different cultural settings</i></li> <li>- <i>texts that promote discussion and reflection</i></li> <li>• <i>Examples of these books include The Gruffalo by Julia Donaldson (YR), Dear Zoo by Rod Campbell (Y1), The Sheep-Pig by Dick King-Smith (Y2) The Ice Bear, by Jackie Norris (Y3), The Wild Robot by Peter Brown (Y4), Faery Stories by Carol Ann Duffy (Y5) and Pig Heart Boy (Y6) by Malorie Blackman</i></li> <li>• <i>These books also support children's learning in other subjects e.g. Shakespeare Stories by Leon Garfield, Journey to the River Sea by Eva Ibbotson all about the Amazon Rainforest</i></li> <li>• <i>Reading areas in each class. Remember to mention that all the books in each year group have been carefully chosen (by the Partnership Project Group and English leaders) so that they are of high quality and support children's learning in the areas they will be learning about in that year group. They are fiction and non-fiction and are audited every year and updated</i></li> <li>• <i>World Book Day. Talk about what this looks like in school and why it works well.</i></li> </ul> <p>f. <i>A systematic programme of monitoring, evaluation and coaching in the teaching of reading is in place throughout the year-Describe 1-1 coaching in phonics and other aspects of reading- PDMs re RWInc and other aspects of reading- INSET days on aspects of reading. Induction for new staff</i></p>
<p><i>Love of reading</i></p>	<p><b>How often do teachers read to children? How do you ensure story times are engaging?</b></p> <p><i>Teachers read every day (story time is timetabled) – teachers dress up, create atmosphere by turning the lights down for a spooky story etc</i></p> <p><i>These books are carefully chosen and marked on the curriculum map because they are high quality and selected from the CLPE (Centre for Literacy in Primary Education) Literature collection for KS2.</i></p> <p><b>How do you select the books that you are going to read to children? How do you decide which stories children will know inside out?</b></p> <p><i>They are designed to introduce children to a growing range of texts and to be read daily to the class by the class teacher. An important reason for story time is to give children access to a wider range of titles, authors and genres that they might otherwise meet. Books have been chosen for story time as they meet one or more of the following criteria:</i></p> <ul style="list-style-type: none"> <li>- <i>texts that are multi-layered - capable of being read at different levels</i></li> <li>- <i>books that deal with important themes</i></li> <li>- <i>books in which language is used in lively, inventive ways</i></li> <li>- <i>books by skilful and experienced children's writers and illustrators traditional and contemporary 'classics' of children's literature</i></li> <li>- <i>stories with different cultural settings</i></li> </ul>

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	<p style="text-align: center;">- <i>texts that promote discussion and reflection</i></p> <p>Examples of these books include <i>The Gruffalo</i> by Julia Donaldson (YR), <i>Dear Zoo</i> by Rod Campbell (Y1), <i>The Sheep-Pig</i> by Dick King-Smith (Y2) <i>The Ice Bear</i>, by Jackie Norris (Y3), <i>The Wild Robot</i> by Peter Brown (Y4), <i>Faery Stories</i> by Carol Ann Duffy (Y5) and <i>Pig Heart Boy</i> (Y6) by Malorie Blackman</p> <p>These books also support children’s learning in other subjects e.g. <i>Shakespeare Stories</i> by Leon Garfield, <i>Journey to the River Sea</i> by Eva Ibbotson all about the <i>Amazon Rainforest</i></p> <p>Reading areas in each class. Remember to mention that all the books in each year group have been carefully chosen (by the Partnership Project Group and English leaders) so that they are of high quality and support children’s learning in the areas they will be learning about in that year group. They are fiction and non-fiction and are audited every year and updated.</p> <p>World Book Day. Talk about what this looks like in school and why it works well.</p> <p><b>How do you get parents to love reading to their children?</b></p> <p>We share the book titles the children will be reading at the beginning of each term – teachers write a curriculum overview for parents so they know what is being taught and how these books may link to other subjects</p> <p>Teachers reiterate at this individual parent meeting the importance of reading and the enjoyment of reading</p> <p>Parents have been invited into school to share their favourite story books</p>
<p><i>Programme and progress</i></p>	<p><b>I see your PSC results are X. I’d like to explore how your programme enables you to achieve this year after year? What plans do you have to improve the Y1 PSC scores next year?</b></p> <ol style="list-style-type: none"> <li>a. We use the Read, Write Inc programme of teaching phonics</li> <li>b. This happens daily (45 minutes) in year R/1 and 2 (alongside 30 mins guided reading (using decodable books) and an English lesson</li> <li>c. It is systematic, and progressive as the children move through the RWINC phonic programme</li> <li>d. The programme follows the National Curriculum</li> <li>e. The children are grouped according to their reading ability – this happens twice a term</li> <li>f. (See grid which cross references the National Curriculum and Reception and KS1 Progression in Reading document- this shows where children from YR should be at the end of each term)</li> <li>g. Children may continue this programme to catch up in Y3 or if SEN in Y3/Y4</li> <li>h. Our children make very good progress through the phonic curriculum, resulting in confident readers and Y1 phonic check outcomes that are in line with national /above national outcomes? <b>SAY WHAT THE ARE – SCHOOL SPECIFIC</b></li> <li>i. Those children who do not meet the Y1 phonic check outcomes receive further intensive phonic support until they do meet those outcomes, throughout Y2, Y3 and beyond if necessary.</li> <li>j. Teachers and leaders identify the lowest 20% of readers in each year group and ensure that they are making good progress by <b>(TALK ABOUT SCHOOL’S BOTTOM 20% ACTION PLAN)</b></li> <li>k. Reassessment regularly</li> </ol> <p><b>Let’s look at some of the elements for word reading and spelling from the national curriculum. How do you ensure that all children: remember the sounds for letters,</b></p>

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	<p><b>digraphs and trigraphs (mnemonics, repetition); blend the sounds into words; read exception words; learn correct letter formation and learn how to spell?</b> (Share National Curriculum progression document.) We follow the RWInc phonics programme and how this is applied further through guided reading sessions. Guided reading booked directly linked to story books (content) as well as sounds matched sounds.</p> <p><b>Could you tell me what you want your children to know – term by term – so that they meet the PSC by the end of Y1?</b> We follow the RWInc phonics programme (see Reception and KS1 Progression document- this shows where children from YR should be at the end of each term)</p> <p><b>How much time do children spend learning phonics, reading and writing?</b> 9.00-9.45 phonics daily, 9.45-10.00 story-time, 10.00-10.30 guided reading, 45-minute English lesson</p> <p><b>What do you do to ensure that children are accurate and speedy readers in Y2 and beyond?</b> Children increase their fluency by re-reading the book they have read that week in phonics lessons and the book they have read during guided reading lessons at home with an adult. <i>Children at the later stages of reading: <b>Fluent readers</b></i></p> <ul style="list-style-type: none"> <li>• Once children have finished the RWInc programme, we assess using PM Benchmark and they read through Silver, Emerald, Ruby and Sapphire book-banded books, being assessed regularly.</li> <li>• When finished these book-banded books, these children take home a novel chosen from a selection of books in their class or from the school library, which is appropriate to their reading level. They also take home a book from the class book area or library to share with their parent or carer (sharing book).</li> </ul>
<p><i>Books match sounds</i></p>	<p><b>How do you ensure the children’s reading books help them practice the sounds they have learned?</b> The reading books are matched to the phonic sounds the children are learning that week. For example, if a child is reading Orange level RWInc phonic books, each book focusses on a different sound from set 2, e.g. igh, at a higher RWINC level, the children may be revisiting groups of sounds, e.g. set 1 or set 2/3</p> <p>The books the children take home shows clear progression – see English policy (and shared with parents on Academic Review Day) Children increase their reading fluency by re-reading the same book <u>several</u> times, e.g. within guided reading and then independent reading at home</p> <p>a. <i>Children at the early stages of reading:</i></p> <ul style="list-style-type: none"> <li>• These children take 3 home school reader books (at an appropriate reading level) home each week. These consist of 3 Read, Write, Inc. books. One of the guided reading books they will have been reading in class that week, the other will be another guided reading book at their appropriate reading level and the class read from RWInc.</li> <li>• Children will also take home a book from the class book area to share with their parents or carer (a sharing book). This book may well be one that is</li> </ul>

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	<p>too difficult for them to read alone.</p> <ul style="list-style-type: none"> <li>• These books are changed weekly and this is recorded in <u>their reading record</u></li> <li>• Parents listen to their children read these books and sign the child's reading record – they meet the teacher if they have any concerns about this</li> </ul> <p><b>How do children increase their reading fluency?</b> Children increase their fluency by re-reading the book they have read that week in phonics lessons and the book they have read during guided reading lessons at home with an adult.</p> <p><i>Children at the later stages of reading: <b>Fluent readers</b></i></p> <ul style="list-style-type: none"> <li>• Once children have finished the RWInc programme, we assess using PM Benchmark and they read through Silver, Emerald, Ruby and Sapphire book-banded books, being assessed regularly.</li> <li>• When finished these book-banded books, these children take home a novel chosen from a selection of books in their class or from the school library, which is appropriate to their reading level. They also take home a book from the class book area or library to share with their parent or carer (sharing book).</li> <li>• These children record their reading in their reading record independently – the date of reading, title of the novel and how many pages they have read. This record is monitored by the class teacher regularly to check the amount read by the child and suitable choice of book.</li> <li>• The English subject leader runs parent information sessions about how to listen to your child read decodable books and practice reading sounds and words. Guidance is also given to parents on Academic Review Days, in newsletters, in termly parent curriculum overviews and on the school website.</li> </ul> <p><b>Which books do children take home to read?</b> (See appendix attached taken from English policy.)</p> <p><b>How often do children change these books?</b> Children's sharing books are changed weekly; the RWInc phonics-based class book is changed weekly; the additional phonic-based book from guided reading is changed on rotation – so children have a new book weekly and keep the previous week's book for consolidation. Sharing books are changed weekly. Once children read novels/chapter books these are changed every two weeks or when necessary (monitored by the teacher)</p> <p><b>How do parents listen to their children read these books?</b> Parent sign the child's reading record every day and at least once a week once children are fluent readers on chapter books. Teachers meet with parents who are not regularly reading with their child to explain its importance and offer support with this</p>
<p><i>Phonics from the start</i></p>	<p><b>When do you start to teach letter-sound correspondences?</b> Phonic lessons start straight away (second week in school). The 'staggered start' to Reception is very brief. All children are in school full time within 5 days of the start of term. All Reception children take a reading (sharing) book home on their first day of school – a book of the child's choice (which may be above their reading level) to 'share' with an adult at home. Phonic-based books start to go home at the start of the second half of the Autumn term once children have completed <b>phonics speed sounds lessons</b>.</p>

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	<p><b>How many sounds will your children be able to read at the end of each term?</b>  <a href="#">See Reception and Key Stage 1 progression in reading document</a>- this outlines when children learn sounds in year group and terms. Children are taught new sounds / revise sounds each day. Storybooks/RWI Guided Reading books focus on particular sounds, but children also learn/revise other sounds in the Speed Sounds part of the lesson every day (first 15 minutes).</p> <p>Children learn <b>Set 1 sounds</b> in Reception (they start with 5 weeks of Speed Sounds lessons before they go into groups read Storybooks). Children read Storybooks/RWI Guided Reading books with Set 1 sounds in Red, Green, Purple and Pink levels. Children revise Set 1 sounds in the Speed Sounds part of their daily phonics lessons (See Phonics Weekly Structure)</p> <p>Children read storybooks/RWI guided reading books with <b>Set 2 sounds</b> from Pink Level (Autumn Term Y1) However, children start learning Set 2 sounds in the Speed Sounds part of the lesson from Green level onwards (Reception Summer Term).</p> <p>Children read storybooks/RWI books with <b>Set 3 sounds</b> from Blue level (Summer Term Y1). However, children are taught Set 3 sounds in the Speed Sounds part of their Phonics lessons from Orange level onwards (Spring Term Y1).</p> <p><b>We are now at .... Where are the children up to? Which children are not at this point?</b> (Share whole school phonic assessment sheet.)  <b>Would you be able to show me what they do know?</b>          Lesson visit...</p>
<p><i>Catch up quickly</i></p>	<p><b>How do you know which children are not on track with the pace of the school's phonics programme?</b>          As part of the RWInc programme, as English lead I reassess the children once every half term. I then group then based on ability and decide which children may need additional phonics, e.g. revision each afternoon of the sound taught that morning; a decision about whether they are SEN and a class teacher meeting with the parents re how they can help reinforce what we are teaching at home.</p> <p><b>How quickly do you spot children not keeping up with the pace of the phonics programme?</b>          As English leader, I regular pop in to phonics lessons as well as scheduled lesson visits. There is an 'open door' policy and teachers/teaching assistants expect to see me in their lessons. These adults know they can come and speak to ne about a child at any point and DO NOT wait until the next round of assessments – recently I reassessed and moved two children up a group because of this.</p> <p><b>What support is there in place to help these pupils catch up quickly?</b>          Targeted pupils, such as those with EAL or KS2 pupils receive daily phonics using the RWInc programme. Parents are involved and class teachers meet them to explain how they can reinforce learning at home - teaching assistants hear these children read daily for 10 minutes a day.</p> <p><b>What do you do to make sure new children catch up, if they are behind their peers?</b>          Immediate phonics assessment as soon as they arrive in school – if in KS1 grouped to their ability, if in KS2, then some phonics teaching may be required or a PM</p>

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	Benchmark assessment and regular reading with an adult to catch up. Structured guided reading sessions also helps with this.
<p><i>Early reading experts</i></p>	<p><b>How do you make sure that all staff develop the necessary expertise to teach children to read (including KS2 staff, new staff and newly qualified staff)?</b></p> <ol style="list-style-type: none"> <li>a. Reading is our top priority and it always features on the School improvement plan e.g. this year states... “.....”</li> <li>b. AHT leads reading across the school. It is the highest status subject</li> <li>c. There is a comprehensive programme of monitoring and evaluating the intent, implementation and impact of the reading curriculum. This is carried out by HOS, AHT and external partners</li> <li>d. Our school has a culture of coaching to excellence. There is a comprehensive and systematic programme of training to ensure that all staff are trained to the highest standard in all aspects of reading.</li> <li>e. On INSET Days, in PDMs and in specialist sessions, both teachers and support staff are trained at the same time</li> <li>f. Termly Professional Development Days (involving a close look at the quality of teaching and learning of one teacher and their class at a time) always include a focus on reading- these are high status evaluation and coaching sessions so they are led by the HOS and AHT together.</li> <li>g. Read, Write Inc. meetings (all teachers and TAs) every two weeks to discuss logistics and monitor progress/review groups/progress – this is used to inform teaching</li> <li>h. Additional training for staff who provide for the weakest readers – strongest teaching staff with these groups?</li> <li>i. Induction procedures for staff are systematic, comprehensive and effective</li> <li>j. The English Subject Leader arranges further training in-house as necessary, e.g. less experienced colleagues observing more experienced colleagues through a coaching observation with the English leader</li> </ol> <p><b>What additional training is given to staff who provide support for the weakest readers?</b></p> <p>1:1 coaching from English leader – including lesson visits, coaching support and modelled lessons etc.</p> <p><b>How do leaders and staff use information about children’s progress to improve their teaching?</b></p> <p>Pupil progress meetings, children not passing the PSC identified, phonics progress data evaluated when children reassessed every half term</p> <p>Support put in place for staff to improve teaching, including lesson visits, coaching support and modelled lessons etc.</p> <p>Professional development days</p>