# Sedlescombe Church of England Primary School

# Early Reading Policy 2023– 2026

## A Pathway to Reading Fluency

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| Adopted | 17th May 2021 |
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| Review Cycle | Three Years |
| Review Date | September 2026 |

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**Learning, Loving and Growing Together with God**

# Sedlescombe Vision and Values

## Motto:

**Learning, Loving and Growing Together with God**

## Values:

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|---|---|---|
| **Aspiration** | **Honesty** | **Forgiveness** |
| **Courage** | **Thankfulness** | **Kindness** |

## Vision:

**Our school is a family with God at its heart.**
**Christian values guide and inform all that we do.**

**We aim to:**

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

## Introduction:

At Sedlescombe Church of England Primary School, we strive to ensure all children become successful, confident, fluent readers who enjoy reading. We believe this is achievable through a combination of high quality, discreet phonics teaching and following our Pathway to Reading Fluency. The importance of developing children's early reading skills is highlighted in the Ofsted Grade Descriptors 2019:

'A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.'

'The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.'

'The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.'

Our Pathway to Reading Fluency outlined in this policy aims to ensure that this happens for all of our children in our care.

## Aims:

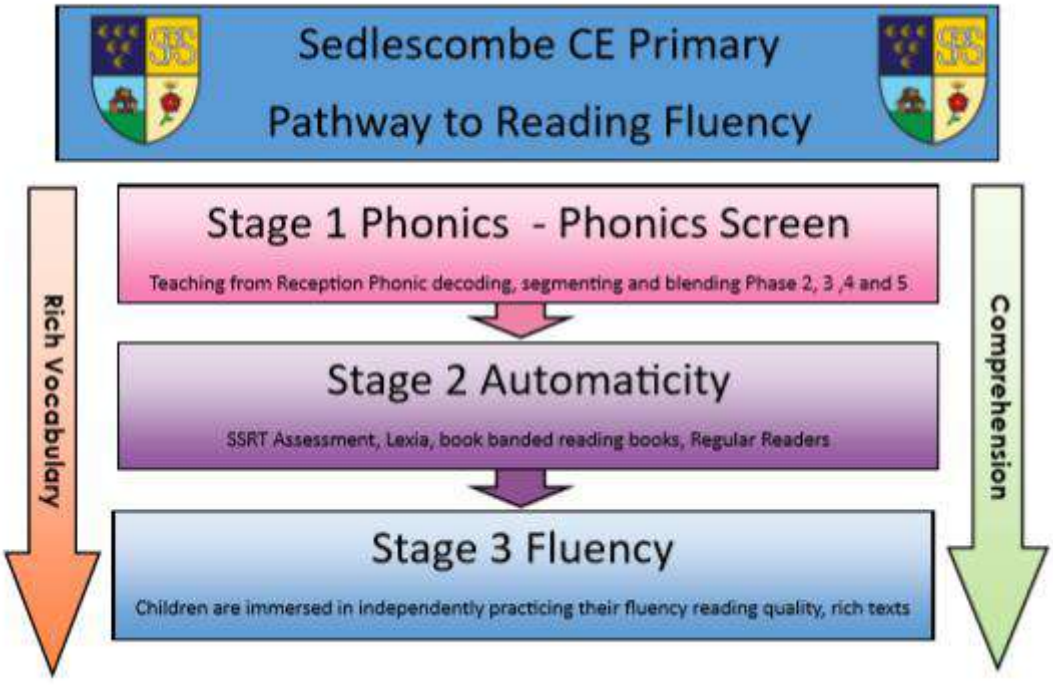
- To teach children aural discrimination and phonic awareness to aid reading, writing and spelling development.
- To teach decoding, through segmenting and blending, as a sound foundation for reading, writing and spelling.
- To ensure that children know the 44 phonemes in the English Language, can identify these in words when reading and relate them to the corresponding grapheme.
- To ensure that the teaching of phonics is engaging and motivating.
- To enable children to use their phonic awareness across the curriculum.
- To teach the children to read the Tricky Words by sight at appropriate corresponding phonic phase.
- To ensure that children are given reading books which closely match the phonics they have been taught.
- To ensure that children can read age appropriate high frequency words to develop their automaticity.
- To ensure that every child leaves Sedlescombe a confident and fluent reader

**Objectives:**

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex process of reading and writing.
- To use rigorous assessment as a tool to track the progression of phonics learning for each child. This will in turn be used to plan lessons and interventions accordingly to ensure that all children meet their full potential.
- To use assessment as a tool to track children's sight vocabulary and reading of common exception (high frequency) words to develop children's automaticity when reading.
- To use assessment as a tool to track the development of children's fluency in reading and use this to plan interventions and teaching to ensure that children become confident and fluent readers.
- To develop children's prosody (intonation, timing and phrasing) through high quality modelled reading and echo reading so that children become expressive readers.

**Sedlescombe Pathway to Reading Fluency:**

At Sedlescombe we aim to have every child leaving our school at the end of Year 6 being a fluent, confident reader. In order to do this, as well as carefully structured phonics teaching, we support children to develop the reading skills of automaticity and fluency. In addition to this children are taught sound comprehension skills within guided reading lessons which form part of our English policy. The journey to each child learning to read and becoming a fluent and confident reader is our Pathway to Reading Fluency.



# Step One - Phonics

The 'Reading by Six' document (OFSTED, 2010), cited the importance of phonics as a tool to developing early reading by stating that; "The diligent, concentrated and systematic teaching of phonics is central to the success of all schools that achieve high standards of reading in Key Stage One."

At Sedlescombe we follow the DFE Validated systematic synthetic Phonics scheme Supersonic Phonics Friends across EYFS and Key Stage One, alongside the National Curriculum statutory requirements for spelling.

Planning for Supersonic Phonics Friends lessons is part of the scheme and taught separately to English but with the understanding that good phonics teaching will link to reading and writing in English lessons and across the wider curriculum.

Phonics is taught daily, as a discreet lesson in Early Years and in Key Stage One. Every phonics lesson across EYFS and Key Stage One has the following teaching sequence:

- **Revisit and Review –**a chance to re-cap previously taught sounds
- **Teach** – teach the new sound/spelling
- **Practise** – provide opportunities for children to practise the new sound/spelling
- **Apply** –provide opportunities for children to apply the sounds taught when reading and writing
- **Assess –** the teacher assesses the children's learning and plans for progression

Children in Reception will begin Phase 1 when they start school with an aim to complete Phase 3 by the end of the academic year. This is to ensure that when children begin Year 1, they have a firm understanding of Phases 2, 3 and are ready to begin Phase 4. In the Autumn Term of year 1, after doing a quick recap, the children learn phase 4 and then move onto phase 5. This ensures the children have covered all they need to learn by June when the phonics screening test takes place.

In Year 2 the children will move onto Phase 6, learning spelling patterns.

Intervention and booster

At Sedlescombe, we believe it is important that all children have access to quality first phonics teaching in order that they do not risk falling behind. We believe that if all children are taught as a whole class, they have an increased chance of keeping up.

For those children (assessed as being in the bottom 20%) who need extra support with learning and remembering their sounds, they will have a daily intervention. This will consist of same day catch-up or pre teaching so that they are still able to join in with the whole class lesson and are supported to stay on track as well as individual or small group interventions to help plug identified gaps in knowledge, alongside the sight reading of tricky words.

**Phonic Reading Books:**

Even at the earliest stage of the Pathway to Reading Fluency it is important that children have access to reading books that are closely matched to their reading ability and phonics knowledge.

We use Big Cat Collins synthetic phonic decodable reading books for the children to practice the sounds they have learned at school. These books are carefully selected for the children by the staff. Each book should be kept for around a week to fully embed the children's phonic learning, increase confidence, fluency and automaticity.

Whilst the children are learning their phonics, and until they have passed their Year 1 Phonics screening check, the children will be reading decodable phonics readers. However, we encourage our children to read widely and borrow library books from school for their enjoyment.

Levelled Texts:

Once our children have successfully learned their phonics, passed their phonics screening check and are able to independently decode words, they will move onto our levelled texts. The children con access a variety of carefully levelled texts to keep them engaged during their journey to reading fluency. These books allow children to have access to a wide variety of books at the right level and to track reading progress.

<table>
<tr><th>Levelled Reads</th><th colspan="2">Emerging</th><th>Expected</th></tr>
<tr><td rowspan="4">Decodable Synthetic Readers</td><td colspan="2">Reception</td><td></td></tr>
<tr><td colspan="2"></td><td rowspan="2">Reception</td></tr>
<tr><td colspan="2">Year 1</td></tr>
<tr><td colspan="2"></td><td rowspan="2">Year 1</td></tr>
<tr><td>Orange</td><td colspan="2">Year 2</td></tr>
<tr><td>Turquoise</td><td colspan="2"></td><td rowspan="4">Year 2</td></tr>
<tr><td>Purple</td><td colspan="2"></td></tr>
<tr><td>Gold</td><td colspan="2"></td></tr>
<tr><td>White</td><td colspan="2">Year 3</td></tr>
<tr><td>Lime</td><td>Year 3</td><td>Year 4</td><td></td></tr>
<tr><td>Brown</td><td>Year 4</td><td>Year 5</td><td>Year 3</td></tr>
<tr><td>Grey</td><td>Year 5</td><td>Year 6</td><td>Year 4</td></tr>
<tr><td>Dark Blue</td><td colspan="2">Year 6</td><td>Year 5</td></tr>
<tr><td>Dark Red</td><td colspan="2"></td><td>Year 6</td></tr>
</table>

The philosophy of Levelled Texts is to provide children with the opportunity to read a mix of reading scheme and 'real' books from a range of publishers whilst being consistently and appropriately challenged. By levelling books, pupils are able to choose freely from within a structured range, making reading more independent and enjoyable whilst developing their fluency, expression, automaticity and comprehension skills at a carefully assessed level.

**Deciding which Levelled Text:**

To establish which levelled text a child should be on, reading assessments are used to check whether they need to move up to the next level to maintain the right level of challenge. Children progress through the levelled colours as they gain fluency, accuracy, decoding skills, automaticity and show understanding.

Children are regularly assessed (at least termly) to check whether they are ready to move up to the next levelled colour. To move to the next level, the child should achieve 95% accuracy in the assessment. This means that the child can read this level **independently.** The reader is able to read most of the words accurately and can comprehend the text with little difficulty and without the need for any adult support. This is the levelled text that children should take home to read with parents.

If the child scores between 90 and 94% (instructional level) they may move to this level colour when reading with an adult in school so they they are supported whilst having this additional challenge. If a child scores below 90% (frustration level), they are not yet ready to move to the next level.

**Assessment:**

Assessment is essential to ensure that lessons are well pitched and that children make rapid progression in their phonics learning. Assessment within the lesson allows the teacher to identify children that are having greater difficulty in grasping the learning and would benefit from same day catch-up to ensure that the sounds are learnt and that children do not fall behind. Assessment also allows the teacher to highlight the children who are quickly grasping the learning and can be given greater opportunities to apply and embed their learning. In addition to this the teacher will use their assessments of children's learning within the lesson to adapt the next lesson in the teaching sequence.

As well as formative assessment within lessons there are formal assessment points throughout the school year (summative assessment) which capture the children's attainment and progress. This provides the teacher with information on what learning is embedded and known and what learning needs additional teaching as well as identifying any children who are falling behind and therefore need additional phonics teaching through intervention groups.

The first data capture point is at the end of term 1 in Reception and then at the end of each term throughout their time in Key Stage 1, totalling six assessments each year. Summative assessment is carried out on a 1:1 basis using 'Phonics Tracker'. Phonics Tracker allows for in-depth analysis of the assessments and gap identification to allow teachers and leaders to gain an accurate picture of attainment and progress in phonics. This also enables targeted, short interventions (six

weeks) to be administered to key groups of children with gaps. Children in intervention groups are assessed before and after the intervention to show attainment and progress and to ensure that the gaps have been addressed.

**Phonics Screening Check:**

All Year 1 children will take part in the 'Phonics Screening Check' in June each year. This is a statutory assessment required by legislation. The Phonics Screening Check is carried out by a member of staff known to the children, usually the class teacher, on a 1:1 basis.

Those children who do not meet the pass mark will have to re-take the Phonics Screening Check at the end of Year 2, this is a statutory requirement. For this reason nay children that do not meet the pass mark will continue to be given support and intervention programmes as they move into Year 2, alongside their daily phonics lessons. It is essential that the children secure this phonic knowledge as it is the foundation to becoming a fluent and confident reader.

Children who have not passed the Phonics Screening Check by the end of Year 2 will be assessed on Phonics Tracker as part of their transition into Year 3. This assessment will be used to identify gaps and to consider what additional interventions or support may be needed. This will be assessed on an individual basis.

For a very small proportion of children learning phonics may not work, despite quality first teaching and timely targeted interventions. Therefore, if our school approach to teaching phonics is not working by the end of Year 2 then in Year 3 additional interventions using a more multi-sensory approach will be considered. This could include the 'Toe by Toe', precision teaching approach, Lexia, Bullseye, pre-teaching or over-learning. This decision will be made by the Inclusion Leader following further assessment and investigation to see if there is an underlying additional learning need such as dyslexia. Parents will be involved in these discussions.

**Classroom Learning Environment:**

**Phonics Working Wall:**
Each classroom in the infants must have a phonics working wall, which is current and relevant to the learning happening in the classroom. Phonics from the phase the children are working on must be displayed in the environment for the children to quickly refer to during lessons. This should be modelled explicitly by the adults.

**Sound Mats:**
As part of the daily phonics lesson sound buttons are modelled by the teacher and used widely by the children to read and spell words. The use of sound buttons helps children segment and sound talk words when writing. To support children in applying this to their independent writing children have access to Phase 2 and Phase 3 sound mats in reception and in Year 1 and Year 2 the children can access a sound mat that contains all the sounds from Phase 2 to Phase 5.

In addition to this the appropriate 'tricky words' for the phases taught must be displayed in the classroom (as part of the phonics working wall) along with the common exception words to further support children with their writing. Children have access to the tricky words and common

exception words on spelling mats. As well as this, children use the Super Sonic Phonic Friends 'choose to use' spelling mat to trial different graphemes, thinking carefully about which grapheme looks right.

**Spelling and Phonics:**

The teaching and learning of spellings in Key Stage 1 at Sedlescombe, closely follows the phonics which the children are being taught. Spellings are given out and tested weekly from the beginning of Year 1. The spellings set link closely to the phonics pattern being taught, but also contain some of the 'Tricky Words' and common exception words from their year group list that the children need to learn. In Year 1 there will be 5 words per list, of which will link to the phonics being taught. In year 2, there are 6 words in each spelling list and consist of common exception and tricky words. If a teacher feels that a child is unable to cope with this amount of spellings each week, then in discussion with the Inclusion Leader and Infant Leader, the number of spellings may be revised.

These spellings will be displayed prominently in the classroom and will be referred to and marked against during written lessons across the curriculum. Ensuring that the spellings being learnt each week are being correctly implemented into writing should be encouraged and celebrated.

# Step 2 - Automaticity

Phonics teaching has to be the first step in teaching a child to read as phonics teaches children to match the sounds of spoken English with the individual letters or groups of letters that can represent that sound. Phonics teaches the children these sounds and when they are blended together helps children to decode (read) unfamiliar or unknown words by sounding them out.

However, the use of phonics alone will not make a child a fluent and confident reader, because it would require them to sound out all the words they are reading. Once children know some of the sounds they can start to learn to read some words by just looking at them and knowing what it is. This starts to develop children's reading speed. The next step in the Pathway to Reading Fluency at Sedlescombe is therefore to begin to develop children's automaticity as their phonics knowledge builds.

Automaticity is fast, effortless word recognition that comes with a great deal of reading practice. In other words children look at a word and know what it is without the need to decode, they can see the word and say it immediately. However, automaticity only refers to accurate, speedy word recognition, not to reading with expression. Therefore, like phonics, automaticity (or automatic word recognition) is necessary, but not sufficient, for children to be confident, fluent readers.

The key to developing automaticity is learning, repetition and practice; children must read words over and over again to build automaticity for reading. For some children, who may take longer to grasp new concepts, they may need to see and read a word over 40 times before they are able to recall it automatically.

The key to improving children's automaticity is to improve their sight vocabulary and at Sedlescombe we develop children's automaticity by teaching them to read the common exception words by sight. Common exception words are words that occur regularly but cannot be read by saying the sounds in a word and blending them together. This is because they don't follow the sound pattern so children cannot read these words using their phonics. Examples of common exception words are said, they, come, school.

**Assessment:**

At Sedlescombe we assess and track children's automaticity in two ways. The first is using children's reading age and ensuring that a child's reading age is in line with their chronological age. The second is by tracking children's knowledge of the Phase 2 to Phase 5 tricky words and the common exception words that children are expected to learn to read in each year group.

Reading Ages:

We assess children's reading age using the Salford Sentence Reading Tests –SSRT three times a year from Year 1 onwards during assessment week. The children read a number of sentences which gradually increase in difficulty until they make 6 mistakes. At the sixth mistake the child stops reading and this identifies the child's reading age. This is then converted into an age standardised score using the child's chronological age.

Any child who has an age standardised score below 100 will become a **Priority Regular Reader** which means that they **must** read to an adult every day at school. The child will also be given a book levelling assessment or reading book check, to ensure that they are reading books at an appropriate level. Priority Regular Readers will be assessed using the SSRT at the end of every term, opposed to three times a year, to check that they are making progress. If a Priority Regular Reader attains a standardised reading score of 100 or higher, they will become a **Graduate Regular Reader** and will be heard read by an adult twice a week. Graduates should still read progressively through the levelled reading books.

Depending on the level of need and the disparity between a child's reading age and chronological age further intervention may be considered. This would be discussed at the Pupil Progress Meeting which would include the class teacher and Inclusion Leader. A decision would be made about the best intervention to support the child in improving their reading age.

Common Exception Words:

Common exception or tricky words in the infants will be taught within the daily phonics lessons. The words taught will be linked to the phonics phase that the children are working within. These words will also be on flash cards that the children can practise when reading at home or when reading to an adult within school.

At Key Stage 2 it continues to be important to ensure that children learn to read the common exception words from the Year 3 and 4 lists of common exception words and the year 5 and 6 lists of common exception words.

To ensure that these words are being learnt and that children can read them on sight the children will be tested on them as part of the school's assessment cycle using Phonics Tracker up until the end of Year 3. From Year 4 onwards the school will use its own assessment system, but it will follow the same format. The children will be given a 1:1 assessment where they read the words as they flash up on the screen for one second. All those read accurately on sight will be marked. The teacher will then be able to analyse the data at class and pupil level to identify whole class gaps that can be addressed within class teaching and specific pupil gaps. Pupil specific gaps can be addressed by reading the unknown words each day or using the Bullseye intervention programme which has precision teaching of common exception words.

**Classroom Learning Environment:**

It is essential that the common exception words are read regularly and the best way to do this is to ensure that they are displayed in the classroom as part of the Phonics or English working wall. This allows for opportunities for regular reading throughout the day, by pointing to a word and asking the class or child to read the word.

# Step 3 - Fluency

Even when children have developed their phonics knowledge so they can decode unfamiliar and unknown words and developed their automaticity so they can recognise many words automatically they are not yet a fluent reader. At this point children's oral reading (reading aloud) may still be expressionless and lack the correct phrasing and intonation. Therefore a child cannot yet be termed a confident, fluent reader as they lack prosody. This is the next step that the children need to take on their reading journey; achieving fluency by reading with prosody.

Fluency is the ability to read with speed, accuracy, and prosody (appropriate expression, phrasing and intonation). In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. To read with expression, readers must be able to divide the text into meaningful chunks. Readers must know to pause appropriately within and at the ends of sentences and when to change emphasis and tone.

Children cannot think about the expression to use when reading until they can understand what they are reading which means that children also need to develop their reading comprehension skills. Our approach to this is outlined in the English Policy and in particular in the Guided Reading section. All the time children are having to decode words and think about reading the words because they lack automaticity they do not have the working memory available to think about in which way the words should be read to help the reader make sense of and enjoy the text. This is why prosody is the last part in the children's journey, because the other steps need to be in place first.

**Teachers as Readers:**

The best way for children to learn how to read with prosody is to have this modelled to them and to hear books being read with expression and intonation. For this reason we encourage all of our

teachers to be reading teachers who provide the best possible model for children when reading aloud.

Teachers have a high quality rich text that they are using as their class reading book. Children in our school are read to every day in class by an adult; this ensures they have exposure to quality text and modelled reading.

Opportunities should also be made available for children to do echo reading. This is where the teacher reads a short piece of text aloud in and English or guided reading lesson modelling prosody and then the class, group of children or individual child are asked to read the same piece of text back echoing the prosody used by the teacher. In this way children develop their skills through high quality modelling, repetition and practise.

**Reader Leaders:**

In Year 5 children have the opportunity to apply to be a Reader Leaders. One of their jobs is to ensure that the library is kept tidy and to ensure that books are returned. In addition to this the children should model and encourage good reading habits. One of the ways in which they can do this is by running a lunchtime reading club so that younger children have more opportunities to be read to and hear good models of reading.

They also review newly released books and make recommendations to the children on the termly reading newsletter. The Reader Leaders will also be filmed reading these books to provide another positive role model of reading aloud with prosody.

**Assessment:**

It is important to track children's fluency and this will begin in Year 3 when children have been given time to develop their phonics knowledge and automaticity as these steps needs to be in place before children can read with speed, accuracy and prosody.

Children's fluency will be first tested in Term 6 in Year 2 and then three times a year from Year 3 upwards at the end of terms 2, 4 and 6. The children will be assessed using Fluency Reading Passages at an age appropriate level from Lexia Core5. The child will be assessed on a 1:1 basis and they will be scored on two criteria. The first score will be words per minute. This will give an indication of both speed and accuracy. The child will be asked to read the text accurately and with expression. The adult assessing the child will then time the child reading the passage as well as noting down whether each word was read correctly. This will then be used to calculate the words correct per minute score.

The adult will count the number of words read and subtract any errors to give the number of correct words read. This score then needs to be multiplied by 60 and divided by the number of seconds taken to read the passage. This gives the word count per minute (WCPM). This is a measure of the speed a child is reading at, one of the elements needed to be a fluent reader. The table below shows the target WCPM for each term based on an average child at the 50$^{th}$ percentile. Fluency will drop as children encounter new vocabulary and texts of increasing

difficulty as they move through the school which is why reading fluency for many children will reduce when they enter a new year group and the demands of the texts being read increase.

| Year Group | Term 2 WCPM Target | Term 4 WCPM Target | Term 6 WCPM Target |
|---|---|---|---|
| **Year 2** | | | **60** |
| **Year 3** | **50** | **84** | **100** |
| **Year 4** | **83** | **97** | **112** |
| **Year 5** | **94** | **120** | **133** |
| **Year 6** | **121** | **133** | **146** |

The Lexia fluency packages can also be used to measure the accuracy that the child is reading with. This can be calculated from the same reading assessment as the speed assessment above. This time the score is calculated by taking the words read correctly and dividing it by the total number of words in the passage and multiplying by 100.

If children are reading at an age appropriate level they should be scoring between 95 and 100% accuracy on this text. This means that the child is reading at an **independent level**. The reader is able to read most of the words accurately and can comprehend the text with little difficulty and without the need for any adult support.

If a child scores between 90 to 94% they are reading at an **instructional level**. The text is more challenging for the reader, but is not too hard and a little bit of adult support may be required. The child should be able to comprehend what is happening in the text.

If a child scores less than 89% they are reading at a **frustration level** and the text is too difficult. The child will become frustrated as there are so many words that they cannot read and will not be able to comprehend fully what they are reading. A child who has an accuracy score below 88% is not reading at an age appropriate level.

The best way to support a child who needs to develop their accuracy is to return to the steps needed to gain automaticity as this will build accuracy e.g. Bullseye or Lexia intervention and continue to increase the number of words that can be read automatically.

The best way to support a child to increase their speed, if they have good accuracy is daily practice of reading aloud to an adult and the child may benefit to being added to the Priority Reader group.

**Learning Environment:**

In Step 3 of the Pathway to Reading Fluency the learning environment needs to be text rich. All classes must have a reading area and children should be given the opportunity to choose books from our Infant and Junior libraries. Full guidance in creating a rich text environment is given in our English Policy.

# Supporting with Reading at Home:

## Reading at Home:

At Sedlescombe, we strongly believe in the importance of all children leaving Key Stage 2 as confident, fluent readers. As such, reading at home with parents is an integral part of our Homework Policy. All children, across all key stages are expected to read at least 4 times a week. In addition to this, children in Reception will be given phonics and Tricky Word cards to take home and practice in addition to their closely matched reading books. Children in Year 1 and 2 will also have weekly spellings set to learn. Regular Readers will be encouraged to read more at home and occasionally Lexia intervention practice sheets may be set as a task to complete at home.

Parents are also encouraged to read aloud to their children at home so that children can hear books being read with expression and intonation to develop the children's prosody skills.

A letter is sent home each year to explain to parents the purpose of a decodable book and the purpose of a reading for pleasure (sharing book). Quality book talk guides are given so families can have rich discussions around the sharing book.

## Parent Support:

Phonics Workshops:

Phonics is an integral part of our Pathway to Reading Fluency and a key skill that children need to have to become confident and fluent readers. Children learn best when home and school work in partnership. For this reason in Term 2 in Reception the Infant Leader holds a Phonics meeting for parents to explain why the children are learning phonics and to teach the phonics sounds. These workshop sessions will be available on our website to allow all parents, whether they are able to attend the workshop or not to have access to this information. Additional support and guidance for parents on Phonics is also available on the school website.

Reading Workshops:

How to hear your child read and how to read to your child are also key skills in developing children's automaticity and fluency skills. For this reason in Term 1 of Year 1 there is a parent workshop for parents on how to support your child with reading at home. This explains the book levelling system and the importance of children having books to read at an independent or instructional level at home so that children can practise their reading skills confidently.

It will also cover the importance of still reading to children as well as hearing children read and how this can further develop children's reading and support them in becoming confident and fluent readers. Once again this workshop will be recorded so that all parents can have access to this information.

Rich Read Recommendations Newsletter:

Sometimes it can be hard to know which texts are good for children to be reading. For this reason the English Leader produces a termly newsletter which contains a book recommendation from each teacher. The recommendations cover the full age range and include classic literature as well as new releases. The newsletter also shares the details of a recent award winning book and links to websites with more suggestions of rich, high quality texts that children may enjoy reading or having read to them. An example of the reading Newsletter is given in Appendix 2. As well as this, Rich Reads Specials are sent home to families linked to a particular theme such as: Spooky Stories, Christmas, Graphic Novels, Summer Reads.

# Appendix 1: Assessment Overview:

| Year Group | Focus Area | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|---|
| EYFS | **Phonics** | | **Phonics Tracker Assessment (Phase 2)** | **Phonics Tracker Assessment (Phase 3)** | **Phonics Tracker Assessment (Phase 3)** | **Phonics Tracker Assessment (Phase 3)** | **Phonics Tracker Assessments (Phase 3 Wk1 & Phase 4 Wk6)** |
| | **Phonics Interventions** | Daily Phonics Catch-Up (Phase 2) | Daily Phonics Catch-Up (Phase 3) | Daily Phonics Catch-Up (Phase 3) | Daily Phonics Catch-Up (Phase 3) | Daily Phonics Catch-Up (Phase 3) | Daily Phonics Catch-Up (Phase 3) |
| | | | Phonics group & synthetic phonics books (Phase 2) | Phonics group & synthetic phonics books (Phase 2 & 3) | Phonics group & synthetic phonics books (Phase 2 & 3) | Phonics group & synthetic phonics books (Phase 2 & 3) | Phonics group & synthetic phonics books (Phase 2 & 3) |
| | **Automaticity** | | **CEW assessed 1:1 using Phonics Tracker using Phase 2 HFW** | Intervention children reassessed on Phase 2 HFW | Intervention children reassessed on Phase 2 HFW | **CEW assessed 1:1 using Phonics Tracker using Phase 3 HFW** | **CEW assessed 1:1 using Phonics Tracker using Phase 4 HFW** |
| | | | | **Book Level Assessment** | **Book Level Assessment** | **Book Level Assessment** | **Book Level Assessment** |
| | **Automaticity Interventions** | | | Read Phase 2 HFW read daily & flashcards to read at home | Read Phase 2 HFW read daily & flashcards to read at home | Daily catch-up for Phase 3 words | Read Phase 3 HFW daily & flashcards to read at home |

| Year Group | Focus Area | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|---|
| Year 1 | **Phonics** | | **Phonics screen check (2016) reported to DCAT** | **Phonics screen check (2017) reported to DCAT** | **Phonics screen check (2018) reported to DCAT** | **Phonics screen check (2019) reported to DCAT** | **Statutory Phonics screening (2022)** |
| | **Phonics Interventions** | Daily Phonics Catch-Up (Phase 4) | Daily Phonics Catch-Up (Phase 5) | Daily Phonics Catch-Up (Phase 5) | Daily Phonics Catch-Up (Phase 5) | Daily Phonics Catch-Up (Phase 5) | Daily Phonics Catch-Up (Phase 5) |
| | | Phonics groups & synthetic phonics books (Phases 3 & 4) | Phonics groups & synthetic phonics books (Phases 3, 4 & 5) | Phonics groups & synthetic phonics books (Phases 3, 4 & 5) | Phonics groups & synthetic phonics books (Phases 3, 4 & 5) | Phonics groups & synthetic phonics books (Phases 3, 4 & 5) | Phonics groups & synthetic phonics books (Phases 3, 4 & 5) |
| | **Automaticity** | **Book Level Assessment** | **Book Level Assessment** | **Book Level Assessment** | **Book Level Assessment** | **Book Level Assessment** | **Book Level Assessment** |
| | | **Reception PIRA baseline assessment** | **Reading Age using SSRT Test A** Term 2 Priority Readers set up and heard read daily | **Reading Age using SSRT Test B** Priority Readers set-up and heard read daily | Term 3 & 4 Priority Regular Readers reassessed using SSRT Test B | **Reading Age using SSRT Test C** Priority Readers set-up and heard read daily | Term 5 & 6 Priority Regular Readers reassessed using SSRT Test C |
| | | | **CEW assessed 1:1 using Phonics Tracker using HFW Phase 4** | | **CEW assessed 1:1 using Phonics Tracker using Phase 5 HFW** | | **CEW assessed 1:1 using Phonics Tracker using Y1 CEW** |
| | **Automaticity Intervention** | | Score <100 Priority Regular Reader heard read daily | **Priority Readers** SSRT score 100+ Graduate Reader read twice per week | Score <100 Priority Regular Reader heard read daily | **Priority Readers** SSRT score 100+ Graduate Reader read twice per week | Score <100 Priority Regular Reader heard read daily |
| | | | Phase 4 HFW not known Bullseye | Phase 4 HFW not known Bullseye | Phase 4 HFW not known Bullseye | Phase 5 HFW not known Bullseye | Phase 5 HFW not known Bullseye |

| Year Group | Focus Area | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|---|
| Year 2 | **Phonics** | **Phonics screen check (2018) reported to DCAT** | **Phonics screen check (2019) reported to DCAT** | **Phonics screen check (2017) reported to DCAT** | **Phonics screen check (2018) reported to DCAT** | **Phonics screen check (2019) reported to DCAT** | **Statutory Phonics screening 2022 If pass mark not reached phonics tracker assessment** |
| | **Phonics Interventions** | Phonics groups & synthetic phonics books (Phases 3, 4, 5) | Phonics groups & synthetic phonics books (Phases 3, 4, 5) | Phonics groups & synthetic phonics books (Phases 3, 4, 5) | Phonics groups & synthetic phonics books (Phases 3, 4, 5) | Lexia assessment if still not met the PSC pass mark | Lexia intervention |
| | **Automaticity** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** |
| | | **Reading Age using SSRT Test A** | Term 1 & 2 Priority Regular Readers reassessed using SSRT Test A | **Reading Age using SSRT Test B** | Term 3 & 4 Priority Regular Readers reassessed using SSRT Test B | **Reading Age using SSRT Test C** | Term 5 & 6 Priority Regular Readers reassessed using SSRT Test C |
| | | | **CEW assessed 1:1 using Phonics Tracker using Y1 CEW** | | **CEW assessed 1:1 using Phonics Tracker using Y2 CEW** | | **CEW assessed 1:1 using Phonics Tracker using Y2 CEW** |
| | **Automaticity Interventions** | | Score <100 Priority Regular Reader heard read daily | Priority Readers SSRT score 100+ Graduate Reader read with twice per week | Score <100 Priority Regular Reader heard read daily | Priority Readers SSRT score 100+ Graduate Reader read with twice per week | Score <100 Priority Regular Reader heard read daily |
| | | Children on Bullseye continue | Children on Bullseye continue | Year 1 HFW not known Bullseye | Year 1 HFW not known Bullseye | Year 1 HFW not known Bullseye | Year 1 HFW not known Bullseye |
| | **Fluency** | | | | | | **Lexia Reading Passage 1:1 WCPM 60 & Accuracy 95+** |
| | **Fluency Interventions** | | | | | | WCPM <60 Lexia & Bullseye assessment intervention if needed |
| | | | | | | | Accuracy <90% Book Band assessment and Priority Regular Reader |

| Year Group | Focus Area | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|---|
| Year 3 | **Phonics Interventions** | **Lexia if not passed Phonics Check** | | | | | |
| | **Automaticity** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** |
| | | **Reading Age using SSRT Test A** | Term 1 & 2 Priority Regular Readers reassessed using SSRT Test A | **Reading Age using SSRT Test B** | Term 3 & 4 Priority Regular Readers reassessed using SSRT Test B | **Reading Age using SSRT Test C** | Term 5 & 6 Priority Regular Readers reassessed using SSRT Test C |
| | | | **CEW assessed 1:1 using Y3 CEW Set 1** | | **CEW assessed 1:1 using Y3 CEW Set 2** | | **CEW assessed 1:1 using Y3 CEW Set 3** |
| | **Automaticity Interventions** | | Score <100 Priority Regular Reader heard read daily | **Priority Readers** SSRT score 100+ Graduate Reader read with twice per week | Score <100 Priority Regular Reader heard read daily | **Priority Readers** SSRT score 100+ Graduate Reader read with twice per week | Score <100 Priority Regular Reader heard read daily |
| | | | | Bullseye Y2 HFW | | | |
| | **Fluency** | | **Lexia Reading Passage 1:1 WCPM 50 & Accuracy 95+** | | **Reading Passage 1:1 on Lexia Core5 WCPM 84 & Accuracy 95+** | | **Reading Passage 1:1 on Lexia Core5 WCPM 100 & Accuracy 95+** |
| | **Fluency Interventions** | WCPM <60 Lexia & Bullseye assessment intervention if needed | WCPM <50 Lexia & Bullseye assessment intervention if needed | Lexia / Bullseye Intervention | WCPM <84 Lexia & Bullseye assessment intervention if needed | Lexia / Bullseye Intervention | Lexia / Bullseye Intervention |
| | | Accuracy <90% Book Band assessment and Priority Regular Reader | Accuracy <90% Book Band assessment and Priority Regular Reader | | Accuracy <90% Book Band assessment and Priority Regular Reader | | |

| Year Group | Focus Area | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|---|
| Year 4 | Automaticity | **Book Band Assessment** | **Brown Band & score >100 cease Book Band Assessment** | | | | |
| | | **Reading Age using SSRT Test A** | Term 1 & 2 Priority Regular Readers reassessed using SSRT Test A | **Reading Age using SSRT Test B** | Term 3 & 4 Priority Regular Readers reassessed using SSRT Test B | **Reading Age using SSRT Test C** | Term 5 & 6 Priority Regular Readers reassessed using SSRT Test C |
| | | | | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** |
| | | | **CEW assessed 1:1 using Y4 CEW Set 1** | | **CEW assessed 1:1 using Y4 CEW Set 2** | | **CEW assessed 1:1 using Y4 CEW Set 3** |
| | Automaticity Interventions | | Score <100 Priority Regular Reader heard read daily | **Priority Readers** SSRT score 100+ Graduate Reader read with twice per week | Score <100 Priority Regular Reader heard read daily | **Priority Readers** SSRT score 100+ Graduate Reader read with twice per week | Score <100 Priority Regular Reader heard read daily |
| | | | Book Band Assessment | Book Band Assessment | Book Band Assessment | Book Band Assessment | Book Band Assessment |
| | Fluency | | **Lexia Reading Passage 1:1 WCPM 83 & Accuracy 95+** | | **Reading Passage 1:1 on Lexia Core5 WCPM 97 & Accuracy 95+** | | **Reading Passage 1:1 on Lexia Core5 WCPM 112 & Accuracy 95+** |
| | Fluency Interventions | WCPM <100 Lexia & Bullseye assessment intervention if needed | WCPM <50 Lexia & Bullseye assessment intervention if needed | Lexia / Bullseye Intervention | WCPM <84 Lexia & Bullseye assessment intervention if needed | Lexia / Bullseye Intervention | Lexia / Bullseye Intervention |
| | | Accuracy <90% Book Band assessment and Priority Regular Reader | Accuracy <90% Book Band assessment and Priority Regular Reader | | Accuracy <90% Book Band assessment and Priority Regular Reader | | |

| Year Group | Focus Area | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|---|
| Year 5 & Year 6 | **Automaticity** | **Reading Age using SSRT Test A** | Term 1 & 2 Priority Regular Readers reassessed using SSRT Test A | **Reading Age using SSRT Test B** | Term 3 & 4 Priority Regular Readers reassessed using SSRT Test B | **Reading Age using SSRT Test C** | Term 5 & 6 Priority Regular Readers reassessed using SSRT Test C |
| | | | **CEW assessed 1:1 using Y4 CEW Set 1** | | **CEW assessed 1:1 using Y4 CEW Set 2** | | **CEW assessed 1:1 using Y4 CEW Set 3** |
| | **Automaticity Interventions** | | Score <100 Priority Regular Reader heard read daily | **Priority Readers** SSRT score 100+ Graduate Reader read with twice per week | Score <100 Priority Regular Reader heard read daily | **Priority Readers** SSRT score 100+ Graduate Reader read with twice per week | Score <100 Priority Regular Reader heard read daily |
| | | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** | **Book Band Assessment** |
| | **Fluency** | | **Lexia Reading Passage 1:1 WCPM 94 & Accuracy 95+** | | **Reading Passage 1:1 on Lexia Core5 WCPM 120 & Accuracy 95+** | | **Reading Passage 1:1 on Lexia Core5 WCPM 133 & Accuracy 95+** |
| | **Fluency Interventions** | WCPM <112 Lexia & Bullseye assessment Intervention if needed | WCPM <50 Lexia & Bullseye assessment Intervention if needed | Lexia / Bullseye Intervention | WCPM <84 Lexia & Bullseye assessment Intervention if needed | Lexia / Bullseye Intervention | Lexia / Bullseye Intervention |
| | | Accuracy <90% Book Band assessment and Priority Regular Reader | Accuracy <90% Book Band assessment and Priority Regular Reader | | Accuracy <90% Book Band assessment and Priority Regular Reader | | |

CEW = Common Exception Words

SSRT = Salford Sentence Reading Tests

WCPM – Word Count per Minute

# Appendix 2: Reading Newsletter

## Rich Read Recommendations

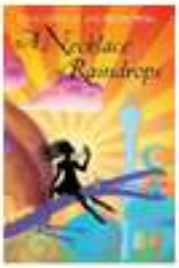
### Term 4 Newsletter, 2021

**Shortlisted Book: The Bird Within Me**
**by Sara Lundberg**

Based on the life of Swedish artist Berta Hansson, this is the story of a young woman with the bravery to live her own truth and follow her own path despite many difficulties and challenges.

**Shortlisted for the CILIP Kate Greenaway Medal 2021**

**Mrs Rossborough's Recommendation:**
**A Necklace full of Raindrops**




**Ages: 5-9**

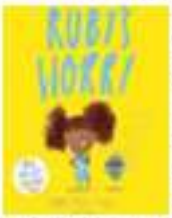
My book recommendation is The Necklace of Raindrops by Joan Aiken. Since I was a child, this has always been one of my favourite books. It is a book full of magical short stories about wishes that come true, mysterious adventures and captivating characters. This story is perfect to read yourself or to have read to you.

**Mrs Jefferies' Recommendation:**
**Peter Pan by Carol Hunt**

**Ages: 6 - 8 years**

This is a re-telling of the novel by J.M.Barrie. The language has been adapted for younger readers and the story is told through rhyme. This a great introduction into classic literature!

**Mrs Dobbing's Recommendation:**
**Ruby's Worry by Tom Percival**




**Age: 5+**

Ruby loves being Ruby. Until, one day, she finds a worry. At first, it's not such a big worry, and that's all right, but then it starts to grow. It gets bigger and bigger every day and it makes Ruby sad. I'd recommend this book to help children talk openly about their worries and concerns and learn to share their problems.

**Mrs Evenden's Recommendation:**
**Charlotte's Web by E.B. White**

**Age: 7+**

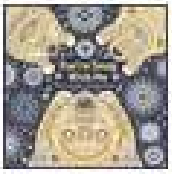
This classic is one of my favourite books with wonderful characters and an exciting, magical story. It teaches us about true friendship and the cycle of life. Look out for the spider who forms a plan to save the pig!

**Miss Brogan's Book Recommendation: The Skies Above My Eyes Charlotte Guillain & Yuval Zommer**

**Age: 6+**

If you love learning new facts about the world and beyond, this book is for you! Zoom past the technology that fills our skies, from helicopters, fighter jets, weather balloons to satellites, hang-gliders and hot-air balloons. Discover the insects and animals that whizz through the skies, explore the layers of the atmosphere, and travel through the solar system and out to the galaxies far beyond.

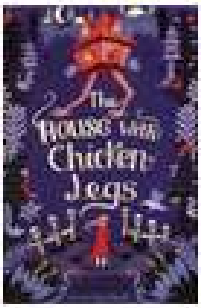
**Mrs Paiem's Recommendation:**
**You're Snug With Me by Chiara Semeder**



**Age: 4+**

Two bear cubs born in their frozen den are keen to explore the world and find out what lies outside their den. Some of it sounds scary but Mama bear reminds the cubs there is nothing to be frightened of, "You're Snug With Me." A magical, thought provoking story with the most stunning illustrations.

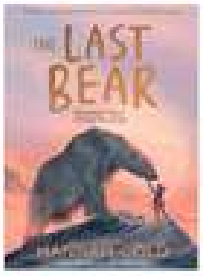
**Mrs Watson's Recommendation:**
**The House Chicken Legs by Sophie Anderson**




**Age: 9+**

This amazing book tells the journey of a young girl destined to follow in the footsteps of her Grand mother, Yaga. She guides the dead through the gate to make their way to the stars which they came from. Brimming with magic, wonder and beauty, it also touches on homelessness, grief and the possibility of shaping your own future. I can't recommend it enough!

**Mrs Herring's Book Recommendation:**
**The Last Bear by Hannah Gold**

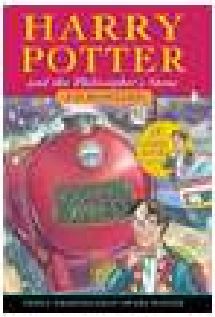



**Ages: 8+**

There are no polar bears left on Bear Island. At least, that's what April's father tells her when his scientific research takes them to this remote Arctic outpost for six months. But one endless Summer night, April meets one. He is starving, lonely and a long way from home. Determined to save him, April begins the most important journey of her life...

An amazing story of love and friendship that reminds us all of the fragility of the world in which we live. A great read!

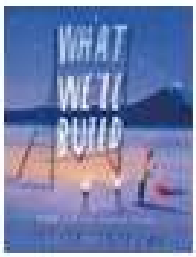
**Miss Newton's Recommendation:**
**The Philosopher's Stone by J.K. Rowling**




**Age: 7+**

So many children only ever watch the movie and the book is even better! The detail in the story is incredible and it features plots and characters that allow the reader to lose themselves in the magical world of Hogwarts. In reading the books you also learn the importance of friendship and the power of good over evil. A captivating read and I hope that you agree that the book is better than the film too!

**Mr Cole's Recommendation:**
**What We'll Build by Oliver Jeffers**




**Age: 4+**

Don't be fooled by the 4+ rating, this stunning picture book is just as enjoyable for 11 year olds (and adults!) as it is for younger children. Making plans, making memories and making the most of the time we have together are the key themes at the heart of this little gem. After the challenging year we have had, it is uplifting and life affirming. Don't put this book down until you see how it ends. It's written by one of my favourite authors.

**Reading Website Recommendation**

Are you looking for more recommendations of such books to read at home?

www.lovereading4kids.co.uk

**This website** shares new highly recommended books each month. As well as this, you can filter your searches and explore the Kidzone!

**Happy Reading Everyone!**