

Creating learners who are accurate and speedy readers, developing a love of books and reading.

Links:

[Reading Curriculum *Intent, Implementation, Impact*](#)

[Reading Action Plan](#)

[Phonics Action Plan](#)

[Tracking Documents](#)

Monitoring Questions:

How do you ensure that the teaching of early reading is prioritised?

[SLE Action Plan](#)

Book Curriculum Questions:

How often do teachers read to children?

Daily active reading sessions at end of day were on timetable until Easter. Many classes continued this.

F2 readers this year (core texts)

Owl Babies by Martin Waddell

No Dinner by Jessica Souhami

Chicken in the Kitchen by Nnedi Okorafor

The Lion Inside by Rachel Bright

Handa's Surprise by Eileen Browne

Rainbow Fish by Marcus Pfister

Paddington by Michael Bond

Commotion in the Ocean by Giles Andreae

Cave Baby by Julia Donaldson

A Squash and a Squeeze

Year 1 readers this year

- Nen and the lonely fisherman (**fave**)
- Wild
- The secret of black rock (but this is also a Literacy counts book - it wasn't when we did it)

- All are welcome here.
- Sulwe (**language and message was too mature for Y1 would be good for Y3**)
- The Proudest Blue (**kids fave**)
- All the ways we are smart
- Coming to England - by Floella Benjamin
- Dear Greenpeace
- The tiger who came to tea.
- Journey
- All through the night
- The Queens Knickers
- Harry and his bucketful of dinosaurs
- lifesize
- Blue Penguin
- A dinosaur called Tiny
- Blue penguin

Year 2 readers this (term)

- A squash and a squeeze
- Charlie and the chocolate factory (2 chapters)
- Room on a broom
- How to catch a star
- The owl who was afraid of the dark
- The day the crayons quit
- Elmer
- Ruby's worry
- The Witches (Roald Dahl)

Year 3 readers this year

- George's Marvellous Medicine
- The Ice Palace
- Oliver and the Sea Wigs
- The Magic Place
- Ickabog

Year 4 readers this year

Antigua de Fortune of the High Seas

The Christmasaurus

A Boy Called Christmas

Journey: Return

Muck and Magic

Charlie and the Great Glass elevator

Twinkl Active read worksheets

The Boy in the Dress

Year 5 and 6 read books as part of their English curriculum and finished them in story times.

-Holes

How do you ensure that teachers ensure their story times are engaging?
Not addressed yet

How do you select the books that you are going to read to the children?
Reading spines were created but these are not current.
Whole school text this year- Journey- Aaron Becker

How do you decide which stories the children will learn inside and out?

How do you get parents more engaged with reading with their children?

Teachers

Which books have you most enjoyed reading to your children recently?

Pupils

Can you show me your favourite books?

What makes this book/story your favourite?

How do you record the books and stories you have read?

Do you share your reading books at home?

[Reading survey to be completed](#)

Phonics Curriculum Questions:

I see that your PSC results are 68% , I'd like to explore what plans do you have to improve the Y1 PSC scores next year?

JB-1-1 and Fresh start. Trackers. Red words. Extra speed sounds and speedy green lessons. Whole school push on phonics.

[Interventions for September-2022 Phonics](#)

[Read Write Inc groups Autumn 22](#)

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 sound for letters, digraphs and trigraphs (mnemonics, repetition); blend the sounds into words; read exception words; learn correct letter formation; and learn to spell?

[Pink Group- Co-op Academy Portland 45 minute RWI session](#)

[Blue Group- Co-op Academy Portland 45 minute RWI session](#)

Could you tell me what you want all children to know - term by term - so that they meet all phonics standards by Y1, Y2?

RECEPTION:

- A1: Set 1b
- A2: Set 1c
- Sp1: Ditty
- Sp2: Red
- Su1: Green
- Su2: Green/purple

YEAR 1:

- A1: Purple
- A2: Pink
- Sp1: Orange
- Sp2: Yellow
- Sp2: Yellow
- Su1: Blue
- Su2: Grey

YEAR 2:

- A1: Grey

Reception Red Words

Autumn 1	
Autumn 2	
Spring 1	put, the, I, no, of, my, for*, he
Spring 2	put, the, I, no, of, my, for*, he
Summer 1	your, said, you, be, are put, the, I, no, of, my, for*, he
Summer 2	to, me, go, paint* your, said, you, be, are put, the, I, no, of, my, for*, he

Year 1 Red Words

Autumn 1	to, me, go, paint* your, said, you, be, are put, the, I, no, of, my, for*, he
Autumn 2	I've, like*, all, we, want, her, call, she, washing*, some, so

	<p>to, me, go, paint*</p> <p>your, said, you, be, are</p> <p>put, the, I, no, of, my, for*, he</p>
Spring 1	<p>what, do, they, old, was</p> <p>I've, like*, all, we, want, her, call, she,</p> <p>washing*, some, so</p> <p>to, me, go, paint*</p> <p>your, said, you, be, are</p> <p>put, the, I, no, of, my, for*, he</p>
Spring 2	<p>saw, watch, watches, school, small, their,</p> <p>one, who, tall, brother, I'm, there, any,</p> <p>fall*, where, wall*</p> <p>what, do, they, old, was</p> <p>I've, like*, all, we, want, her, call, she,</p> <p>washing*, some, so</p> <p>to, me, go, paint*</p> <p>your, said, you, be, are</p> <p>put, the, I, no, of, my, for*, he</p>
Summer 1	<p>saw, watch, watches, school, small, their,</p> <p>one, who, tall, brother, I'm, there, any,</p> <p>fall*, where, wall*</p> <p>what, do, they, old, was</p> <p>I've, like*, all, we, want, her, call, she,</p> <p>washing*, some, so</p> <p>to, me, go, paint*</p> <p>your, said, you, be, are</p> <p>put, the, I, no, of, my, for*, he</p>
Summer 2	<p>should, many, mother, above, father,</p> <p>here, buy, bought, great, someone,</p> <p>another, walk</p> <p>does, other, two, could, ball, would, water,</p> <p>wash*, anyone, over, wasn't, through,</p> <p>once, son, whole, people</p> <p>saw, watch, watches, school, small, their,</p> <p>one, who, tall, brother, I'm, there, any,</p> <p>fall*, where, wall*</p> <p>what, do, they, old, was</p> <p>I've, like*, all, we, want, her, call, she,</p> <p>washing*, some, so</p> <p>to, me, go, paint*</p> <p>your, said, you, be, are</p>

	put, the, I, no, of, my, for*, he
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It has also been noted that the following common exception words are not covered by RWI:

Year 1:

- a, today, says, were, is, his, has, by, love, come, ask, friend, push, pull, full, house, our

Year 2:

- door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, every, everybody, even, break, steak, pretty, beautiful, after, fast, last, past, class, grass, pass, plant, bath, path, hour, move, prove, improve, sure, sugar, eye, busy, again, half, money, Mr, Mrs, parents, Christmas.

These will be called 'Rainbow Words' and there will also be a focus on children learning these.

How much time do children spend learning phonics and applying this to their reading and writing?

45 minutes daily lessons;

F2, Y1 and Y2 do an extra 30 minutes session straight after lunch [Afternoon speeds sounds lesson grid - Debbie Randles - Summer 2 last 2 weeks.docx](#)

Extra minutes are captured whenever possible. Children watch videos as an intervention.

Some children have 1-1 or small group intervention daily, lasting between 3 and 15 minutes. (see Intervention doc above)

What do you do to ensure that your learners are accurate and speedy readers by the end of Y2?

1-1 sessions, extra speed sound sessions of an afternoon

Reading Practise and Fluency:

How do you ensure that children's reading books help them practise the sounds that they have learned?

Children take home a reading book matched to their colour phonics group and a book bag book matched to their level. Any children who are not in a group at their exact level does not take their class reading book.

How do children practise their reading fluency?

We have altered the lessons from 3 days to 5 days, or 5 days to 7 days based on the colour of the group (see pink/ blue lesson plans). This was so that we could change lessons to 45 minutes from 1 hour and have a whole class writing lesson (Literacy Counts). We have ensured extra reading practice of the same book for all children across the week. All staff wear pinnies with red words in and have pinny times every time they see a child in the playground/along the corridor/in the office etc. Our lowest 20% and in some cases up to 40% are heard to read daily. Reading volunteers come into school to listen to children read in some classes, although this is lacking in F2, Y4,5 and 6.

How do you assess and record this?

Reading record books- not consistently.

What books do children take home with them?

All take a book exactly matched to their phonics level.

Most take an extra book that they have read in class.

Is this matched to their need?

Yes

Do any additional reading for pleasure texts go home? (Poetry/non-fiction/real life reading)

Yes

How often do children change their books?

The expectation up to now has been once a week in KS2 and twice in KS1.

How often do parents listen to their children read - how do you know?

[Reading engagement at home- Coop Academy Portland 2021/22](#)

Reception Teacher

[Starting Strong in September 2022](#)

When do you start to teach children letter-sound correspondences?

How many sounds will your children be able to read at the end of each term?

Teachers:

We are now at [reference points time in the year]. What are the children up to?

Which children are not at this point? [Checkpoints]

It would be lovely to see what the children can do right now - can you show me?

Assessments and Proving 'On-Track-ness':

How do you know the pace of phonics progress is effective at your academy?

[Phonics progress 2021-22](#) (see Ruth Miskin Portal)

How do you know which children throughout the whole school are on-track in their phonics/reading? (see Whole school phonics tracker)

Half termly phonics assessments.(See RWI folder)

Weekly phonics assessment for children in Reception. (See PB)

Red word assessments.(See RWI folder)

How quickly do you spot children not keeping up with the pace of your phonics programme?

We now have more robust evidence for why children are not making progress- retainment of sounds/SEND needs/ red words knowledge.

What support is in place to help these children catch up quickly? [Interventions for September-2022 Phonics](#)

1-1 sessions altered to meet the needs of the children every half term.

What do you do to make sure that new children catch up quickly, if they are behind their peers?

How do you decide the staffing/intervention priorities for children with SEND/PP?

Teachers:

How do you spot children who are not keeping up with the pace of your phonics or reading programme (in EY, KS1, KS2)?

What support is in place to help these children keep up with their peers?

Lowest 20% readers:

F2

Sarah Minson,

Kevin Badea,

Rosa Askew,

Carter Taylor,

David Gloidneau

Y1

Rainie

Mason

John - huge improvement

Ayva

Maria

Amelia - huge improvement

Andrei

Y2

Lennon

- Demi

- Lola

- Chase

- Elis

- Millie-May

- Gracie G

Y3

- Antonio

- Bruce

- Kyle

- Tearnna

- Freya

- Lexi

- Robyn

Y4

Riyad

Oscar A

Nevaeh

Charlie

Jayden
Bethany
Scarlett
Oliver
Rubi
Matthew
Lewis
Oscar D
Darius
Hrant
Ronnie

Y5 and 6 - see phonics tracker
What are we doing about these children?

Developing Expert Teachers:

How do you make sure that all your staff develop the necessary expertise to teach children to read (including KS2 staff, ECTs and new staff)?

- All staff receive RWI training
- Weekly practice sessions
- From September daily coaching
- KS2 teachers need training in teaching of reading using new scheme (Sept)

What additional training is given to staff who provide support for the weakest readers (lowest 10/20/40%) and does this support change with PP/SEND vulnerabilities?

How do leaders and staff use information about children's progress to impact their teaching?

Teachers:

Tell me about your training and development. How has this helped you teach reading?