



The Teaching of Reading and Phonics at Cayton School

A Reader at Cayton School will have...

- Excellent phonic knowledge and skills.
- The passion to read for both study and for pleasure.
- Fluency and accuracy in reading across a wide range of contexts.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- Extensive knowledge through having read a rich and varied range of texts.

At Cayton School, children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading.

Children read in school independently, in guided groups, with reading buddies, and as part of the on-going curriculum. They listen to adults and other children read, taking part in paired reading with their own and other age groups.

EARLY READING

Phonics

At Cayton School, we use the Twinkl Phonics Programme which is an accredited systematic and synthetic phonics programme. We teach phonics daily from the beginning of EYFS to Year 2 and to the lowest 20% of readers within intervention. Children receive daily phonics lessons which build on previous learning day by day to help them make rapid progress (see phonics and early reading progression map for further details). Our pedagogy of phonics sessions is:

- Synthetic, systematic and progressive
- 100% of the children, 100% of the time
- Rigorous and pacy.

Pupils are systematically taught the phonemes/graphemes (sounds/print), how to blend the sounds and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading. Additionally, children are taught some words by sight which are called common exception words (CEW). These are words that do not follow the phonetic code so we look at why they are not decodable (tricky) in different ways.

Children's progress is continually assessed and reviewed by using Phonics Tracker (minimum of every half term). This carefully looks at any gaps in each child's learning so that support can be quickly accessed by either

- Same day intervention
- KS1 intervention
- KS2 codebreakers
- Precision teaching techniques

Planned Assessment

Assessment (*This may vary slightly depending on how many weeks are in each term*)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Assess weeks 1- 4 of Level 2	Assess week 5-6 of Level 2 and 1- 3 of Level 3	Assess week 4-9 of Level 3	Assess week 10- 11 of Level 3 and week 1 and 2 of Level 4	Assess week 3- 5 of Level 4	Assess any outstanding learning
Year 1	Assess week 1-4 of Level 5	Assess week 5-10 of Level 5	Assess week 11-16 of Level 5	Assess week 17-22 of Level 5	Assess week 23-28 of Level 5	Assess week 29-30 of Level 5 and any gaps

Assessment includes: GPCs/CEW/blending/segmenting within each level. These are assessed using Phonics Tracker.

The national phonics screening check is performed in June of Year 1. Prior to this, an EYFS/ Year 1 phonics workshop gives parents information about how they can support their children at home with phonics. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who do not meet the required standard for the check in Year 1 enter again in Year 2 and have additional support to achieve this. This support will continue until the child meets the age-appropriate standard.

Reading books

Cayton School use books matched to the children's secure phonic knowledge using Rhino Readers (and some supplementary matched books such as Dandelion Readers). Children will begin the phonics book when they are secure in the GPCs that that the book contains. The children will read the book three times a week in school with an adult and then take it home to share.

Sharing Books

Throughout school, children continue to take home reading books to share, discuss and model good reading strategies with adults. This is usually done through the school library visits.

When children are secure in their phonetical knowledge (secure in Level 6) they will progress onto the 'recommended class reads'. Through reading interventions, reading with adults in school, as well as reading at home, children will work through our diverse range of recommended reads for each year group with high quality authors. All children, including the lowest 20% of readers, will be assessed to ensure they are on the correct level for them. They will work through Levels 7-11, with monitoring from the class teacher, other staff and English Lead to ensure children are progressing. PIRA tests will measure progress in reading in a summative way at the end of each term.

Home and School Partnership

Cayton School have different events to support families around reading such as they are encouraged to join their children for a 'book and bun' session every term. This allows parents and children to share books and stories. We want children to see that reading isn't just something that

happens at school, but is part of everyday life and can be shared. We want to support parents with helping their children to become confident, lifelong readers.

Cayton School holds information events on how we teach reading, provides support information and has an information event around the statutory phonics screening assessment.

Developing Reading for Pleasure

Children regularly have the opportunity to discuss books in lessons including genres and preferences, voting on their favourite books and making comparisons between authors and characters. Every Year group has a 'Reading Spine' that they access throughout the year which includes different types of texts (including diverse authors and narratives).

In our immersive Forest Library, which children and teachers will access where possible, children will have the opportunity to access poetry, graphic novels, diverse books, fiction and non-fiction (as they also have on their recommended reads bookshelves in class).

They will have further immersive experiences with teachers in lessons, reading pages from high quality class novels from the Reading Spine (and other carefully selected texts) with the class teacher modelling reading and giving children exposure to a range of diverse texts. Writing is also inspired by this process and children make more connections. Top recommended reads for each year groups are displayed in each Key Stage 2. EYFS and Year 1 have teacher or topic linked recommendations. We are also developing the use of narrative for the wider curriculum.

We encourage a love of reading by holding book themed days on World Book Day, for example, where children were read a 'silly, fun' Dr Seuss book. This was a personal choice by Mrs Draper as her son loved this book- another theme of the day was making personal connections and recommendations to each other throughout the day with different books and poems discussed. Children dressed up in their favourite character costumes based on different novels- staff did this also. Mrs Draper, head of English, read with children a sonnet by James Weldon Johnson and discussed the themes of bravery and resilience.

Throughout the year your child will take part in 'Forest Schools' which begin with a poem taken from 'The Lost Words', as well as educational visits out of school to promote reading for pleasure. They will also learn poetry by heart (every class) as part of their Harvest Festival.

Reading assemblies take place and local librarians come in to school and encourage children to use the local library, introducing children to a variety of literature. In our school library, children's suggestions for new books are encouraged and information used when new books are purchased- this also happens through School Council.

Staff read in assemblies a range of diverse poems, books linked to the Jigsaw Scheme (PSHE) and books linked to the protective characteristics.

Our school librarians (children) take votes on favourite authors and books of the moment- changing displays to accommodate this. Teachers ask children for their favourite types of books and order these in school to promote reading miles, whilst also exposing them to new texts as part of a varied reading diet.

We have a book swap at the front of school and children hold 'Book Sales' to give away older books for children to read and enjoy at home.

Denzel, our school well-being dog, joins some end of the day reading sessions where teachers share a range of fiction, non-fiction and poetry with children, reading for enjoyment together.

Class library areas have 'peer recommendations' or votes on favourite books to read. Some children recommend books to each other and read independently in the school day, selecting key vocabulary to display during this time as well as in Whole Class Reading. These words can then be discussed as a whole class, looking at the definition and grammar links.

We also access public libraries as a great place for children to widen their reading experience. Visits are made to Eastfield Library.

Assessment of Reading

Reading is assessed regularly and monitored on the school tracking system. Children are assessed by

- PIRA reading test (termly)
- Phonics Tracker (half-termly)
- When required Cayton School use Salford Reading test to measure a child's reading age.

Assessment is used to check progress and identify any gaps in a child's learning. Liaison with the school SENCo and external agencies is arranged for children who require additional support and further reading intervention strategies.