



<b>PHONICS</b>	Phonics throughout EYFS and Key Stage 1 will follow the <a href="#">Letters and Sounds</a> program. It is a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.
<b>Early Years (Nursery &amp; Reception)</b>	<b>Phases 1-4</b> <ul style="list-style-type: none"> <li>• Reception phonics will be taught as a whole class. Children requiring intervention will receive small group sessions.</li> <li>• Nursery children will also be part of phonics sessions but will focus mainly on phases one and two.</li> </ul>
<b>Year 1</b>	<b>Phases 3-5</b> <ul style="list-style-type: none"> <li>• Year 1 will begin the autumn term recapping phase three and then move on to phases four and five.</li> <li>• Phonics will be taught as a whole class with any children requiring intervention taught in small groups.</li> </ul>
<b>Year 2 and beyond</b>	<ul style="list-style-type: none"> <li>• Year 2 through to Year 6 follow Read, Write Inc. Spelling which is underpinned by phonics. They have a 15 minute session each day and use online resources and individual pupil practice books.</li> <li>• Individuals who have not passed the phonics screening test will continue to receive phonics teaching.</li> </ul>

<b>READING</b>		
	<b>PRACTICE</b>	<b>CORE SKILLS &amp; END OF YEAR EXPECTATIONS</b>
<b>Early Years - Nursery</b>	Children will take home reading books and read in school with an adult twice a week.	<ul style="list-style-type: none"> <li>• <b>Children can recognise their name</b></li> <li>• <b>Handle books carefully and turn pages left to right</b></li> <li>• <b>Answer simple questions about a book</b></li> </ul>
<b>Early Years - Reception</b>	Children will take home reading books and read in school with an adult twice a week.	<ul style="list-style-type: none"> <li>• <b>Know the alphabet</b></li> <li>• <b>Be confident with sounds up to Phase 3</b></li> <li>• <b>Read and understand simple sentences</b></li> <li>• <b>Be on 'Red' book band</b></li> <li>• Work at Phase 4 phonics – children will, among other things: Practise reading and spelling CVCC words (e.g. such, belt, milk etc.)</li> </ul>



## READING & PHONICS AT LUDDENDEN CE SCHOOL

### Year 1

Children will read with an adult at least once a week. Lower ability pupils will read with an adult twice a week. Children will read their book in school with an adult for one week then take the same book home for one week. This will develop comprehension skills and give pupils the opportunity to focus on fluency. Parents are given a letter at the beginning of the year to explain how this works. Reading books have comprehension questions in the back of the book and activities for after reading.

- **Pass the phonics screening test**
- **Retell stories they have read**
- **Be on 'Orange' book band**
- **Apply phonic knowledge and skills as the route to decode words**
- **Pass Benchmark 15**
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.

### Year 2

Children follow the same approach as in Year 1, reading their book in school for a week then taking it home for 1 week.

- **Have a reading age of 8 years**
- **Talk about books**
- **Be on 'White' book band**
- **Pass Benchmark 24**
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.



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<b>Year 3</b>	<p>Children take their book home to read and parents/carers record in a reading record. Books are changed as when pupils finish them. Any children with a reading age below 8 will have 1 to 1 reading twice a week.</p>	<ul style="list-style-type: none"> <li>• <b>Have a reading age of 9 years</b></li> <li>• <b>Be on 'Emerald' book band</b></li> <li>• <b>Be able to write about books</b></li> <li>• <b>Pass Benchmark 26</b></li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
<b>Year 4</b>	<p>Children read independently for 15 minutes every day. Children take their book home and record in a reading record. Books are changed as when pupils finish them. Any children with a reading age below 8 will have 1 to 1 reading twice a week. Children read for enjoyment and can recommend books to their peers by completing the table in the reading area.</p>	<ul style="list-style-type: none"> <li>• <b>Have a reading age of 10 years</b></li> <li>• <b>Read silently for 15 minutes in class</b></li> <li>• <b>Be on 'Ruby' book band</b></li> <li>• <b>Review and recommend books</b></li> <li>• <b>Pass Benchmark 28</b></li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
<b>Year 5</b>	<p>Children read independently for 15 minutes every day. Children take their book home and record in a reading record. Books are changed as when pupils finish them. Any children with a reading age below 8 will have 1 to 1 reading twice a week. Children read for enjoyment and can recommend books to their peers by completing the table in the reading area.</p>	<ul style="list-style-type: none"> <li>• <b>Have a reading age of 11 years</b></li> <li>• <b>Read silently for 15 minutes every day</b></li> <li>• <b>Be on 'Sapphire' book band</b></li> <li>• <b>Review and recommend books</b></li> <li>• <b>Pass Benchmark 30</b></li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>



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<b>Year 6</b>	<p>Children read independently for 15 minutes every day. Children take their book home and record in a reading record. Books are changed as when pupils finish them. Any children with a reading age below 8 will have 1 to 1 reading twice a week. Children read for enjoyment and can recommend books to their peers by writing book reviews in their reading journals.</p>	<ul style="list-style-type: none"> <li>• <b>Have a reading age of 12 years</b></li> <li>• <b>Write about books in their reading journal</b></li> <li>• <b>Read silently for 15 minutes</b></li> <li>• <b>Read widely for interest and can recommend books</b></li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
<b>Guided Reading</b>	<p>Each class will have additional adults to support guided reading sessions. Year 1 will have one session a week. Year 2 has 2 sessions a week and Years 3 – 6 have daily sessions. Reception children build up to guided reading activities as the year progresses.</p>	
<b>Reading Comprehension</b>	<p>Years 2 – 6 use Reading Explorers, a guided skills-based programme of work developed to enhance the teaching and learning of guided reading. There are five thinking and reasoning skills in the programme:</p> <ul style="list-style-type: none"> <li>• Literal thinking</li> <li>• Deductive reasoning</li> <li>• Inferential skills</li> <li>• Evaluative assessment of texts</li> <li>• Study skills to promote independent study</li> </ul> <p>Years 3 to 6 will have weekly comprehension sessions.</p>	
<b>Class Stories</b>	<p>Every class will end the day with a class story. Class teachers will decide on the text and will base choices on: authors linked to POR books, pupil choice, topics, books that we consider to be “must reads”, fairy tales.</p>	
<b>Assessment of Reading</b>	<ul style="list-style-type: none"> <li>• Pupils will be assessed using PM Benchmarking at least every term</li> <li>• Salford reading tests will also be completed every term.</li> <li>• Year 6 have SATS Reading Comprehension every half term.</li> <li>• Years 1 – 6 have Rising Stars Progress Tests every half term</li> <li>• Pupils in Years 3, 4 and 5 will take end of year optional SATS</li> </ul>	