

Phonics, Reading Scheme and How We Teach Reading at

Silsoe VC Lower School



We are passionate about reading at Silsoe VC Lower and strive to provide stimulating and inspiring opportunities to engage the children in reading and books. We appreciate how much reading for pleasure and enjoyment can bring. At Silsoe VC Lower School we teach the children to read using the Sounds-Write Phonics Scheme. The children's reading books are carefully matched to this scheme and are colour coded using our school colour band system.

What can you expect reading in Reception to look like?

- Children begin to work through the Sounds-Write Phonics Programme with the expectation that the majority of children finish Unit 11 (The Initial Code) by the end of their Reception year in school. Alongside this, they continue to work through Development Matters and move to achieving a Good Level of Development in reading.
- Children have whole class and small group phonics sessions. These involve recognising and writing the initial sounds, segmenting and blending skills and sound swapping activities.
- Children read individually most days with their class teacher or teaching assistant and comments are recorded into the children's reading diaries.
- Stories and texts are shared with the class on a daily basis.
- Children take home their individual reading book daily and books are changed on a Monday and Thursday each week. Books are appropriate for the children's phonics level.
- The children have free access to books in the classroom and the outside reading area.
- In the spring and summer terms the children are expected to complete a short phonics task at home on a weekly basis.

What can you expect reading in KS1 to look like?

- Children continue to work through the Sounds-Write Phonics Programme with the expectation that they will be working confidently within The Extended Code.
- The teaching of reading and reading comprehension is based on the National Curriculum reading objectives.
- Children share whole class texts daily to develop the children's comprehension skills and they follow up this work through written responses and oral discussions.
- Children read individually most days with their class teacher or teaching assistant and comments are recorded into the children's reading diaries.
- KS1 classrooms have reading areas in the classroom where there are carefully chosen books for the children to read.
- Children take home their individual reading book daily and books are changed on a Monday and Thursday each week as appropriate.
- Spellings taken from the National Curriculum spelling list are sent home weekly for homework and are tested each week. It is then expected that these spellings are used and spelt correctly in their written work.
- Year 1 children take part in the phonics screening test at the end of the year. This is repeated in Year 2 for those children who do not meet the expected standard in Year 1.

What can you expect reading in KS2 to look like?

- Additional phonics support is provided for the children who did not achieve the expected phonics standard by the end of Year 2.
- There are daily whole class reading sessions where the children read their own individual reading books independently.
- The teaching of reading and reading comprehension is based on the National Curriculum reading objectives.
- Children are listened to 1:1 or in small groups for reading sessions at least three times per week by their class teacher or teaching assistant and comments are recorded in their reading diaries.

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- Children take home their individual reading book daily and books are changed on a Monday and Thursday each week as appropriate.
- Some topics which are taught across the year have a text link and novels are read regularly.
- Spellings taken from the National Curriculum spelling list are sent home weekly for homework and are tested each week. It is then expected that these spellings are used and spelt correctly in their written work.

Reading Band System

All reading books used in school are carefully matched to our phonics scheme and are organised into the following colour bands:

Reading Stage	Colour Band	Suggested Reading Age	Content of Text
Stage 0	Red	4	Simple picture books with no words, which follow a clear sequence.
Stage 1	Yellow	4/5	Caption books – mostly CVC words. Phrase matches illustration, repetition of commonly used words.
Stage 2	White	4/5	Caption books – simple sentence matches illustration. Mixture of three and four sound words. Children need some knowledge of key words.
Stage 3	Dark Blue	5/6	Caption books with more varied text. Children beginning to have some knowledge of simple digraphs and need to be able to read some key words by sight.
Stage 4	Pink	5/6	Children have less dependence on illustration. Reinforcement of high frequency words and some vowel digraphs.
Stage 5	Brown	5/6	Children have less dependence on illustration. vocabulary range increases. New words obvious from illustration. Further reinforcement of vowel digraphs. Some use of past tense verbs.
Stage 6	Green	6/7	Developmental reading - stories longer, print smaller, wider vocabulary. Makes use of book conventions – index and glossary. Children should be able to work out many words automatically without sounding them out. They will be working on more alternative spellings for different sounds.
Stage 7	Grey	6/7	Using sentence and whole text knowledge to assist reading. Using strategies including mostly accurate decoding of text to read for meaning. Most children able to recognise words with unusual phonics patterns. Words with several syllables will often be included.
Stage 8	Orange	6/7	Children are generally more confident in their reading and know most common, non-decodable tricky words. Stories are often split into chapters.
Stage 9	Black	7/8	Children show an awareness of punctuation when reading. They can identify main purpose of text. They show an understanding of non-fiction books.

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Stage 10	Cream	7/8	Consolidation books – slightly longer with wide vocabulary. Children should be able to retrieve and use information from the text.
Stage 11	Dark Pink	8/9	Books with an increasingly challenging range of vocabulary and cross-curricular topics, themes and genres. Children will read independently most of the time. They will be beginning to use inference and empathy to respond to the narrator's feelings.
Stage 12	Pale Blue	8/9	Books with an increasingly challenging range of vocabulary and cross-curricular topics, themes and genres. Children will read independently most of the time. Longer texts, which children can return to after a break. Usually more than 30 pages.
Free Reader	No Colour	9+	Children reading increasingly complex stories and non-fiction books confidently and fluently. Books with an increasingly challenging range of vocabulary and cross-curricular topics, themes and genres. Longer texts, which children can return to after a break.

Reading for Pleasure

Reading for pleasure is promoted and encouraged throughout our school. From Reception to Year 4, texts are shared and chosen carefully to inspire and motivate children to want to read. We recognise the value of teachers and teaching assistants reading aloud, modelling appropriate use of story language and reading with expression to the children, in order to improve their understanding of different story structures, to enthuse them with a love of books, inspire them as writers but most importantly, to make reading fun.

Some of the ways in which we develop reading for pleasure include:

- Every class has a reading area, a cosy space within the classroom for children to sit and read.
- Themed reading activities throughout the year e.g. dressing up for World Book Day.
- Having a visiting author. In the past we have had a visit from Nicholas Allan and David Litchfield.
- Recommended reads - a selection of texts, fiction and non-fiction books, that have been recommended by their teacher or peers to read.
- Making full use of the school library. Children are able to borrow a book from the library each week to take home.
- Celebrating achievements in reading by giving out Values stars or leaves during whole school worship.
- Having reading challenges within each class or year group.
- Liaising with the local library to promote their summer reading challenge.