



Arnside National C of E School
Aspire Believe Achieve

Reading

Whole School Staff Inset
April 2024



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Phonics



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Phonics Audit



How confident are you in delivering phonics lessons?	3	3	3	3	2	2	2
How confident are you in planning phonics lessons?	3	3	3	3	2	2	2
How confident are you in assessing phonics lessons?	3	3		3	2	2	2
Which levels/phases of phonics are you familiar with?							
Level 1	3	3	3	3	1	1	1
Level 2	3	3	3	3	1	2	1
Level 3	3	3	3	3	1	2	1
Level 4	3	3	3	3	1	2	1
Level 5	3	3	3	2	2	2	1
Level 6	2	3	2	2	2	2	1
Are you familiar with the year 1 Phonics Screening Check?	3	3	3	3	2	3	1
Do you understand the purpose of the Phonics Screening Check?	3	3	3	3	2	3	1
Have you been involved in administering the year 1 Phonics Screening Check?	3	3	1	3	2	3	1
How familiar are you with the 5 part lesson structure?	3	3	3	2	2	2	1
Have you any experience delivering phonics workshops for parents/carers?	3	3	1	1	1	1	1
Do you feel confident delivering interventions and monitoring the children's progress?	3	3	3	3	2	2	1
	1	No experience or understanding of this					
	2	Have some gaps in your knowledge					
	3	Confident					

Phonics Audit



- ✓ We all know the Systematic Synthetic Phonics (SSP) programme is Twinkl Phonics and we all use Twinkl Phonics

- Most of us know the key principles of the school's SSP programme

- Some of us know which staff can help with phonics
- Some of us know there is a cohesive whole-school approach to teaching phonics
e.g. strong routines, school-wide, consistency, correct terminology
- Some of us know we have clear non-negotiables for delivering phonics in our school

Key principles



- ✓ The systematic introduction of sounds and common exception words to ensure challenging yet supportive learning outcomes that build upon prior knowledge.
- ✓ Explicit teaching of the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words
- ✓ Blending and segmenting activities to allow regular practice of these core skills
- ✓ Any resources used (such as reading books) match exactly with the Grapheme Phoneme Correspondence progression in the phonics programme children are taught.
- ✓ Use pure sounds

Who can help?



- ✓ Myself and I am sure, any infant staff are more than happy to help, just let us know!

Cohesive whole-school approach



Strong routines

- ✓ Infants have daily phonics lessons, Monday and Wednesday 1pm and Tuesday, Thursday and Friday 9:10
- ✓ Collective worship phonics interventions to 'keep up' or 'catch up'

School-wide

- ✓ Twinkl SSP programme lessons and Twinkl Code Breakers for KS2 interventions

Consistency

- ✓ All infants have lessons at their assessed phonics level
- ✓ All infants working towards the expected level are accessing at least 1 phonics intervention per week
- ✓ All KS2 pupils working towards the level expected are accessing at least 1 phonics intervention per week

Note: Any pupil who did not pass the Year 1 phonics check, should be accessing additional support

Correct terminology used

- ✓ Twinkl phonics terminology



Vocabulary Check!

- ✓ Phoneme
- ✓ Grapheme
- ✓ GPCs – Grapheme-Phoneme Correspondences
- ✓ Blending
- ✓ Segmenting
- ✓ Tricky (Common Exceptions) Words
- ✓ Digraph
- ✓ Trigraph
- ✓ Mnemonic

Phonics Terminology

Phonics has a large technical vocabulary. Much of this will become more familiar as you teach phonics but it is useful to learn some key terms before you start.

Phoneme

smallest unit of sound in a word

Grapheme

symbol of a phoneme, this could be one letter or a group of letters (e.g. i, ie, igh, i_e)

Grapheme-Phoneme Correspondences (GPCs)

the relationship between sounds and the letter or letters that represent that sound

Blending

building up of words from individual phonemes for reading

Segmenting

breaking down words into individual phonemes for writing

Tricky (Common Exception) Words

words that are not decodable at the child's current phonic level of understanding

Digraph

two letters that work together to make one sound (ee)

Trigraph

three letters that work together to make one sound (igh)

Mnemonic

an illustration that is designed to support children's recognition of GPCs





Non-negotiables

- ✓ We all use Twinkl SSP programme, resources and Twinkl Code Breakers
- ✓ We all follow the school-wide phonics routines
- ✓ All resources are from Twinkl for lessons and interventions (KS2 Code Breakers)
- ✓ All children access decodable books according to the level they are working at
- ✓ We all use pure sounds
- ✓ We all use the correct terminology



Phonics Refresher

- Pure sounds

<https://www.youtube.com/watch?v=UCI2mu7URBc>

If you know you need support...

<https://www.twinkl.co.uk/resource/level-6-phonics-pure-sounds-individual-concept-videos-t-e-1693652621>

- Identify graphemes by adding sound buttons
- Phonics in KS2 Twinkl CPD

grapheme

shriek

sneakers

opinion

musical

crumpet

extravagant

rough

knowledge





grapheme



shriek





sneakers





opinion



musical



crumpet





extravagant



rough



knowledge





Phonics in KS2

Modelling decoding in KS2

<https://www.twinkl.co.uk/resource/an-introduction-to-modelling-phonics-decoding-in-ks2-cpd-video-t-cpd-1700581921>

(9 mins)

Decoding in LKS2

<https://www.twinkl.co.uk/resource/phonics-strategies-for-modelling-decoding-in-lks2-t-cpd-1700583508>

(8 mins)

Decoding in UPKS2

<https://www.twinkl.co.uk/resource/phonics-strategies-for-modelling-decoding-in-uks2-t-cpd-1700583515>

(5 mins)



s	a	t	p	i	n	m	d	g	o	c	k	ck	e	u	r	h

b	f	l	ff	ll	ss	s	j	v	w	x	y	z	zz	qu	ch	sh

th	th	ng	ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air	ure

er	ay	oy	ie	ea	a_e	i_e	o_e	u_e	u_e	e_e	ou	a	e	i	o	u

ch	ch	ir	ue	ue	ew	ew	y	aw	au	ow	oe	wh	c	g	ph	ea

ie	tch	are	ear	ore	y	dge	ge	gn	kn	wr	le	eer	ture	mb	al	a

o	ey	war	wor	s	wa	qua	tion





Whole Scheme Sound Mat

a a	e e ea	i i	o o	u u oo o	ai ai ay a_e a	ee ee ea e_e e y ie ey	igh igh ie i_e i y	oa oa o_e o ow oe	oo oo ue u_e ew
oo oo	ar ar	or or aw au ore al a	ur ur er ir	ow ow ou	oi oi oy	ear ear eer	air air are ear	ure ure	yoo u_e ue u ew
b b	c c ck k ch	ch ch tch	d d	f f ff ph	g g	h h	j j dge g ge	l l ll le el al il	m m mb
n n gn kn	ng ng	p p	qu qu	r r wr	s s ss c	sh sh ch	t t	th th	th th
v v	w w wh	x x	y y	z z zz s	zh s	tion tion	ture ture		

Please note: some sounds and sound families may vary due to regional accents



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Reading



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What are we doing now?

- Whole School SSP programme – Twinkl
- Interventions in KS1, keep up – overlearn levels
- Interventions in KS2, catch up – Codebreakers
- Reading to our classes 15/20 mins at least 4 days per week?
- Reading comprehension lesson/s each week?
- Book promotion once a week
- EYFS and KS1 take a levelled book home every night
- Lowest 20% are heard every day and in LKS2 take home a levelled book every night? UKS2?
- Encouraging reading for pleasure – In KS2, are reading records checked weekly? EYFS and KS1 children take a book from the class/school library once a week.
- School library session once a week or a visit to the Arnside Library

What are we doing now?



March KS2 Reading Learning Walk

- ✓ Sequenced lessons based on the class core text
- ✓ Pupil involvement was encouraged
- ✓ Differentiated support using TA/Student TA
- ✓ Use of Reading Viper domains to support comprehension
- ✓ Shared reading opportunities
- ✓ Supportive resources for all pupils
- ✓ Book promotion displays
- ✓ Class books areas
- ✓ Hearing the lowest 20% readers every day is a priority



The Reading Framework – July 2023

(Rox's notes)

By the end of Year 6, pupil's reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects, not just English.

- Language Comprehension R/Y1
- Poetry, Rhymes and Songs R/Y1
- Story Times R/Y1
- Word Reading and Spelling R/Y1 (Phonics)
- Developing Fluency (all)
- Pupils who need the most support (two sections) R/Y1 and Older Pupils
- Developing a reading for pleasure culture (Y2 onwards)
- Reading across the curriculum (Y2 onwards)
- Teaching Reading in the English lesson



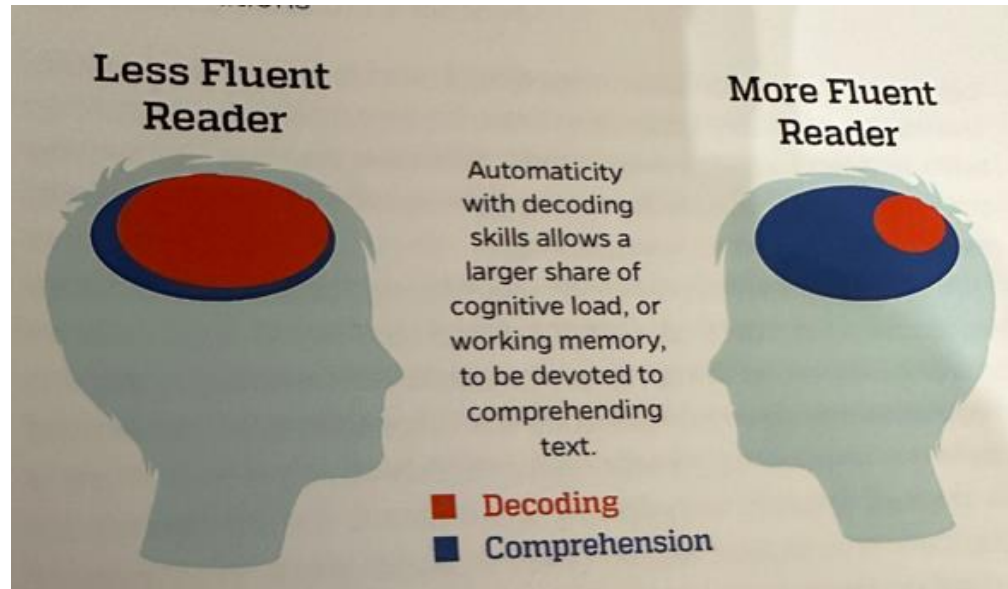
Developing Fluency

- ✓ We understand why fluency is essential for pupils' reading comprehension (JP July 2022) (see photo)
- ✓ We explain the meaning of new words to pupils to increase their vocabulary and accelerate their reading of words at a glance.
- ✓ In all lessons, we provide practice in decoding unfamiliar words from a text pupils are about to read and explain their meaning.
- ✓ We read aloud to pupils, across the curriculum, providing a model of fluency.
- ✓ We use a range of strategies to support and develop pupils' fluency
- ✓ We provide extra practice for pupils who need support in developing fluency.



Fluency

Jacki - July 2022 - (one drive documents English, 'Fluency' pp)





Pupils who need the most support

- ✓ Assessments identify pupils with poor word reading and fluency as soon as possible.
- ✓ We provide sufficient support accelerate progress, including for new arrivals and EAL pupils.
- ✓ We manage the timetable effectively, so pupils receive sufficient time to catch up with their decoding and fluency.



Developing a reading for pleasure culture

- ✓ We hold book promotion sessions in every class (Year 2 onwards), it is timetabled to avoid interruptions.
- ✓ We take time to get to know our pupils as readers and know their likes and dislikes and interests.
- ✓ We have up-to-date subject knowledge of literature and other books that help pupils to put in the reading miles.
- ✓ We use a range of promotional activities to 'hook' children into reading.
- ✓ We timetable class reading time, without interruptions.
- ✓ We use class reading time to support pupils, listening to them read, discussing texts with groups or supporting pupils to choose texts.
- ✓ Class reading routines are established so that pupil spend as much time actually reading as possible.



Reading across the curriculum

- ✓ Whole-class interactive strategies with choral work and partner discussion help pupils understand and remember what they are learning
- ✓ Subject leaders work with class teachers to agree which texts pupils will read in science and the humanities.
- ✓ Pupils have a chance to read texts to explore ideas from the lessons in more depth
- ✓ All pupils, including those who are not yet reading fluently, have access to the key knowledge in a lesson
- ✓ Reading across the curriculum contributes to the reading culture; pupils are motivated to read related fiction and non-fiction in their own time.



Teaching reading in the English lesson

- ✓ Teachers introduce all pupils to a wide range of literature in the reading lessons that they either could not or might not choose to read independently.
- ✓ Teachers' explanations, modelling and support are effective in teaching reading.
- ✓ Pupils have many opportunities to think deeply and discuss a range of rich and challenging texts.
- ✓ Pupils develop their fluency through practice: both reading independently and in pairs.
- ✓ The English curriculum distinguishes clearly between 'staying in the story' to teach reading and examining the author's craft to teach writing.
- ✓ The reading curriculum focuses on complete texts rather than extracts.
- ✓ Interventions based on reading comprehension strategies (primarily for upper KS2) are time limited
- ✓ Teachers design the reading curriculum around building knowledge rather than around test domains.



English Subject Report (March 2024)

- Schools prioritise reading and make sure that the curriculum develops pupils' reading.
- Schools have invested in phonics programmes and training so that teachers know how to teach pupils to read.
- Once pupils are able to read accurately, schools are less clear about how to build fluency and comprehension.

Schools need to...

- Plan a reading curriculum that over time builds pupils' reading fluency, linguistic knowledge and knowledge of the world, and that does not limit them to responding to exam-style questions
- Encourage pupils to read a wide range of books once they are fluent readers, and so build a reading habit
- Help those pupils who enter key stages 2 unable to read fluently to catch up quickly. This includes making sure that teaching addresses specific gaps in pupils' phonics knowledge or provides additional practice for pupils who have accurate knowledge, but still read too slowly to absorb information effectively



What is the purpose of our reading lessons?



What about VIPERS?

We do need to teach the domains as it is the curriculum but we need to teach it within the context of everything else. The focus needs to be the book/text. We are creating readers, so we need to ensure we are not focusing overly on the domains.

We want the children to **read** what they are reading, rather than just looking for the answers to the questions.

Why?



Comprehension cannot be taught through isolated objectives eg: today we are learning to infer. Comprehension draws upon all the domains as one reads. For example, in one paragraph alone, you maybe be inferring, predicting, summarising, explaining your choice, unpicking new vocabulary.

To teach comprehension effectively, we need to build rich representations/models of the text being read in ours and the children's minds. We need to anticipate what they may not know or understand and talk it through with effective questioning, the use of adaptive strategies such as pictures and videos and model our thinking and thoughts.

I wonder if...

I think that she is angry because...

I can't wait to see what happens next because at the beginning of this story...



How?

Lots and lots of reading and discussion (20 mins minimum out of a 30-minute lesson) including developing fluency.

Pick a few really well-chosen questions (from your VIPERS plan) for what has been read that are discussed in pairs, then as a class.

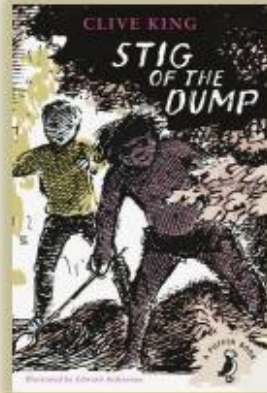
Model, by talking out loud what you are thinking as you answer one of the questions. This is to show the 'readers brain'.

The children can then answer an independent question at the end. This can also be after discussion with a partner.

How?

Stig Of The Dump by Clive King

7-11



Barney is a solitary little boy, given to wandering off by himself. One day he is lying on the edge of a disused chalk-pit when it gives way and he lands in a sort of cave. Here he meets 'somebody with a lot of shaggy hair and two bright black eyes' wearing rabbit skin and speaking in grunts. He names him Stig. Of course, nobody believes Barney when he tells his family all about Stig, but for Barney cave-man Stig is totally real. They become great friends, learning each other's ways and embarking on a series of unforgettable adventures.

Before reading...

- Ask the children to look at the front cover. What do you think the book will be about? What things can you see on the front cover?
- What sort of story will it be? Who might enjoy it?
- Now read the blurb – were any of your predictions correct?

The following questions are designed as prompts only – allow the children to come up with their own questions and ideas. They will be much more engaged this way.

Reading Vipers

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or Summarise

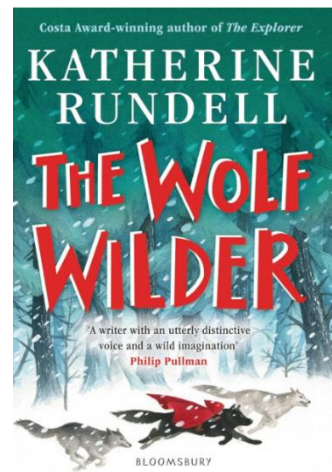


Chapter One	
Vocabulary	What is a chalk pit? What does it mean if ground 'gives way'? What is a creeper? What name is given to the creeper in the pit? Define 'protested'. Why does Barney protest? What does it mean to enlarge something? What is bracken?
Infer	Why do you think everyone told Barney about the dangers of the chalk pit? Why did Barney go to the chalk pit? Why do you think Barney wished that he lived in the cave? Why was Barney wary about the water after he drank a mouthful of it? Why did Lou say that Barney had been playing cavemen? What did she mean?
Predict	'There was somebody there. Or Something!' - predict what this will be. Predict what will happen next time Barney visits Stig.
Explain	What does the picture add to this chapter?
Retrieve	What had Barney been told about the chalk pit? What is the other name given to the chalk pit? How did the chalk pit come to exist? What could Barney see in the pit? Why couldn't Barney move his legs at first? What was the name of Somebody-Something? How did Stig release Barney? What did Barney and Stig have to eat? What does Stig give to Barney instead of his knife?
Summarise	Summarise the events of this chapter in one sentence.



An example...

Wolf Wilder by Katherine Rundell



The Wolf Wilder

Once upon a time, a hundred years ago, there was a dark and stormy girl. The girl was Russian, and although her hair and eyes and fingernails were dark all of the time, she was stormy only when she thought it absolutely necessary. Which was fairly often. Her name was Feodora. She lived in a wooden house made of timber taken from the surrounding forest. The walls were layered with sheep's wool to keep out the Russian winter, and the inside was lit with hurricane lamps. Feo had painted the lamps every colour in her box of paints, so the house cast out light into the forest in reds and greens and yellows. Her mother had cut and sanded the door herself, and the wood was eight inches thick. Feo had painted it snow blue. The wolves had added claw marks over the years, which helped dissuade unwelcome visitors. It all began - all of it - with someone knocking on the snow-blue door. Although 'knocking' was not the right word for this particular noise, Feo thought. It sounded as though someone was trying to dig a hole in the wood with his knuckles. But any knocking at all was unusual. Nobody knocked: it was just her and her mother and the wolves. Wolves do not knock. If they want to come in, they come in through the window, whether it is open or not. Feo put down the skis she was oiling and listened. It was early, and she was still wearing her nightdress. She had no dressing gown, but she pulled on the jumper her mother had knitted, which came down to the scar on her knee, and ran to the front door. Her mother was wrapped in a bearskin housecoat, just looking up from the fire she had been lighting in the sitting room. 'I'll do it!' Feo tugged at the door with both hands. It was stiff; ice had sealed the hinges. Her mother grabbed at her - 'Wait! Feo!' But Feo had already pulled the door open, and before she could jump back it slapped inwards, catching the side of her head. 'Ach!' Feo stumbled and sat down on her own ankle. She said a word that made the stranger pushing his way past her raise his eyebrows and curl his lip. The man had a face made of right angles: a jutting nose and wrinkles in angry places, deep enough to cast shadows in the dark. 'Where is Marina Petrovna?' He marched down the hall, leaving a trail of snow.



Teacher read (5 minutes):

Teacher reads the text, demonstrating good fluency and expression. Pupils have a copy of the text and follow along, or see it clearly on screen, actively thinking about what has been read to them.

Shared Read (5 minutes): N.B. Shared read with vocabulary may take longer than 5 minutes

The text is re-read partly by the teacher and the pupils. A mix of echo reading and pupil reads. As part of this read, the teacher models contextual clarifications and knowledge required to deeply understand the text. This is also an opportunity to identify tricky vocabulary. There will be background knowledge and vocabulary that will need explaining to pupils. This information needs to be shared with the pupils to support their reading for meaning. Explore any background knowledge that will enable them to connect ideas and information within a text. Explicit knowledge will improve the effectiveness of their reading.

Main Idea (10 minutes):

Teacher models how to isolate important points and think concisely. During this time pupils will summarise the global overview of the extract. This is paramount, if pupils can get a handle on the big idea, then their understanding of smaller concept through close reading is much clearer.

Reader's Questions (10 minutes): Thinking like a reader is a big part of building confidence with reading.

Recognising that an author will put a reader in a position where they have unanswered questions or uncertainties is how the relationship between the writer and reader is established. Through teacher modelling help pupils to see reading as something akin to a problem-solving task that will pose unanswered questions as it unravels.



Shared Read (5 mins)

Challenging vocabulary explained

Dissuade: To persuade someone not to do something. N.B. Dis- is a prefix that has negative intent.

Sanded: To make wood smooth with tools.

Cast out: Throw out light in this context.

Sealed the hinges: Frozen the metal on the door joint tightly closed

Catching the side of her head: Bumping the side of her head.

Jutting: A pointy intruding nose.

Contextual clarification and background knowledge required

Hurricane lamps: An oil lamp with a glass chimney, designed to protect the flame even in high winds.

Russian winter: Because of the vast size of the territory, Russia consists of several continental zones. For example, in the north, winters are long and harsh. In some places there is lots of snow fall and temperatures fall below -40 degrees celsius.

Oiling: Using oil as a lubricant on skis will protect them against the abrasive nature of snow and will make skis glide easier.

Bearskin housecoat: A housecoat is a long loose robe for informal wear around the house. This particular housecoat is made from the fur of a bear.



Main Idea (10 minutes)

Feodora (Feo) lives with her mother in a wooden hut in a forest in Russia. They have a comfortable relationship with wolves who enter and leave their home by the windows. On this particular day, there is a knock at the door and Feo lets in an angry stranger.

Reader's Questions (10 minutes):

Why are they living in the forest?

Why were visitors unwelcome?

Why is Feo's mother more reluctant to answer the door than Feo?

Who is Marina?



What is the purpose of our reading lessons?

LO: To read fluently with understanding.

Hearing readers 1-2-1



Each Rocket Reader will now have their own recording sheet with their targets at the top.

When you hear a child read, please concentrate on **one skill**. Other things may be covered but your assessment of that reading session, the comments you make in the child's reading record and in the rocket readers reading record needs be in line with your focus. When writing in the reading records, please title it with the skill covered (decoding; expression/intonation; comprehension) followed by your comment. Please do not just write 'read confidently' 'lovely reading' etc.

When you hear a child read, you are not just 'listening to the child read' you are teaching them their own next steps. Please try to be aware of the level of the child that you are listening to and ask them questions / demonstrate skills that are appropriate to that child's level of reading as much as possible.



Thank you!

- Curate your class reading areas, less is more!
- Know your core text well before you teach it, read it if you haven't already