

Reading at Coppice Valley



Reading Overview

Intention of our Reading Curriculum

Aims of our curriculum

At Coppice Valley we want our children to become prolific readers. We want to foster pupils' key knowledge, skills and attitudes for them to be able to read both for pleasure and for learning. By the time children leave our school they will have a strong reading foundation that will enable them to further develop their reading skills in high school and beyond as future citizens.

Rationale for our curriculum

As reading is a 'more powerful factor in life achievement than socio-economic background' (Sullivan and Brown (2013¹) and as a school that promotes the mental well-being of our children, it concerns us that research has proven children with reading difficulties are more likely to develop mental health problems including depression, anxiety and behavioural problems as they progress through life. (Boyes et al²). We will ensure that reading is one of our highest teaching priorities with children engaging in a variety of daily planned reading activities and encouraged to read for pleasure.

How our curriculum is organised

All classes will use texts that have been chosen due to the challenging ideas and vocabulary they contain or to further support understanding of another subject i.e. history. Children will learn to respond to these texts in different ways, through quizzing, written response, discussion or creative activities.

Sequential phonics lessons and, in EYFS and Year 1, guided reading lessons enable children to practise new phonics skills and revisit what has been taught, mastering the mechanics of reading. These guided reading books will then be used as the child's traditional reading book to practise the skills taught at school, at home

Reading for Pleasure Curriculum

Research shows that children's reading skills develop much faster, when read to frequently, in fact being read to every day increases a child's reading age by almost a year³. With this in mind, we will read to every child in school daily for pleasure, from a book chosen to further support vocabulary development. We promote reading at home by supplying texts that parents and children can read together. These may be above the current reading ability of the child but will have been chosen by the child from a large range of text types. Books will also be given as prizes, Christmas/End of Year presents and at 'Book Swap' events to further ensure that all children at Coppice have access to books at home. Children with more books in the family home become more developed and confident readers.⁴

¹ (Sullivan and Brown (2013¹) Social inequalities in cognitive scores at age 16: The role of reading)

² (Boyes, M. E., Leitao, S., Claessen, M., Badcock, N. A., and Nayton, M. (2016) Why Are Reading Difficulties Associated with Mental Health Problems? 22: 263-266) and (Billington, J (2015) Reading between the Lines: the Benefits of Reading for Pleasure, University of Liverpool p. 5-6).

³ (The University of Melbourne. Reading to Young Children: A Head-Start in Life).

⁴ Progress in International Reading Literacy Study (PIRLS): National Report for England p. 16)

Vocabulary used for reading at Coppice Valley

Key:

Guided reading – An in school reading book that is practised through guided reading lessons. This book is then sent home as the traditional home/school reading book after the children have practised the text in school. Children can then practise what they have learnt, through guided reading lessons, at home but parents are not trying to 'teach' the children anything new. This book is the main text to develop the children's responses to a text in EYFS and Year 1.

Some children in Yrs 2-6 may also take home a guided reading book as they are still developing as readers and having support in their reading. The book that these children take home may not be phonics based but are texts that have been picked from a selection and often by the child so that the children can practise their specific need (fluency, comprehension, etc.) most of these books sit in the 'Quick Reads' section of the KS2 library.

Library book – This book is chosen by the child to take home and read independently, share with an adult or have read to them. These books are often above the current reading age for many children. Children can take home up to two of these books at any time and change as they wish.

Class read – This is a book that is shared by the whole class and is the text that has been chosen, by the class teacher or reading lead, because it either introduces and stretches new vocabulary, contains themes that we want the children to consider or discuss or supports learning in another subject. This book is the main text to develop children's responses in years 2-6 and is often tied in to the current topic of the year group. As far as possible, this book will be bought in bulk and read, during whole class reading session, with a 1:2 ratio.

Shared Read - This text is chosen by either an adult or a child and is read by the teacher as often as possible for the children to listen and enjoy. This is most often read at snack time and doesn't have to fit in with any topic or other learning in the classroom. Although this book is 'purely for pleasure', children may be asked to respond to the text in verbal discussion.

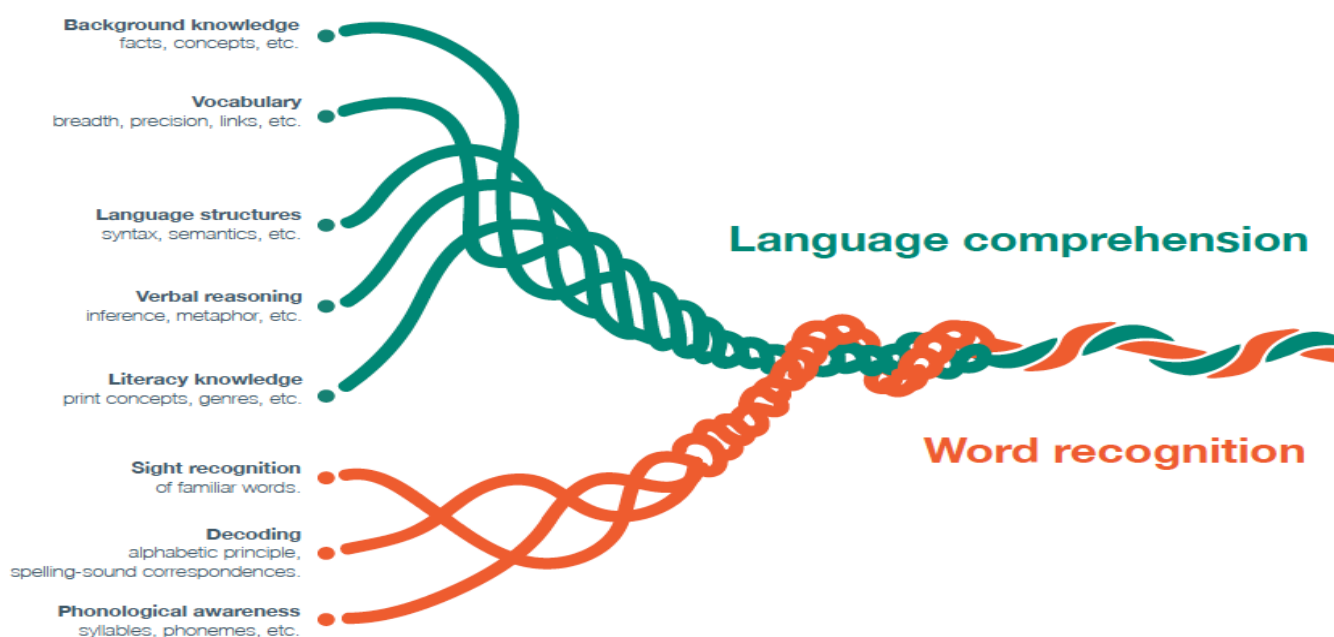
Phonics Bug Book – During phonics lessons children may practise their newly taught phoneme/grapheme by reading together an interactive whiteboard book from Phonics Bug. This will be planned into phonics lesson as part of a systematic and structured approach to learning and applying phonics.

Key words - These are the words listed in the National Curriculum/phonics phase words, often called common exception words, that the children need to learn how to spell and often do not follow the phonics knowledge of the children. The words that the children are currently learning will be on display in every classroom in school, will usually be the subject of spelling quizzes and will be re-visited frequently throughout the school year.

Wow words – These are difficult or new vocabulary that has been taken from the class read and discussed, in a specific new vocabulary lesson, before children encounter the word in the text. The etymology and definition of these words are discussed by all year groups along with antonyms and synonyms, as often as is possible and dependent on the new vocabulary word. Throughout school, Wow words are displayed in class once taught and children also add these words to their personal dictionaries to encourage use.

We recognise that reading consists of many elements, as per the Scarborough Rope Model. Background knowledge of the content of a text is essential to comprehension. Learning the meanings of new vocabulary helps pupils comprehend.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



Phonics Overview

Systematic synthetic phonics is taught using the **Pearson Phonics Bug** scheme throughout reception, year 1 and year 2. This programme is taught according to the National Curriculum and using the recommendations in Letters and Sounds. Our programme has a clear progression, term by term, from Reception to Year 2.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Phase 1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
Year 1	Phase 3/4	Phase 4/5	Phase 5	Phase 5	Phase 5	Phase 6
Year 2	Phase 5	Phase 5	Phase 5/6	Phase 5/6	consolidation	

Phase 1 – This phase of phonics begins at the start of Reception, as soon as children join Coppice Valley and it mainly falls into the Communication and Language and Literacy areas of the EYFS. Phase 1 teaches children general sound discrimination, rhythm, rhyme, alliteration and oral blending and segmenting. These activities continue throughout EYFS.

Phase 2 – Phase 2 phonics introduces children to initial grapheme phoneme correspondences. Children begin this phase of phonics once baseline and Phase 1 assessment has been completed and children can orally blend, segment and tune into individual sounds, however if children still struggle with some aspects of Phase 1 it does not stop them from being exposed to Phase 2 phonics as Phase 1 continues throughout their first year at school. Phase 2 phonics takes place during the first two terms of EYFS.

Phase 3 – This phase contains another 25 graphemes, with most of these being digraphs (containing two letters). At the end of this phase, children will be able to read about 42 graphemes. Phase 3 phonics begins in EYFS and continues into Year 1 as per the National Curriculum.

Phase 4 – A phase for consolidation where children are exposed to more polysyllabic words and adjacent consonants.

Phase 5 – By the time children enter Phase 5, they will be able to represent nearly every phoneme with one corresponding grapheme. During this phase, which begins in Year 1 and continues through Years 2 and into KS2, as per the National Curriculum, children are introduced to new graphemes for known phonemes.

Phase 6 – No new graphemes are introduced during Phase 6 phonics but children are introduced to prefixes and suffixes and tenses. This phase is introduced in Year 1 and continues throughout school, as per the National Curriculum.

A phonics lesson in EYFS and KS1 begins with revisiting known phonemes and graphemes to give children time to practise and consolidate their growing knowledge. Revisiting previously taught phonemes and graphemes is crucial to ensuring pupils retain this knowledge over time. Our phonics programme makes use of song, rhyme and videos to help phonics knowledge stick. Pupils are then given ample opportunities to apply their knowledge and skills, to embed them in the long-term memory.

Every phonics lesson will incorporate the reading and writing of common exception and high frequency words in EYFS and KS1. Pupils are taught how to segment words into syllables and then how to segment and blend each syllable using actions (at Coppice we use an action called “choppers”). This begins in EYFS and continues (and is actively encouraged) into Year 6. The Alphabetic code chart is used to aid spelling from EYFS to Year 6.

Formative ongoing assessment of phonics takes place during all phonics lessons, quickly identifying who has and has not understood a new phoneme, grapheme or common exception word, informing future planning. Any pupil falling behind is given targeted support. New arrivals to the school are quickly assessed for their phonic ability and any necessary bespoke catch up is put in

place. Summative assessment takes place half-termly in Reception and Year 1. Knowledge of each sound is checked, as well as the child being able to apply this when reading words.

Phonics does not stand alone. We integrate it into many areas of the curriculum, referring back to sounds and strategies wherever possible. Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.

Typical Phonics Lesson Structure

Revisit	Teach	Practise	Apply
In this stage of the lesson children are asked to participate in an activity that allows the children to recall something previously taught.	New learning takes place– not necessarily a new phoneme/grapheme	Activities in this part of the lesson enable the children to practise their new learning	The children as individuals use this part of the lesson to use their skills independently. If this stage is based on the new learning in Teach, it will need to be revisited before making any summative judgements.
<ul style="list-style-type: none"> Key word spellings Previously taught phonemes/graphemes (should link with Teach planning) Games / songs 	<ul style="list-style-type: none"> Key word spelling New phoneme / grapheme New rule for previously taught phoneme/grapheme Class investigations Teacher modelling Use of Alphabetic Code card 	<ul style="list-style-type: none"> Handwriting Spelling independent work Blending / reading together as group Teacher modelling Class investigations Use of Alphabetic Code card 	<ul style="list-style-type: none"> Class read Games Dictation Individual Key word spelling in independent writing Independent use of Alphabetic Code card
Each part of this lesson should be linked and made as specific as possible (specific phoneme/grapheme/key word/ etc.)			

Phonics Screening Check

All children will undertake the Phonics Screening Check (PSC) towards the end of Year 1. The PSC tests known GPCs according to what the National Curriculum instructs children should know by that time. The phonics programme we teach at Coppice Valley ensures that children are ready for the PSC and our results have been consistently above national. Our average pass rate in Year 1 for the last three years is **90%** compared to **82%** average national pass rate.

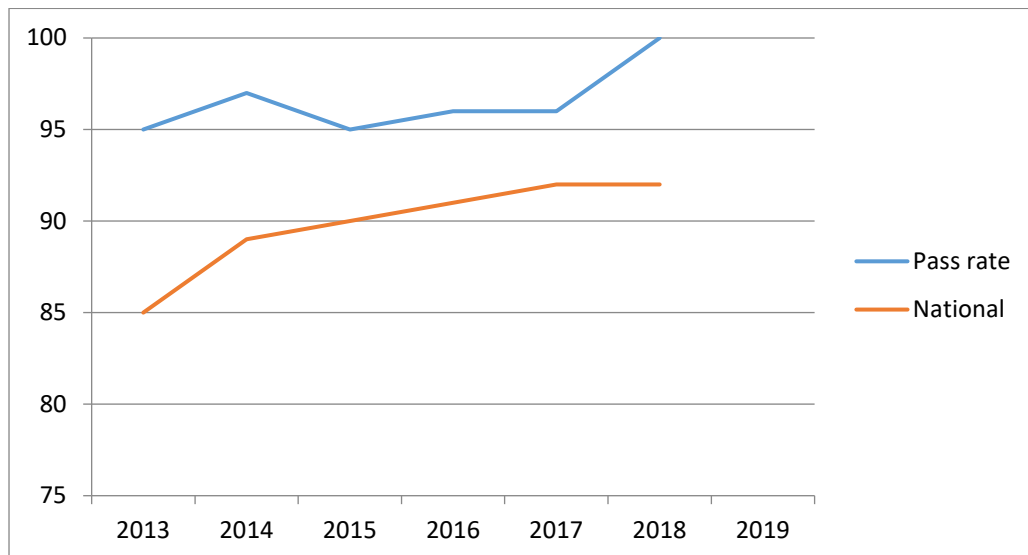
%	2013	2014	2015	2016	2017	2018	2019
Year 1	95	82	80	72	89	100	80
National	69	74	77	81	82	82	83

Phonics Intervention & Support

Any children identified, from our regular and detailed phonics assessments, as falling behind in their phonics learning will be given extra phonics sessions to practise and consolidate immediately. This will be outside of the main phonics lesson following the same programme as the whole class and usually with one of our expertly trained teaching assistants. The very few children who do not pass the PSC in Year 2 continue to receive bespoke support with their phonics education ensuring that they continue to make good progress. Our success rate can be seen in the graph below – the school is the blue line.

All pupils who are in danger of not passing the PSC or whose overall reading skills are weak are closely monitored and targeted on teachers' action plans. These plans are monitored by senior leaders to ensure all pupils needs are being met.

Cohort pass rate by the end of Year 2



For those in KS2, who still need phonic instruction, we offer bespoke interventions delivered by expertly trained TAs. Throughout KS2, we teach Key Words, Wow words and commonly misspelt words (see National Curriculum) using the phonics skills learnt in KS1.

For pupils in KS1 and KS2 needing reading comprehension and fluency additional support we offer: Project X Code.

Phonics Training for Staff

All staff receive phonics training from the Reading Leader on an annual basis. Staff new to the school, newly or recently qualified teachers are provided with bespoke support for phonics from the Reading Leader. The school recognises the vital importance of expertly trained staff teaching reading skills so ensures its staff are highly skilled. The Reading Leader provides training in early reading skills for local nurseries as we are committed to ensuring all children receive the best start possible for reading.

Quality Assurance - All staff delivering phonics are regularly monitored by the Reading Leader to ensure our pupils are receiving the best reading education possible.

Guided Reading Overview

From their second half term at Coppice Valley, children in EYFS participate in daily small group guided reading lessons using a text that is closely matched to the group's phonics ability – always starting with wordless books. Books are sequenced to cumulatively build upon pupil's phonic knowledge. Some children may be revising graphemes while others are practising new GPCs taught in recent phonics lessons.

Over the course of a week, the groups will read *the same book*, each time focussing on a different aspect of reading and participate in other book based carousel activities. After the final read, the children will then take their guided reading book to share with adults at home.

In Year 1, children participate in small group and whole class guided reading lessons three times a week, again using books that are closely matched to their recent phonics learning. As the year progresses, the children will begin working on their comprehension skills alongside their ability to fluently read. The children will continue to revisit key words and known GPCs as well as practise new ones.

In both of these year groups, children are regularly heard read independently so that adults can assist in individual development of reading using formative assessment.

Reading for Pleasure

Every class of children at Coppice Valley are read to daily. This usually takes place, in most classes, during snack time and the book chosen by the teacher is for enjoyment but also builds the children's vocabulary and knowledge of language. Stories, poems, rhymes and non-fiction are chosen by the staff based on their own personal favourites they wish to share with pupils, classic texts they feel all children should hear or sometimes books that the children are particularly interested in.

Teachers engage the children in their care by reading with confidence and enjoyment and encourage the children to talk about the book being read. We want all of our adults to model these good reading skills to set a positive example for the children in their care.

Whole Class Reading

Phonics Class Read

In EYFS and KS1, the children will read a text on the IWB from our Phonics Bug programme. This session usually follows a phonics lesson and is linked explicitly to the current phoneme/grapheme being learnt. The purpose of this session is for the teacher to model application of phonic skills and to lead discussion about vocabulary and spelling patterns.

Year 2 – Year 6 Class Read

From Year 2 onwards, whole-class reading lessons are daily and usually for about 30 minutes. These are separate to the daily English lesson and are centred around a high-quality text that supports learning within the current topic.

Specific reading skills are then explicitly taught and practised, using a VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) approach. Staff plan each reading session around a specific objective from the National Curriculum or a skill from our VIPERS approach to reading.

Staff frequently assess these sessions so that they can tailor lessons to suit needs of the learners, to target specific children or to practise and consolidate skills.

The texts read in class are available for the children to borrow from the school library once reading in the classroom has been completed. This helps foster a love of reading and allows the children to re-read stories that they both know well and enjoy.

The texts in school have been chosen so that there is a wide variety of fiction texts being studied. These include classics, modern classics and Shakespearean from a variety of fiction genres. The school has bought a class set of each book so that when reading as a class all children will either have their own copy to read from or will share with a partner.

Individual Reading

We aim for all children in school to have designated reading time at 3pm, daily. During this session, children will participate in a variety of activities including; reading to a friend, reading buddies or sharing a book with an adult. Staff in all classes use this time to target specific children on a specific skill. A number of resources may be used including; the child's library book, a guided reading book, or a text from an intervention programme. This reading session is usually extra to the reading sessions that have been planned as part of whole class or small group activities.

Vocabulary building

Exploring and extending pupils' vocabulary is essential and should be part of everyday teaching. Lessons are planned to enrich vocabulary as well as incidental opportunities being exploited. Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text.

- Each classroom has a 'Wow Word' or vocabulary display – these words are usually taken from our class reads or topics and are explicitly taught
- All staff, from EYFS to Year 6, discuss etymology and morphology of words in reading sessions, and across the curriculum, to establish links to spelling patterns, including the root word, its language origins and prefix and suffix choice
- All staff, from EYFS to Year 6, refer to root words, prefixes and suffixes when discussing vocabulary and spelling

Interventions

We have a variety of interventions in school that staff may choose to use if they decide a child is in need of a particular skill development. Staff are informed of need through ongoing formative assessment and our termly summative assessments. Some children may be identified as needing further support outside of the normal classroom reading lessons in an intervention group, whilst some may need a regular 1-1 session with a staff member during the afternoon reading time. We offer a number of different interventions for children in KS1 and KS2 and these are run by our trained Teaching Assistants to ensure that all children, regardless of reading ability, make progress.

Active Literacy Kit – focusses on phonics reading and automatic reading of CVC words

Project X Code – focusses on early comprehension and vocabulary building for children who are still using phonics as a main tool for their reading, regardless of age

Reading Explorers – Each year group has access to texts appropriate for their children. The intervention focusses on VIPERS type questions

Inference Training – Post phonics intervention for children who have mastered the mechanics of reading but struggle to understand non-explicit meaning in texts

Home Reading Books

Children in EYFS and Year 1 will also take home the book that has been the focus of their guided reading lessons at the end of the week. This book can be shared at home and should be able to be read by the child, encouraging practise and consolidation of phonics and reading skills taught that week, building up their confidence as readers.

Children who, after Year 1, still need further support in their phonics education will also take home a book that enables them to further develop their reading skills. These will be chosen by the teacher or by the child from a selection during 1-1 reading time.

All children at Coppice Valley will take home at least one book that they have chosen to read for pleasure. We encourage our children and parents to share these books either as a bedtime story or as a text that the children might be able to read alone or with another. These books may not necessarily match a child's reading ability. Children are able to change these books from either school library, depending on the age of the child, where they have access to a wide variety of texts including non-fiction, poetry, magazines, comics, audio and picture books.

Diagram of reading at Coppice Valley

