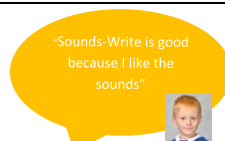
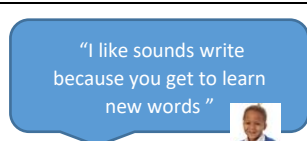


# The Reading Curriculum at Hindhayes

## Word Reading



## Hooked on Thinking

Working With and For Local Families

### Recent research shows us that:

**Bold Beginnings 2017 :Key findings in the most successful schools:** “Reading was at the heart of the curriculum. Children read out loud frequently from carefully selected books that closely matched their phonic knowledge.” It recommended that schools should “teach reading in a systematic and structured way, building up children’s phonic knowledge and skills explicitly”. Of the schools visited “Four of the schools specifically organised their own reading books according to the sounds and letters children had been taught. This made it easy for teachers, parents and children to choose a text that was matched to the child’s growing phonic knowledge and that did not encourage a child to guess at words if they included GPCs they had not yet been taught.”

**EEF Improving Literacy at Key Stage 1: Recommendation 3** “Effectively Implement a systematic phonics programme. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. All staff involved in teaching the program should have received training on how to deliver the program.

### Scarborough Reading Rope



**Word Reading at Hindhayes** Phonics is at the heart of word reading at Hindhayes School. The school is determined that every pupil will learn to read and make sufficient progress to meet or exceed age-related expectations. Over the last three years the school has worked hard to develop the teaching and learning of word reading. After careful consideration of many programmes by the senior leadership team and the triangulation of Phonic Screening Results, Phonic Learning Walks and Lesson Observations, the SLT decided that the right fit for Hindhayes was a programme called Sounds-Write. In 2016 the school provided every teacher and teaching assistant with four days of high quality professional development delivered by a Sounds-Write trainer. School reading material has purchased and carefully aligned with the programme, ensuring that children are able to access individual and group reading material that closely matches their phonic knowledge and therefore promote best progress in word reading. Tea, toast and reading in the mornings provides children with a chance to read their decodable phonic books whilst having breakfast with a parent. Interventions provide extra and targeted practice for those children who make the slowest progress (the lowest 20%).

Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2	Year 3
<p>apply phonic knowledge and skills as the route to decode words (Y1)</p> <p>continue to apply phonic knowledge and skills as the route to decode words until decoding has become embedded and the reading is fluent. (Y2)</p> <p>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 (Y1)</p> <p>read aloud books closely matched to their improved phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Y2)</p>	<p><b>Readers in the Foundation Stage will:</b> begin their Sounds-Write journey as soon as they begin school. Starting with looking at one or 2 two phoneme words and then building up to a full half an hour lesson covering words with three or four phonemes and covering the areas of word building, word reading/spelling/and phoneme manipulation. Children are explicitly taught the phrase “say the sound and read the word” as a method for decoding unknown words. By the end of their Reception year the children have been taught GPC’s for each letter of the alphabet and for two letters making one sound such as ch, th and ai, ee, oa. Individual and Guided reading material and individual reading materials have been carefully matched to the Sounds-Write unit order to ensure that material is matched to a child’s phonic knowledge and skills.</p>	<p><b>Readers in year one will:</b> build on these skills by continuing with a half hour daily phonic sessions following the Sounds-Write programme. Children start by revising the GPC’s for vowel digraphs covered in the Foundation Stage and then move to covering many more including and beyond and those that are required for the end of Year 1 Phonic Screen. Children continue to access phonetically regular material as part of their individual and guided reading diet to ensure that texts are closely matched to individual developing phonic knowledge. Children continue to use a phonic first strategy to decode unknown words using the explicitly taught phrase “Say the sounds and read the word”.</p>	<p><b>Readers in year 2 will:</b> build on the knowledge and skills they have developed in the Foundation Stage and Year 1. They children continue to have a daily half an hour Sounds-Write session. Children build further knowledge of GPC’s and start to look at suffixes and more complex polysyllabic word. Children who did not meet the year 1 phonic screening standard access intervention if required and have access to phonically regular reading material and use a phonic first strategy to decode unknown words using the explicitly taught phrase “Say the sounds and read the word”. For the vast majority of children decoding is fluent, smooth and automatic with no unnecessary hesitation by the end of year 2.</p>		
<p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Y1)</p> <p>read accurately by blending the sounds n words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. (Y2)</p>	<p><b>Readers in the Foundation Stage will:</b> have exceeded the expectations of letters and sounds by the end of their Foundation Stage Year. Children at Hindhayes will have learnt GPC’s for around 34 sounds and will have learnt around 50 representations of these sounds as they will have also learnt applicable alternative sounds for graphemes eg f/ff and ee/ea/e.</p>	<p><b>Readers in year one will:</b> revise the GPC’s the children have learnt in the Foundation Stage and then continue to build this knowledge, preparing them for the year 1 phonic screening and giving children around another 40 alternative GPC’s.</p>	<p><b>Readers in year 2 will:</b> continue their Sounds-Write journey and follow the programme to its completion covering the 40+ phonemes required and extending this knowledge further. Deepening understanding and knowledge of different representations of sounds through looking closely at the graphemes used to spell phonemes.</p>		
<p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Y1)</p> <p>read accurately words of two or more syllables that contain the same graphemes as taught. (Y2)</p> <p>read other words of more than one syllable that contain taught GPCs (Y1)</p>	<p><b>Readers in the Foundation Stage will:</b> practice daily the Sounds-Write skill of “say the sounds and read the word”. This often happens several times for the same word. The Sounds-Write units and word lists are used to ensure that words used for teaching exactly match the GPC’s that have been taught. Children begin to work with words containing more than one syllable early in their journey with words such as batman and lipstick being used. Teachers carefully model splitting the words into its syllables and then decoding it using the phrase “say the sounds and read the syllables, say the syllables and read the word”</p>	<p><b>Readers in year one will:</b> build decoding skills and develop “Say the sounds and read the word” and “say the sounds and read the syllable, read the syllables and read the word”. Enabling children to decode more complex polysyllabic words and words with more ambitious spelling choices for GPC’s using their taught phonic knowledge and skills.</p>	<p><b>Readers in year 2 will:</b> continue to build decoding skills. Children are taught know to split words into syllables for themselves and to then decode each syllable by saying the sound before reading each syllable in turn and then the whole word. Most of the words used in the Sounds-Write plans in year 2 are words containing more than one syllable. Words are chosen from specially produced lists within the Sounds-Write programme to ensure that words covered matched the sounds children have been taught so far.</p>		

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<b>Readers in the Foundation Stage will:</b> be taught a range of words alongside their Sounds-Write units that are not tricky or exception but words which contain sounds the children “have not yet learnt the spellings for”. These words (such as the, is, she, they, I, to, are, he). support children in the reading material that has been carefully selected for them Some of these words then become phonically regular for the children as they continue their Sounds-Write learning journey at Hindhayes and develop further expertise in GPC knowledge.	<b>Readers in year one will:</b> Children continue to build their knowledge of words through their inclusion in Sounds-Write Reading, Guided Reading and shared reading/writing activities. These words are sent home for parents to see and are highlighted to the children during reading and dictation activities.	<b>Readers in year two will:</b> work from the common exception word lists for years 1 and 2. Will read these words as a part of individual, guided reading and Sounds-Write reading sessions. These words are sent home for parents to see and are highlighted to the children during reading and dictation activities.	of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Pupils should be taught to: read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1)  read words containing common suffixes (y2)	<b>Readers in the Foundation Stage will:</b> access reading material that contain taught GPC’s. Children will read words with an ‘s’, ‘ing’ or ‘er’ ending as these sounds are within the teaching units of the Foundation Stage.	<b>Readers in year one and two will:</b> access reading material that contain taught GPC’s. Children also work on endings s, es, ing, ed, est, er and est through English lessons as the children begin to develop further word and grammatical knowledge. Children work with plurals, superlatives, verbs and past and present tense. Much of this is modelled through shared reading and “reading as a writer”. Guided reading activities that support this learning are planned into high quality provision. Guided reading texts that support the reading of words with common suffixes are used in Year 2.		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
Pupils should be taught to: read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) (Y1)	<b>Readers in the Foundation Stage will:</b> come across contractions in their reading material. Adults will model how to decode it.	<b>Readers in year one will:</b> come across these contractions in their reading material. Adults will model how to decode it. Where children are ready, teachers may teach the children about the apostrophe and the letter or letters it replaces or it is it showing possession.	<b>Readers in year one will:</b> Children are explicitly taught about contractions through reading and writing activities. There may be class displays to support this learning and examples of contractions will be specifically included in texts used for Talk4Writing so they become part of a specific application opportunity.	
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (Y2)	<b>Readers in the Foundation Stage will:</b> be explicitly taught the phrase “say the sound and read the word” as a method for decoding unknown words. By the end of their Reception year the children have been taught GPC’s for each letter of the alphabet and for two letters making one sound such as ch, th and ai, ee, oa.	<b>Readers in year one will:</b> continue to use a phonic first strategy to decode unknown words using the explicitly taught phrase “Say the sounds and read the word”.	<b>Readers in year one will:</b> use a phonic first strategy to decode unknown words using the explicitly taught phrase “Say the sounds and read the word”. For the vast majority of children decoding is fluent, smooth and automatic with no unnecessary hesitation by the end of year 2.	
Re-read these books to build up their fluency and confidence in word reading.	<b>Readers in the Foundation Stage will:</b> begin to develop fluency through shared reading activities at the end of Sounds-Write lesson. After children have decoded words they will be asked to read it ‘smoothly’ allowing the teacher to focus on stress, intonation, pausing and pace Children will also have the opportunity to re-read know books from their individual reading material, Guided Reading material and books they have shared in class. Children will begin to understand that good reading sounds like talking.	<b>Readers in year one will:</b> Continue to develop fluency strategies taught in the early years through a range of reading opportunities in the class as in line with their decoding and comprehension skills.	<b>Readers in year two will:</b> re-read some stories, non-fiction and poetry to develop fluency, understanding and enjoyment. This may be through individual or guided reading activities. Re-reading will also occur during T4W activities ensuring children of all abilities become fluent and confident.	