



Archbishop Cranmer C of E Primary Academy

'Striving for life in all its fullness' John 10:10

Reading in Foundation and Key Stage 1
Monday 20th September 2021

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Session Aims:

- Share changes to the ways that reading books will be being sent home for children in Foundation and Key Stage 1.
- Explain how we assess pupils' reading level in Foundation and Key Stage 1.
- Share strategies that can be used at home to support children in developing their reading proficiency.





Teaching Reading in Foundation and Key Stage 1

Pupils in Foundation, Year 1 and Year 2 take part in daily phonics sessions which are broken down into six phases.

Year Group	Phase	Phonic Knowledge and Skills	Tricky Words
Nursery/ Home/ Ongoing	Phase 1	Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Exploring environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.	
Foundation	Phase 2	Children learn the first 19 phonemes: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. Children are taught to orally blend and segment consonant-vowel-consonant (CVC) words using the Phase 2 phonemes, e.g. cat, dog, sock	the, to, l, no, go
Foundation	Phase 3	Children continue learn the next group of phonemes, introducing new grapheme phoneme correspondences (GPCs): j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ow, oi, ear, air, ure, er. By the end of Phase 3 children will know one way of writing down each of the 44 phonemes.	he, she, we, me, be, was my, you, they, her, all, are
Foundation and Year 1	Phase 4	Children learn how to blend and segment words with adjacent consonants, e.g. truck, help.	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Year 1	Phase 5	Children broaden their knowledge of sounds for use in reading and spelling, learning how to spot alternative pronunciations for graphemes, e.g. ch in chef, check, school. They will begin to build word-specific knowledge of the spellings of words. Pupils learn sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, ow, au, a_e, i_e, u_e, o_e.	oh, their, people, Mrs, Mr, looked, called, asked
Year 2	Phase 6	Phase 6 reinforces much of the learning from Phase 5 and helps children to develop greater autonomy in reading, and begins to explore spelling rules and conventions such as rules for doubling consonant letters when adding vowel suffixes; contractions; homophones.	



Teaching Reading in Foundation and Key Stage 1

To support with the teaching of phonics at Archbishop Cranmer, from this September we will be using **Bug Club Phonics**, a Department for Education validated scheme of work.

Bug Club is a systematic synthetic phonics* programme with a balanced approach to the teaching of reading which simultaneously teaches segmentation of words for spelling and develops phonemic awareness skills.



Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction. There are books to match each unit of learning, designed to help the children practise and consolidate their learning at each stage.

*In **systematic synthetic phonics** the graphemes and corresponding phonemes are taught just before the introduction of words that contain these letters. To read these words, children are taught to pronounce individual phonemes associated with graphemes and then to blend them together to form the word



The Power of Reading!

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark, 2011; Clark and Douglas, 2011).
- Research shows that there is a positive link between attitudes towards reading and scoring well on reading assessments (Twist, *et al.*, 2007), where regularly reading stories or novels outside of school is also associated with higher scores in such assessments (PIRLS, 2006; PISA, 2021; 2009).
- Reading regularly, helps to support children's' vocabulary and language acquisition. Children with a good vocabulary are four or five times more likely to do well at school and in the workplace, to develop strong relationships, and to have good mental health (OUP, 2018).





Reading at Home

From this September, children in Foundation, Year 1 and Year 2* will be provided with **two** different reading books to read with an adult at home:

1-2 Decodable Books

1-2 Reading for Pleasure Books



**Once pupils are secure in their reading skills, in line with school phonics assessments, children will not need to access the Decodable Books, unless they are receiving additional support with their reading. Therefore, most Year 2 and Key Stage 2 children should expect to only be accessing Pleasure for Reading books.*



Decodable Books

Phonetically decodable books are carefully matched to a child's **concrete** phonetic knowledge so that they only include sounds and "tricky" words (words that cannot be sounded out) that they have learnt so far to ensure that they have **95% word accuracy**. This means that they can use their phonics knowledge and skills to be successful and **read independently**. If they encounter a word they find hard, they can sound it out and then blend the sounds. There is no guess work! Research has shown that this method creates more rapid progress and more engaged readers.

The children should be able to use their current and previous phonic teaching to independently decode these books. These are kept separate to the rest of our reading books (Pleasure for Reading) and are **issued to the children by the Key Stage 1 and Foundation team** as they implement and support our phonics teaching programme. From time to time, your child may also be issued with an **eBook** version of a Decodable Book.

Decodable Books should be **read at home 2-3 times before being changed by a member of staff in school**. This repeated reading and practise is really important not only to help children learn and be successful but also to improve their reading fluency. By the third time they read the book, they should be reading all of the words without having to sound out so their sentences will flow and they will understand and remember what they are reading to experiment with intonation and expression.

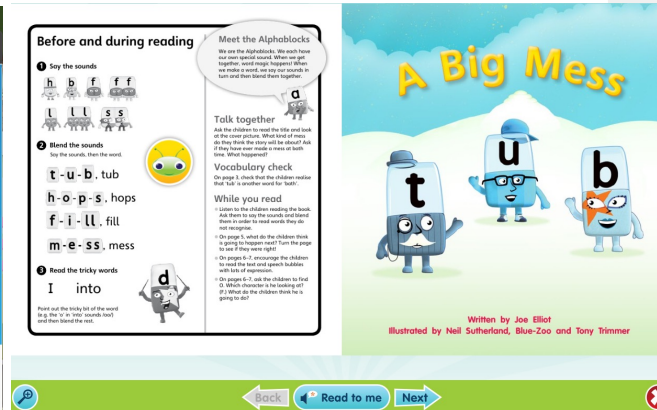




Bug Club Phonics Decodable Books

When accessing Bug Club Phonics Decodable eBooks/ physical books, you may notice that these books have been organised by colour. These colours link to the specific phases of phonics that your child is secure in. *Please note that this is not associated with your child's PM Benchmarked colour band which determines their coloured Reading for Pleasure Book.*

Pupils will receive a letter with their log in details to access the Bug Club 'ActiveLearn' online platform for the eBooks, alongside games and reward incentives for reading at home.



Bug Club Colour	Set/ Unit	Focus	Phonics Phase
Lilac	-		Phase 1
Pink A	Set 1-2	s a t p i n m d	Phase 2
	Set 3	g o c k	
Pink B	Set 4	ck e u r	Phase 2
	Set 5	h b f f l l s s	
Red A	Set 6	j v w x	Phase 3
	Set 7	y z z z qu	
Red B	Set 8	ch sh th ng	Phase 3
	Set 9	ai ee igh oa oo (long) oo (short)	
	Set 10	ar or ur ow oi	
	Set 11	ear air ure er	
Yellow C	Set 12	adjacent consonants	Phase 4
Blue A	Set 13	wh ph	Phase 5
	Set 14	ay a_e eigh/ey/ei (long a)	
Blue B	Set 15	ea e_e ei/ey/y (long e)	Phase 5
	Set 16	ie i_e y l (long i)	
	Set 17	ow o_e o/oe (long o)	
	Set 18	ew ue u_e (long u) u / oul (short oo)	
Blue C	Set 19	aw au al	Phase 5
	Set 20	ir er ear	
Green A	Set 21	ou oy	Phase 5
	Set 22	ere/eer are/ear	
Green B	Set 23	c k ck ch	Phase 5
	Set 24	ce/ci/cy sc/stl se	
Green C	Set 25	ge/gi/gy dge	Phase 5
Orange A	Set 26	le mb kn/gn wr	Phase 5
Orange B	Set 27	tch sh ea zh (w) a o	Phase 5



Bug Club Phonics 'ActiveLearn'

Once logged in, you will be taken to the Pupil World homepage. This is where your child can access all of the resources assigned to them.

The **My Stuff** tab will show the books that have been allocated to your child by their class teacher, where coins are available for your child to earn after attempting quiz questions and reading to the end of the book.

The **eBooks** contain tips for before, during and after reading, alongside activities which can be accessed by clicking the yellow circle with a bug's face in the middle. The eBooks also have a 'Read to me' function. We advise that your child attempts to read the book by themselves first before using this function. Teachers will be able to see when your child has finished a book and how they got on.

Over time, your child will accumulate more and more coins which they can spend on digital stickers and decorating their virtual treehouse via the **My Rewards** tab.

There is also a **Grown-Ups' Area** with top tips on supporting with your child's reading at home.





Reading for Pleasure Books

These texts are not fully decodable and should always be read with an adult at home or at school. These books provide our children with the opportunity to **practise and consolidate their word reading skills and deepen their comprehension skills** through engaging in a range of rich, quality texts whilst fostering a love of reading. Pupils are also encouraged to re-read these books to build fluency and stamina, as well as comprehension skills, as recommended in the National Curriculum (2014).

Reading for Pleasure books have **coloured bands** and can be changed as frequently as you and your child like.

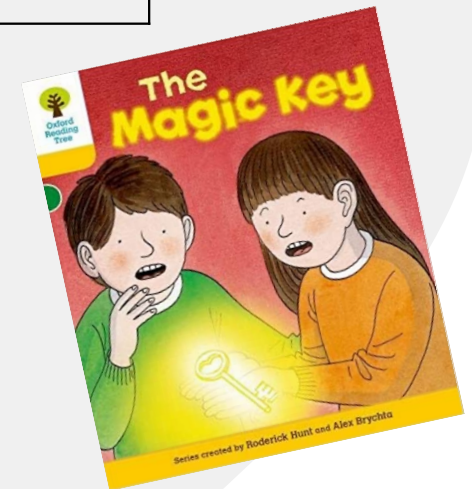
- As pupils in Foundation and Year 1 develop the fluency and phonetic autonomy required for reading texts independently, they will be able to enjoy taking home a range of these books to share with an adult. *Please note that at this stage, these books may show a range of colours on their spine, however pupils will not be given an assessed book band unless indicated by your child's teacher via their reading record.*
- In Year 1, as **appropriate to their reading progress**, in Year 2 and beyond, children will be assessed by a trained member of staff and allocated a colour book band from which they can choose books to enjoy with an adult at home. This will be shared via their reading record alongside information on how to support your child at this level of progress. Their book band will be re-assessed termly, or as appropriate to their progress.





How will I know which book is which?

Decodable Books	Reading for Pleasure Books
These books will come in a labelled zipper wallet. The book will also have a white sticker on the front cover in the top right-hand corner, which will say which 'Phonic Phase' the book is banded to.	These will be a colour-banded book from our school libraries. These have a coloured sticker on the top of the book's spine.

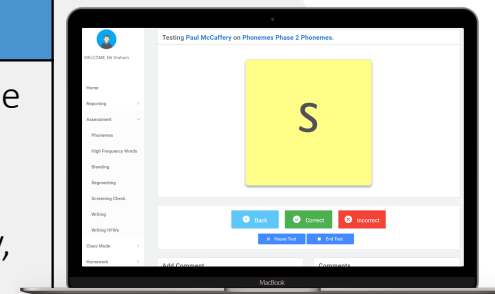




Assessment

Decodable Books	Reading for Pleasure Books
<ul style="list-style-type: none"> The 'Phonics Phase' level of decodable book will be determined by which phonics phase your child is able to read 95% of based on phonics assessments. Pupils will be assessed on their reading of the phonemes in each phase as appropriate to their progress in class. We use Phonics Tracker and Bug Club assessment materials to assess pupils 1:1. 	<ul style="list-style-type: none"> PM Benchmarking will be used from Year 1, as appropriate to your child's progress. This 1:1 assessment will be completed alongside a trained member of staff. PM Benchmarking assesses pupil's word reading accuracy, retelling of the text and comprehension. Pupils must demonstrate at least 95% accuracy to demonstrate good retelling and comprehension. These assessments are assessed at that reading level appropriate to your child's reading level. Your child's reading record for pleasure books may show a range of colours on their spine. Where PM Benchmarking is used, staff will use their professional judgement and evidence from phonics assessments to ascertain which books are sent home.

Remember that unless indicated by your child's teacher via your child's reading record, your child's reading for pleasure books may show a range of colours on their spine.



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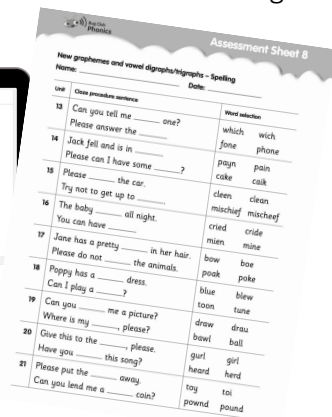
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Assessments will be completed **termly**, or as appropriate to your child's progress.

Phonics Tracker accurately tracks and assesses pupils' reading progress, ensuring consistent and accurate levelling in reading for pupils with a reading age of 5-12 years. The assessment process consists of:

1. **The child independently reading the text;**
2. **Retelling:** retelling is an essential component of literacy development as it provides insights into how well students gain meaning when reading an unseen text to themselves. Pupils must be able to retell the text without prompting;
3. **Reading the text aloud to the adult:** the adult keeps a running record of the pupil's reading behaviours to provide an accurate, objective description of how they process continuous text. Pupils must be able to read the text with at least 95% accuracy to read at the level they are being assessed at;
4. **Comprehension questions:** pupils are asked to recall specific information, make connections between prior knowledge and the text content and explain, describe, expand or justify their ideas. Questions include: literal questions, inferential questions, applied knowledge questions and vocabulary questions in different levels of complexity depending on their level of reading. Pupils must show that they can answer these questions correctly to be assessed at the level.



When using **Phonics Tracker**, children are asked to read from flashcards containing phonemes or words (depending on the focus of the assessment). The adult administering the assessment selects whether the pupils' response was correct or incorrect. Using the reporting feature, an overview of the pupil's score is given, showing which phonemes or words they got correct and incorrect. This also gives a percentage score to support teaching staff with determining the correct phonics phase decodable book to assign to each pupil.

Paper-based assessments also form part of **Bug Club Phonics** teaching, which are used to assess skills and understanding to be able to support pupils at risk of falling behind with their phonics learning.





Supporting Your Child at Home

- **Hear them read** their phonetically decodable book and reading for pleasure book as often as possible!
- There are some really **useful tips and information inside the front covers of the books** which show what the focus sound is and what the “tricky words” (words that the children cannot phonetically decode and blend but have to learn) are, which you can remind your child of before they start reading.
- Remind your child if they become stuck on a word to sound it out then blend it the way that they do at school (you could use the phrases **“Let’s press the sound buttons”** or **“Use your robot arms”**). They may do this out loud or in their head depending on their confidence. (Remember, they should not be sounding out every word, only the ones they find challenging.)
- There are also some **useful prompts inside the back cover** with questions you can ask to help develop your child’s comprehension and other activities to improve their fluency.
- Please also see your child’s class page on the school website for useful **question stems** to check their comprehension of the text. It is important that we not only support the children’s reading fluency, but also their understanding of the text to secure progress in reading.
- Foundation and Year 1 class pages contain support with pronouncing phonics sounds.
- The Bug Club Phonics ActiveLearn platform offers support for parents under the Grown-ups’ Area tab.

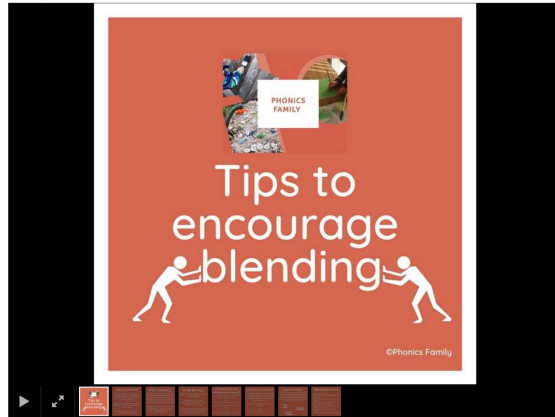


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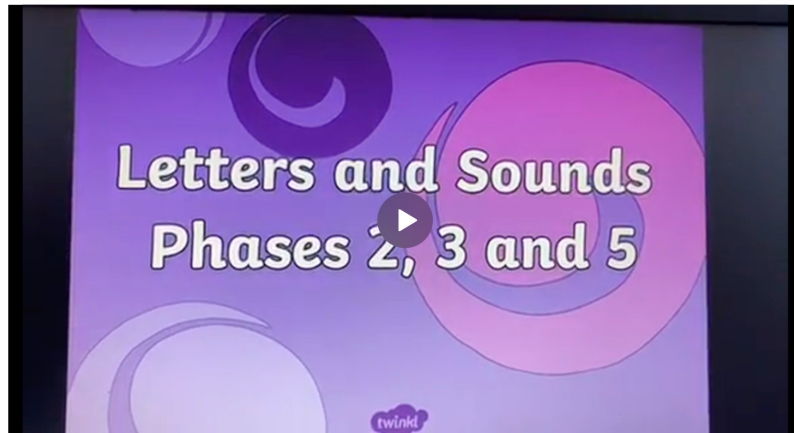
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Phonics Advice - How do I encourage my child to blend?



Tips to encourage blending

Help with phonemes...



Here is a short video to help you with the pronunciation of the sounds we teach the children. An important tip is to avoid adding an uh to sounds as this can make blending sounds more tricky.

Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will help to check that you child understands what they are reading and could lead you into further conversations about the text.

Year 2 Questions for Reading

Vocabulary Questions

- Can you find a noun/adjective/verb that tells/ show you that...?
- Why do you think that the author used the word ... to describe ...?
- Which other word on this page means the same as? Prove it.
- Find an adjective in the text which describes ... Prove it.

Inference Questions

n.b. Answers should refer to what has been read so far.

- What do you think ... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?

Prediction Questions

n.b. Answers should refer to what has been read so far.

- Where do you think ... will go next? Why?
- What do you think ... will day/do next?
- What do you think this book will be about? Why?
- How do you think this will end? What makes you say that?
- Who do you think has done it? Why?
- Who do you think has done it? Why?

Retrieval Questions

- Who is/ are the main character(s)?
- When/where is this story set? How did you know?
- Which is your favourite/ worst/ funniest/ scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...

Sequencing Questions

- What happens in the story's opening?
- How/ where does the story start?
- What happened at ...?
- What happened at ...?

Year 1 Questions for Reading

Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will help to check that you child understands what they are reading and could lead you into further conversations about the text.

Vocabulary Questions

- Can you find a word/sentence that tells/shows you that...? describe...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text

Retrieval Questions

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/ funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...

Sequencing Questions

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the ... ?
- Can you retell the story to me in 20 words or less?
- What happened before that?

Inference Questions

n.b. Answers should refer to what has been read so far.

- What do you think...means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?

Prediction Questions

n.b. Answers should refer to what has been read so far.

- Where do you think...will go next?
- What do you think...will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might ... say about that?

If They Are Not Sure, Say:

- Have a guess...
- What would you do if you were...?
- If you had done that, what might...have said?
- If we know that.... means... what might...mean?
- Does the picture help us?
- Where else could we look for a clue?

If They Can't Read a Word, Say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

Id. Say:

- ... know?
- ... that looks like that?
- ... tence. Which word do you think it



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Questions

Please take a handout from today's meeting, for your reference.