Reading at Dunston Hill

Early Reading – Systematic Phonics Teaching using Read Write Inc. Programme

At Dunston Hill, we believe the systematic, daily teaching of phonics is the first steps to developing our children into confident, fluent, life-long readers. We use Read, Write Inc., which is a synthetic phonics programme, to teach our children to decode and become fluent readers. For those children who are ready we begin our *Read Write Inc. Phonics* programme in the Summer Term of Nursery and this is continued by all pupils when they enter Reception and into KS1. In line with the programme, children are routinely assessed for their sound recognition, blending and fluency.

Progression of skills for phonics teaching in EYFS and KS1:

Group A	The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter.
Group B	The children know most single letter sounds (m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/h/r/j/v/w/x/y) and now need to learn to blend orally. Lessons also focus on teaching gaps in single letter sounds.
Group C	The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends' (sh/ch/th/qu/ng/nk/qu).
Ditty Group	The children know all set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review set 1 sounds with the focus on the Special Friends. In addition, the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty they have read.
Red Group	The children know all set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books.
Green Group	The children are able to Fred Talk real and alien words and also read a range of real words speedily (No Fred Talk). Lessons involve reviewing set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay/ee/igh/ow/ oo/oo/or/ar/air/ir/ou/oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency.
Purple Group	The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.
Pink Group	The children are able to read some set 2 sounds (ay/ee/igh/ow/oo/oo) speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group.
Orange Group	The children are able to read the rest of the set 2 sounds (ar/or/air/ir/ou/oy) speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. (ea/ oi/a-e/i-e/o-e/u-e/aw/are/ur/er/ow/ai/oa/ew/ire/ear/ure/tion/tious/cious) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group.
Yellow Group	The children are able to read alien words and real words containing set 1 and 2 Sounds speedily (no Fred Talk). The Speed Sound Lesson reviews set 1, 2 and 3 sounds and now includes writing words containing set 3 Sounds. The Story Book Lesson extends to five days.
Blue Group	The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other set 3 Sounds. They can read a text at 70+ words per minute. The Speed Sound Lesson reviews set 2 and 3 Sounds. The Story Book is read over five days.
Grey Group	The children are able to read ai/oa/ew/oi/ire/ear/er/aw/ow/ure/are/ur speedily and alien words containing these and other set 3 Sounds. They can read a text at 90 words per minute The Story Book is read over five days.
Literacy and Language	The children are able to read most alien words and all words (Set 2/3 multi-syllabic speedily (no Fred Talk) They can read a text at 100+ words per minute.

KS2 - Developing Reading

Our Guided Reading lessons allow for our children to continue to develop their word reading skulls and develop their reading comprehension skills in line with the National Curriculum objectives by reading progressively challenging texts once they are fluent readers. In Key Stage 2 we use an inclusive yet differentiated approach through studying whole class texts which include shorter texts and whole novels.

Key Stage 2 - Accelerated Reader

At Dunston Hill we promote our children to be life- long readers who are exposed to a range of vocabulary rich and diverse texts from a range of genres regardless of their reading ability. To support us in this we believe that *The* Accelerated Reader programme is a powerful tool for monitoring and managing independent reading practice.

With Accelerated Reader, we are confident that teachers can create a reading programme to meet the needs of every individual child. Using information generated by the software, teachers can help children select books that are difficult enough to keep them challenged whilst accessible enough to ensure enjoyment.

The programme also allows staff to support and monitor children's reading practice. Children select a book at their own level and read it at their own pace. When finished, the child takes a short online quiz to measure how much of the book they understood.

Children complete a *Star Reader Assessment* as part of the programme half termly which generates a personalised level for that child as well as allowing staff, parents and children to track their progress.

Key Stage 2 – Reading Plus

Our older children use Reading Plus to supplement their reading diet and to support their reading learning at home.

Reading Plus is a computer based programme which helps to build the physical skills essential for fluency and stamina; provide the texts to build vocabulary and comprehension; and taps into student interest to build confidence and motivation.

Children read a range of texts on screen and then answer questions from the text. They are challenged to improve their reading rate and fluency whilst still developing the comprehension skills to understand the text.

Reading for Pleasure

Story time is an integral part of our daily routine at Dunston Hill. From the outset our nursery and reception children choose a daily story using a voting system to enjoy with their peers and class teacher. The importance of listening to and enjoying a story is one of the key aspects within our Reading Culture. This is continued throughout school where children are exposed to a range of vocabulary rich and diverse texts as part of Story Time (Key Stage 1 and EYFS) and Class Reader Time (Key Stage 2). In Key Stage two are children are also designated time to read for pleasure independently as part of our Read and Relax sessions where they read for a sustained period of time their level matched personal reading book.

Home Reading

At Dunston Hill we recognise and strongly encourage the principle that regular practice allows children to continue to develop their reading skills as well as develop their love for reading. We encourage an adult to read with their child/ren at least three times a week and to comment in the children's reading diaries. Our children are given the opportunity to change their reading book at least once a week. We support our parents with reading with their child with written guidance and face-to-face presentations in all year groups. We also use our reading diaries to communicate the reading skill and text the child is learning that week to support parents' with embedding these skills when reading with their child at home.