



High Meadow
Community School

How do we develop a love for reading at High Meadow Community School?

Our Phonics and Reading Approaches



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High Meadow Community School

At High Meadow Community School, we recognise the impact and power of a rich and engaging reading curriculum. As reading is a complex skill with many components, we have developed a consistent approach to the teaching of these skills throughout the school. We believe that reading is crucial to children unlocking all areas of the curriculum and it should be a rewarding and enjoyable experience.

We also recognise the importance of a quality, well -structured phonics approach that gives children the essential skills to becoming a life-long reader. With both of these in mind, our approach is as follows...





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Phonics

We use Little Wandle to teach discrete phonics sessions across EYFS, Year 1 and Year 2. The children are taught phonics in their own classes, every morning from 9.00am – 9.25am. If we find that a child does not respond to learning to read through a phonics-based approach we use a strategy called Precision teaching. We have the highest of expectations for all of our children and we expect most of them to progress at the rate outlined below...

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Phonics Expectations

	Reception ROBINS			Year 1 BLACKBIRDS			Year 2 BARN OWLS		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Phase 1 7 weeks									
Phase 2 6 weeks									
Phase 3 12 weeks									
Phase 4 7 weeks									
Phase 5 24 weeks									
Phase 6 23 weeks									





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Progression in Phonics

Reception Children begin to learn the Phase 2 GPC's when they enter Reception Class. This is taught at a rapid pace: children are introduced to 3-4 phonemes per week throughout the first term. The teaching of this is multi-sensory and active using the wider school environment such as the Early Years outdoor area to ensure purposeful learning is taking place.

Tricky words are introduced for the children to learn at home and in school. Children are continually assessed during and at the end of this period. They move on to Phase 3 at the end of the autumn term and Phase 4 in the summer term. The expectation is that the children will leave Reception "Phase 5 ready".

Intervention will be in place for those children who are not secure when beginning a new phase to target gaps in phonic knowledge.

Year 1: Children will continue to follow the Little Wandle programme into Year 1 where they begin Phase 5. The teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work. The expectation is that the children will pass the phonics check at the end of Year One and will leave "Phase 6 ready".

Year 2: Children in Year 2 will begin Phase 6. This phase is taught for the duration of the year. Any children who did not pass the phonics test at the end of Year 1 will receive additional interventions to ensure they pass the test in Year 2.



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Reading

Even before children start at High Meadow, they are given a quality picture book when the reception teacher visits them on their first home visit. This is the start of an engaging and rich reading journey that every child at High Meadow will experience.



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Reading for Pleasure

Children are given the responsibility of changing their own home reading book. Across school, the baskets are available in the hall/classroom for children to change their books before school or at reading time. Children read from books with the sounds they know and they can do this as many times as they need to throughout the week.

Children can choose to read outdoors during lunch and playtimes.

All children have the opportunity to take home the "snuggle up with a book" box. This is to encourage bedtime stories and write reviews about books.

Each class celebrates the work of different authors through their "author of the half term".

Every child receives a book from Santa every Christmas.

Children have opportunities to read and engage with high quality texts **every** day. In Early Years, this is through the reading material available as part of the continuous provision in the classroom. In Key Stage One and Two, this could be through daily English and Reading lessons and/or through the wider curriculum.

We have a Book Club during spring and summer term.

Each class joins and visits the local library throughout the school year.

How do we promote a love of reading at High Meadow Community School?



Key Stage Two children use Padlet to recommend books and stories to each other. They scan a QR code, add the title, picture and genre of the book and explain what they thought about it.

Each week, the children take home a book from the school library.

We hold special events to celebrate inspiring authors including celebrating World Book Day each year.

Reception parents are invited in each month for a 'shared story time' session with their child.

Reception children are given the 'gift' of a story when they join our school in September.

Authors and poets visit school to deliver workshops for the children e.g. Charlotte and Adam Guillain.

Children can choose from a selection of books as a gift when it is their birthday to keep at home.

We celebrate reading at home through 'caught you reading' – photographs are displayed in the school library.

ALL children are read to **daily**.

During Writing and Reading lessons, children have access to high quality texts and have opportunities to share responses and opinions. Time is planned to talk about and explore the vocabulary and illustrations.

All children have the opportunity to purchase books with their family when the Book Fair comes in.

EYFS and Key Stage One classrooms have a warm and welcoming library area that contain picture books, poems, fiction/non-fiction books, comics and chapter books. Key Stage Two children access a shared library and are able to choose books from a Reading Trolley which is updated each half term.

Children use oral language, drama and role-play to access texts and develop their understanding of characters and stories.

Children have opportunities to Read for Pleasure within their classroom.

High quality texts are used across the curriculum – e.g. Poems by Michael Rosen, The Flower (Science), The boy in the dress, Me, Jane. (PSHE).

Reading across the curriculum

Reading in subjects other than English provides an excellent opportunity for children to put into practise what they have learnt. We particularly use reading widely across the curriculum to help with their vocabulary development.





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Guided Reading

Our Guided Reading sessions explicitly teach the children the skills of reading, inferring, author's intent and understanding the meaning through lots of oral discussion, book talk and exploring a wide genre of texts. The texts we use in Guided Reading include phonics based readers such as Songbirds and Floppy Phonics, high quality picture books, poems, non-fiction texts, song lyrics and chapter books. Guided Reading sessions are taught every day.

Teaching Reading at High Meadow Community School

Reception

Reception are taught the technical skills of reading, but are also taught how to talk about books using small group work, a balance of phonics books and high quality texts to foster a love of reading and encourage book talk.

Year 1

Throughout the autumn term, children in Y1 children read with an adult at least twice per week to focus on decoding and oral comprehension. Throughout spring and summer term, they read with an adult on a weekly basis and they take part in daily whole class sessions where they will work on reading skills, recording responses in their Reading Books.

Overview – Year 2* and Key Stage Two

Our reading curriculum is organised into specific reading skills.

The three 'BIG' skills:

- Inference
- Retrieval
- Vocabulary

The 'mini-skills'

- Prediction
- Sequencing
- Whole text (KS2)
- Comparing (KS2)
- Summarising (KS2)

Lesson sequences begin with children being taught one of the skills.

The level of depth which children are expected to work at will deepen as the lessons progress. Teachers may use the class novel, other quality fiction texts, newspapers, poetry, song lyrics, plays and non-fiction texts. This will promote and foster a love of reading, as children will be exposed to a range of high quality literature. During each teaching sequence, children will have the opportunity to record in different ways in their Reading Books. They will have opportunities to work on all of the 'big' skills throughout the week and they will work on the 'mini-skills' over two teaching sequences.

Once children have been taught a skill, they work to apply their learning to comprehension style activities including modelled and independent questions.

*All children are heard read at least once a week on a 1-1 basis. If required, individual children are given intervention time to practise reading and build fluency.



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Home readers

Our approach to reading at High Meadow is to provide reading materials which support each phonics stage that the child is at. While they are learning to read, children read from books with the sounds they know. This allows the child to practice new words and sounds that they have been taught throughout the week. To ensure we do not cap a child's potential and to allow a child to engage in books they think that they might enjoy, every child can pick ANY book from their book band and they can change it as many times a week as long as we see evidence that they have read the book to an adult in their reading diary. Each week, children also have the opportunity to choose a book, magazine or comic from the school library which they can enjoy at home.

To ensure we provide a wide range of books we use books from the following schemes across all classes...

- Oxford Reading Tree
- Songbird Phonics
- Collins Big Cat
- Dandelion Launchers
- Dandelion Readers
- Treetops and Wayland

We also understand the crucial role parents play in their child's reading journey. We encourage parents to read with their children at home regularly; the expectation is at least 3 times per week and to record this in their Reading Diary. All children also have the opportunity to take home our, "Snuggle up with a Book Box" which encourages adults to read children a regular bedtime story.

We also encourage parents to use online reading materials to support their children too...

<https://www.oxfordowl.co.uk/for-home/>

Reading Eggs has a diagnostic test which allows pupils to work at different reading levels within the programme at home and on various devices.

<https://readingeggs.co.uk/>



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All of the books are book banded using the 'Book Bands for Guided Reading' framework.
Our expectations for progression are as follows...

Age Related Expectations	Year group	Reading age	Phonics stage	Colour band
YR beginning	Rec Robins	Below 5.0 years	Phase 1 L&S	Lilac BB No words
YR beginning	Rec Robins	5.0 - 6.5 years	Phase 2 L&S	Pink BB
YR developing	Rec Robins	5.0 - 6.5 years	Phase 3 L&S	Red BB
YR secure	Rec Robins	5.0 - 6.5 years	Phase 3 & 4 L&S	Yellow BB
YR exceeding	Rec Robins	5.0 - 6.5 years	Phase 3 & 4 L&S	Blue BB
Y1 beginning	Year 1 Blackbirds	5.0 - 6.5 years	Phase 3 & 4 L&S	Blue BB
Y1 developing	Year 1 Blackbirds	5.0 - 6.5 years	Phase 4 & 5 L&S	Green BB
Y1 secure	Year 1 Blackbirds	5.0 - 6.5 years	Phase 5 L&S	Orange BB
Y1 exceeding	Year 1 Blackbirds	5.0 - 6.5 years	Phase 5 L&S	Turquoise BB
Y2 beginning	Year 2 Barn Owls	6.5 - 7.5 years	Phase 5 L&S	Purple BB
Y2 developing	Year 2 Barn Owls	7.5 - 8.0 yrs	Phase 6 L&S	Gold BB
Y2 secure	Year 2 Barn Owls	8.0 - 8.5 yrs	Phase 6 L&S	White BB
Y2 exceeding	Year 2 Barn Owls	8.0 - 8.5 yrs	Phase 6 L&S	Lime BB
Y3 beginning	Year 3	8.5 - 9.0 yrs		Brown BB



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Growing together, every day, in every way