



Lutley 
Primary School

Curriculum Progression Document

Early Reading



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Early Reading Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

Reading Subject Intent

It is our intent that children leave Lutley being enthusiastic and motivated readers. Through a structured and well-taught phonics programme, we are determined that every child will learn to read, regardless of their ability, background or needs. Following the Letters and Sounds programme, the teaching of reading will include systematic, synthetic phonics, from the beginning of Reception. At the early stages of learning to read, reading materials will be closely matched to the learner's phonic knowledge. Children will read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. They are immersed in a variety of high-quality literature through a range of stimuli. Through being able to read and captivating imaginations, it is our aim that children are motivated to apply progressively advanced reading skills that are transferrable across the curriculum. Our children not only learn to read, they read to learn. Reading is at the heart of our curriculum.

Essential Characteristics in the Subject of Reading Across the School

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Threshold Concepts for Reading Across the School

Read words accurately. This concept involves decoding and fluency.

Understand texts. This concept involves understanding both the literal and more subtle nuances of texts.



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Early Reading Pedagogy

What is Phonics and how does it support Early Reading?

Phonics is a method for teaching children how to read and write. It encourages the breaking down of words into individual graphemes (a letter or blend of letters that represent a sound) in order to deal with the different sounds within a word. It is underpinned by the idea that language is a code that children need to be able to crack in order to become effective readers (and spellers). There are around 44 sounds (phonemes) in the English language and, rather than memorising and learning words through repetition, phonics teaches children these sounds, giving them the components to decode language and be independent readers.

What are the types of phonics?

There are two main types of phonics: analytic phonics (which includes analogy phonics) and systematic synthetic phonics (SSP). The SSP approach is used at Lutley: In this approach, children are taught individual phonemes independently from reading. Once these are embedded, they can blend them together to pronounce words. There is also a focus on grapheme-phoneme correspondence (GPC), with pupils learning the variety of ways sounds can be denoted within words. The purpose of this method is to show children all of the parts they might come across when reading words and teach them how to synthesise these. For example, if a child has learned the individual sounds /k/, /a/ and /t/, they can sound out the whole word through identifying familiar phonemes as they are read.

How is it used in schools?

SSP is the most widely used approach and is generally accepted as the most effective. Children are taught phonics daily to build up their phonic knowledge and so their ability to read and spell words. Pupil progress is assessed half termly across key stage 1 and in Year 1 through the phonics screening check, which is a compulsory assessment that all children sit in order to measure their decoding skills and knowledge of common sounds. The screening check comprises a number of high-frequency words and common sounds, as well as 'alien' words that assesses pupils' ability to tackle unfamiliar words when reading. Schools deliver their phonics sessions with a focus on interactivity to engage children.



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Early Reading in the Early
Years Foundation Stage

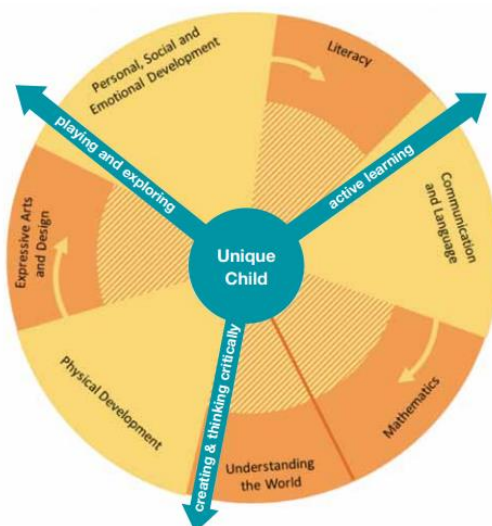
Developing Early Reading skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of Early Reading in our EYFS. It is important that 'Communication and Language' is included as this area forms the foundation for reading.

ELG 1: Communication and Language: Listening and attention

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 3: Communication and Language: Speaking

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

Exceeding:

Exc: Communication and Language: Listening and attention

- Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props.
- They can listen in a larger group, for example, at assembly.

Exceeding:

Exc: Communication and Language: Speaking

- Children show some awareness of the listener by making changes to language and non-verbal features.
- They recount experiences and imagine possibilities, often connecting ideas.
- They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

ELG 2: Communication and Language: Understanding

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 9: Literacy: Reading

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate an understanding when talking with others about what they have read.

Exceeding:

Exc: Communication and Language: Understanding

- After listening to stories children can express views about events or characters in the story and answer questions about why things happened.
- They can carry out instructions which contain several parts in a sequence.

Exceeding:

Exc: Literacy: Reading

- Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.
- They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- They can describe the main events in the simple stories they have read.



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Early Reading and the National Curriculum

Early Reading and the National Curriculum: Key Stage One

Year 1

During year 1 teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Early Reading and the National Curriculum: Key Stage Two

Some children at Key Stage 2 may experience difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching. In their day-to-day learning some children may:

- Experience difficulties with blending for reading and segmenting for spelling.
- Show confusion with certain graphemes and related phonemes.
- Have difficulty segmenting longer words containing adjacent consonants.
- Demonstrate a general insecurity with long vowel phonemes.

For example, children generally know the most common representation of a phoneme, for example /ai/ as in train, but require more explanation and practice about the alternative spellings for any particular phoneme. Children who may have poorly developed phonic knowledge, skills and understanding will therefore be supported in their learning in KS2. For some children, the missing piece of the jigsaw may be specific items of knowledge that require only a few weeks of short, focused sessions. However, other children may not have crucial concepts such as blending and segmenting in place. Some may have a combination of the two and will require a term or more of consolidation. Children's current knowledge is accurately assessed, and the gaps identified so that support can be precisely targeted.



Implementation of Whole School Phonics Programme of Study

Lutley Primary School's Phonics Programme of Study: Letters and Sounds

Letters and Sounds

Letters and Sounds aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting school, with the aim of them becoming fluent readers by age seven.

Letters and Sounds Progression

At Lutley, we begin the Letters and Sounds programme after the EYFS baseline. There are six overlapping phases. The table below is a summary based on the Letters and Sounds guidance for practitioners and teachers.

	Autumn	Spring	Summer
EYFS	Phase 2	Phase 3	Phase 3/4
Year 1	Phase 3	Phase 4	Phase 5
Year 2	Phase 5	Phase 6	Phase 6

Letters and Sounds Progression (the Phases explained)

At Lutley, whilst the children work within the phase that is appropriate to their level of learning, they may also be given experience of other phases to support future learning or secure previous learning. The children are assessed regularly to ensure that their needs are being met as it is important that each child is secure within a phase before moving too quickly onto the next phase. Here is a brief summary of each phase:

Phase 1 (Pre-school, but elements are included throughout the other phases)

Children should learn to: • show an awareness of rhyme and alliteration • distinguish between sounds in the environment/phonemes • explore and experiment with sounds and words • discriminate speech in words • begin to orally blend and segment phonemes.

Phase 2 (Reception, up to 6 weeks)

Children should learn to: • use common consonants and vowels • be able to blend and segment to read/ spell simple c-v-c words • begin to learn 'tricky' words that cannot be segmented • understand that words are constructed from phonemes and that phonemes are represented by graphemes.

Phase 3 (Reception, up to 12 weeks)

Children should learn to: • know at least one grapheme for each of the 44 phonemes (there are approximately 44 phonemes in the English language!) • read and spell a wide range of c-v-c words • use all letters and less frequent consonant digraphs and some long vowel phonemes • continue to learn 'tricky' words.

Phase 4 (Reception/Year 1, 4 to 6 weeks)

This is a consolidation unit. There are no new graphemes to learn. Instead, children learn to: • read and spell more 'tricky' words • segment adjacent consonants in words and apply this to spelling • blend adjacent consonants in words and apply this skill when reading unfamiliar texts.

Phase 5 (Year 1)

Children learn to: • read phonetically decodable two-syllable and three-syllable words • use alternative ways to pronounce and spell the graphemes corresponding to the long vowel phonemes • make phonetically plausible attempts to spell complex words.

Phase 6 (Year 2 and beyond)

Children learn to: • recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences • apply phonic skills and knowledge to recognise and spell an increasing number of complex words • recognise and use the past tense • begin to investigate spelling patterns and learn how to add suffixes e.g. – ed to words • break down longer words to help with their spelling • apply strategies to enable them to become independent spellers e.g. by finding and learning the difficult bits in words.

Further approaches to Teaching and Learning in Early Reading – Big Cat and Bug Club

As well as following the Letters and Sounds programme systematically and consistently across EYFS and KS1 and beyond, we also encourage reading by:

- Having engaging reading corners where children can access age-appropriate books linked to their interests. The books are also sorted into fiction, non-fiction, rhymes, poetry and magazines so that children can access a variety of texts.
- Visiting the school library areas, appropriate to children's reading age.
- Promoting the importance of communication and language as a starting point for reading.
- The children hear at least one story a day, following the topic, interests or 50 book reading challenge.
- In EYFS, having a language rich environment to encourage children to read during child-initiated play and during adult-led lessons.
- CPD is provided for all staff in the teaching of Phonics to ensure consistency and confident, high quality teaching.

Collins Big Cat Reading Scheme

To support our Letters and Sounds Phonics programme, we follow the 'Collins Big Cat' home/school reading scheme from Reception. Big Cat Phonics for Letters and Sounds provides 100% decodable readers, so children can practise and apply their phonic knowledge in a book matched to their level. Their books begin with wordless books, so that every child can access a book before they begin Letters and Sounds Phonics programme in Reception.

Their approach is as follows:

- To support children to learn to read and to love reading.
- To support a journey from phonics to fluency, with levelled readers that systematically increase the level of challenge, vocabulary, and stamina as children work up through the bands.
- To support all children to become readers. Collins Big Cat Progress provides struggling readers with targeted books that have age-appropriate visuals and subject matter, but more accessible text, so children are motivated as well as able to start reading and making progress. The books are structured to close the gap and help them catch up with their peers.



- From authors and illustrators, to characters, topics, artwork and photography, Collins Big Cat is committed to reflecting our diverse readership, so all children can relate to and empathise with the characters and recognise themselves and their worlds in our books. Collins Big Cat ensures children read widely across different genres.
- The wealth of Big Cat non-fiction supports knowledge development and reading across the curriculum, as well as increasing cultural capital.

Bug Club Reading Scheme



Bug Club

Bug Club is a reading program that helps to develop confident and motivated readers. The program is shown to deliver 30 months of progress in reading in just 18 months whilst developing a love of reading. It combines over 500 finely levelled books with interactive eBooks and an online reading world. Books can be allocated to individual pupils or groups of pupils for a tailored reading experience which assesses pupil progress instantly.

Bug club offers an enormous range of fiction, non-fiction and poetry, offering variety to keep children engaged and develop a love of reading. Books are levelled to give children manageable steps in reading progression and a real sense of ongoing achievement as they move through the levels. Bug Club comes with assessments for every book band and tracking tools to identify individual pupils' progress in all of the key reading

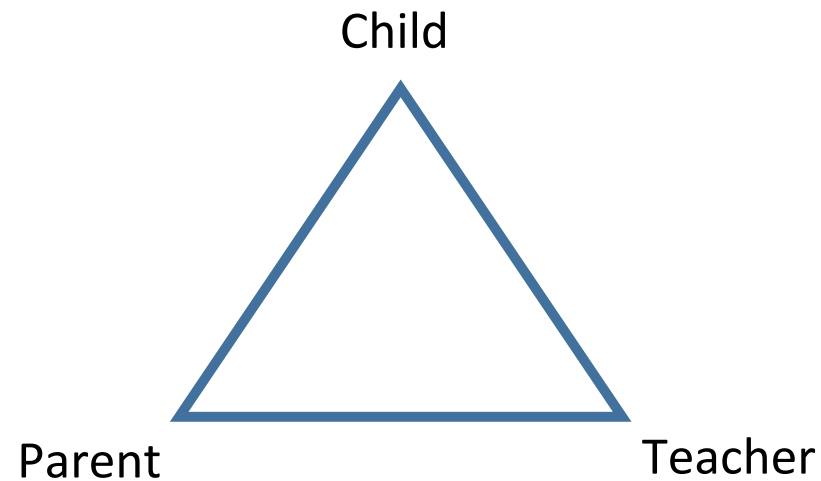
fluency and comprehension skills.

Parental Involvement and Engagement

Part of our approach to Early Reading is the importance of parental involvement from as early as the transition from Nursery to Reception. As a school we develop relationships with parents/carers, to further support the children with their reading and learning.

Parents are involved in Early reading in the following ways:

- An EYFS Early Reading workshop.
- Time to Read EYFS book event.
- A reading book is sent home with their child weekly.
- Weekly comments in the child's planner about their 1:1 reading session.
- KS1 Phonics workshop.
- Access to online reading books on Bug Club. Where the books correspond to their child's reading ability.
- 2 Parents Evenings a year where targets are shared.
- Learning Review updated half termly.



Teaching, Feedback, Assessment and Reporting

Teaching

- Phonics teaching is taught in differentiated groups, so that children can achieve the milestones specific to their phase. Additional support is given to the lowest 20% through interventions.
- In EYFS, teachers observe children during child-initiated play and support them 'in the moment' with their individualised next steps.
- Literacy lessons are taught whole class, where the teacher or teaching assistant supports the lowest 20% with their reading, speaking and understanding.
- In key stage one, children are taught the skills of reading comprehension and reading fluency as a whole class following VIPERS (Vocabulary, Inference Prediction, Explain, Retrieve and Sequence). These skills are further developed in smaller guided groups.
- Opportunities are provided for children to choose books from their class reading corners to support their love of reading.

Feedback

- During phonics, guided reading and literacy lessons, children are given the opportunity to assess their own and others' progress against their learning objectives. This may be done verbally.
- Following on from Letters and Sounds phonics lessons, teachers' feedback directly relates to the learning objective for the next lesson, in the 'revisit' section of the lesson format, addressing misconceptions and developing their previous phonic knowledge.
- All gap tasks should be meaningful and purposeful and linked to small next steps for progress. They should be scaffolded where necessary, either during specific lessons, intervention time or child-initiated play.

Assessment

- Assessment information is used to plan future work for the class, including any interventions.
- Children's home-reader books are monitored closely to ensure that they are making progress.
- Following on from half-termly phonics assessments in EYFS, phonics groups are reorganised, and interventions set up to support the lowest 20%.
- Continual assessment is used to report to parents. End of year academic reports contain comments about an individual pupil's progress against the year group expectations, threshold concepts and progress milestones.
- Summative tests are completed, marked and progress is tracked termly. Outcomes inform clarity and intervention.

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources
- Providing differentiated tasks where appropriate
- Differentiating questions
- Using a range of groupings within the class to teach children and support them
- The amount of adult support that is given and adapting this as necessary

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil
- Presenting work in small achievable steps
- Planning varied activities that motivate pupils and providing alternative activities where needed
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills
- Providing deepening activities for students

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary
- Ensuring that teaching assistants and support staff are effectively deployed
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils
- Careful assessment and monitoring
- Using pupil's records and day to day achievements in history to support planning
- Carefully monitoring pupils' progress to ensure that success is built upon
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment

SMSC and Rights Respecting in Early Reading

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights, but they actively promote them. They understand that their rights are universal and unconditional and are true change makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. Reading naturally provides rich opportunities for learning about the convention and children have access to books that cover a range of issues linked to SMSC. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links with children which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Using Skills Builder in Early Reading



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.



Evaluating the Impact of our Early Reading Curriculum

Subject Leadership and Evaluation of Early Reading

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching early reading and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by providing high quality texts to support learning.
- Monitor the equality of provision for all to ensure there is consistency across necessary year groups.
- Moderation across necessary year groups.
- Facilitate 'bring and brag' opportunities for staff to share good practice.
- Compiling a portfolio of work across the school to show the impact of the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum.