

Reading at Dulwich Wood

How is reading taught at Dulwich Wood?

Phonics

Children receive daily phonics sessions in Early Years and KS1. Those children who require phonics in KS2 also receive daily sessions usually taken by the classroom teaching assistant. During phonics, children learn how to *'blend to read'* - a vital strategy in learning to read.

In Early Years and KS1, children receive a 30 minute session which is set by ability. All children receiving phonics are assessed three times a year by their phonics teacher or class teacher. This information is analysed by the Reading Coordinator to inform setting and next steps in teaching.

The school uses Letters and Sounds to teach phonics and uses the actions of Jolly Phonics to compliment this. Letters and Sounds splits learning into 6 Phonic Phases:

Phase 1 develops children's ability to hear and distinguish sounds around them. It focuses on oral blending and segmenting and rhyming.

Phase 2 introduces letter sounds for reading and writing with a set of letters being taught weekly. It begins to look at blending for reading and segmenting for writing. A selection of 'tricky words' are taught during Phase 2.

Phase 3 introduces the rest of the individual letter sounds and diagraphs. Children will continue blending / segmenting and further 'tricky' words are taught. Children will also learn the letters of the alphabet during this phase.

Phase 4 helps build on the previous understanding of blending / segmenting and children gain experience of using words that have adjacent consonants such as trap and milk. No new sounds are taught.

Phase 5 introduces alternative graphemes for phonemes e.g. children will know / ai / as in **rain** from Phase 3 but they will learn that / ay / as in **day** and / a_e / as in **make** also make the / ai / sound. They will also learn alternative pronunciations for graphemes e.g. / ea / - **tea**, **head**, **break**.

Phase 6 allows children to become fluent readers and accurate spellers.

Phase 1 starts in Nursery, and phase 2 in Reception. By Y1 all pupils should have covered phase 5 and 6.

Measuring the success of phonics teaching

At the end of Year 1 pupils sit a Phonics screening test set by the government which covers phases 1 to 6.

Guided Reading

Children are taught to read during daily 'Guided Reading' sessions in every class. Each day the class teacher leads a Guided Reading session with a group and uses this time to teach reading strategies or develop reading comprehension skills.

Guided Reading sessions last around 30 minutes and the teacher plans a clear lesson for each group in the class (typically there will be 5 groups).

Guided Reading plans are submitted electronically every Monday.

Guided Reading Lesson Structure

During the session, the teacher will share the goal with the group and discuss / teach their objective. Dependent on the goal, the teacher will usually share the book with the group and discuss previous work completed, what the book is about, recap previous reading etc. The teacher will then teach the goal for the session modelling what the children should be doing as this will show the children what 'good reading' looks like and what they are trying to achieve.

Guided Reading sessions will often include lots about the book discussion facilitated by the teacher allowing children to share their ideas and enhance their understanding.

When reading the book, children read at their own pace and independently. The teacher will listen to and observe each child working independently. Where APP (Assessing Pupil Progress) is appropriate, the teacher will praise, teach or question the child to consolidate learning.

During Guided Reading the teacher will focus their interaction with the children on the 7 assessment foci:

- AF1 Decoding text
- AF2 Retrieving information
- AF3 Inferring meaning
- AF4 Analysing the structure and impact of formatting
- AF5 Choice of words
- AF6 View points
- AF7 Making links (with other books / authors / genres)

Teachers and TAs have colour coded question cards to help them with questioning. Each colour links to an AF.

What are the other children doing during Guided Reading?

During Guided Reading sessions, the other children in the class will be completing a worth-while independent task that helps to move their learning forward. Often, this can link to something they have worked on in their previous session with the teacher, a phonics based activity or an area of weakness highlighted in the APP grid.

Reading Strategies

There are a range of reading strategies that are formally taught in years R-2.

These are:

1. blending to read
2. using picture clues
3. chunking
4. missing out the word
5. reading on and re-reading
6. checking for sense and using letter names as well as letter sounds

Teachers in KS2 need to be aware of these strategies to consolidate previous learning and teach any strategies children are not yet using.

How do I plan for the teaching of Guided Reading?

Each Guided Reading session that the teacher takes with a group needs to be planned on the agreed planning format template. This needs to have a goal and state what the teacher intends to do within the session.

The teacher needs to use the 'child-friendly APP' document to choose appropriate goals to teach each group. As teachers assess their children during each of the three assessment weeks (Autumn, Spring and Summer), they will see the 'gaps' in children's learning and these will become the goals for the following Guided Reading sessions.

How do teachers group the children for Guided Reading?

Children reading Book Band books can be grouped according to the colour book band they are currently reading. 'Free reader' children need to be grouped according to comprehension ability, judged using APP and optional SAT papers.

Teachers are aware that children with poor comprehension can often benefit from being with children with well-developed comprehension skills to act as a good role model. Also, children with a poorer reading level but good comprehension level may benefit from being with children with a similar comprehension ability to stretch them and build challenge.

From this, it will be necessary to change the groups from time to time or move children into groups to match a learning objective you are teaching.

After each assessment week or at other appropriate times in the year, it may be necessary to reassess the groups to ensure they are reading books with an APP appropriate level of challenge that also matches their comprehension ability.

How does a teacher know which book a child should read?

Children read from books that are in colour bands. They should arrive in the new class with last year's. If they are a new starter the teacher will issue a new reading book from within the 'Book Bands'.

What are Book Bands?

Book Banding is a way of organising real books by level and ability. 'Real books' is the term used to describe books that are not part of a reading scheme. Some of our 'real' books belong to a range of reading schemes even though we do not follow any of these schemes.

Book Banding begins at Pink through to Burgundy and each colour matches a phonic phase, National Curriculum level and end of year expectation for Year R to Y6. Book banding is universal among most schools and a child entering the school on a 'purple' book from another school will also be reading a 'purple' book at Dulwich Wood. There are posters in each class explaining the book banding system.

The books used by the teacher in Guided Reading sessions for children working within book band levels, regardless of Key Stage, are kept in bookcases in the resources cupboard off the Library and grouped by colour.

The books that children take home for home reading are also kept in the library in separate bookcases grouped by colour.

How does the teacher choose a colour for a child on Book Bands?

During assessment weeks and at APP appropriate times in the year, children are assessed using 'PM Bench Marking'. This diagnostic test will indicate the colour book band that children are reading within. The teacher then chooses a book within that colour from the home reader book supply and gives it to the child to take home.

PM Bench Marking

PM Benchmark is a published diagnostic assessment used for assessing reading levels up to National Curriculum Level 3. It contains 30 books and assessment running records which begin at working towards Level 1 (emergent readers) and progresses, step-by-step to Level 3C. Each book within PM Benchmark corresponds to a colour book band, a phonic phase, a National Curriculum Level age related expectation.

After administering the assessment, the results are calculated by the teacher.

Children reading with an accuracy level of 95% or above are working within the 'easy' category and need to be reassessed as they are not being challenged enough.

Children reading with an accuracy level of below 90% are working within the 'hard' category and should be reading a lower level as they are finding the books too difficult. Ideally, no child should ever read a book that is assessed 'hard' if assessment is progressive and APP is being used regularly and appropriately.

Children reading between 90% - 95% are working at an 'instructional level' which is where they need to be to make progress.

Once they have been correctly assessed for their level, they then need to be given a book in the corresponding book band colour.

Children that are correctly matched should find 10% of the words in their book challenging in order for them to Apply their knowledge of strategies and improve their reading.

Children who read a book that is too easy will not consolidate their understanding of reading strategies and children who find the book too hard will become demotivated and disengaged from reading.

Home Reading

Children should always have a reading book to take home along with a Reading Record. We expect children to read every day at home and for their parents to complete their Reading Record with them.

Free Readers

Once children have completed all the Book Bands (assessed through PM Bench Marking) they become 'Free Readers'. This allows a child to choose an APP appropriate book to read from the library.

Each child is allowed to have two library books out at a time and they must return these before any further books can be taken out.

Classes visit the Library regularly with their teachers and can book books out during visits. The library is also open after school once a week. Parents can have a library ticket and borrow three books at a time to read with their children.

NB. The school expects parents to pay the replacement costs of any books lost by their children. This is a condition of Library use.

Children can also access books from class bookcases and it is the class teacher's discretion as to whether these books are taken home.

How does a teacher assess Reading in terms of National Curriculum Attainment?

To assess reading levels in terms of the National Curriculum, we use a range of assessment tools. All pupils using Book Band books need to be regularly assessed using PM Bench Marking to ensure they are reading a book with appropriate challenge.

All pupils are also assessed using APP (Assessing Pupil Progress). There are child-friendly APP (Assessing Pupil Progress) documents which can be used for assessment. These break down each Assessment Foci into target statements which are sub levelled. Teachers then highlight the statements that children have achieved.

Teachers in Years 2 to 6 also use optional SAT papers to assess Reading as this includes an element of reading comprehension.

An overall level is then given to a child during each assessment week. Both reading levels and comprehension ability must be taken into account to give an overall view of a child as a reader.