## Reading @ Bishopsteignton

## Overall Intent

A reader from Bishopsteignton will:

- Learn to read, regardless of their background, needs or abilities.
- Know which books they enjoy and read for pleasure.
- Have the skills needed to enable them to read to learn
- Have a secure understanding of phonics by the end of KS1

## **Phonics**

To achieve our intent, we have developed our own phonics programme which ensures a systematic, consistent and challenging start to learning to read and write. 'Bishop Phonics' was created by building on the existing skills, experience and expertise of our teaching team, whilst incorporating pedagogy and resources from experts in the field of phonics.



Click the image to see our Bishop Phonics Website Page

Click to see our **EYFS** Progression Document

Click to see our <u>YEAR ONE Progression Document</u>

<u>2021-22 BISHOP Phonics Resources</u> - see here for general Bishop Phonics Resources (restricted access)

	Reading for Pleasure
<ul> <li>Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts</li> <li>Children know which books they enjoy and choose to read.</li> <li>Children recommend books to their peers and engage in discussion around books.</li> <li>Adults are role models in reading for pleasure.</li> </ul>	
Implementation	

		Curriculum Provision		
	EYFS	Y1/2	Y3/4	Y5/6
		Reading Aloud to Children		
Intent	Build a bank of story and rhyme knowledge.  Expose children to texts beyond those they can read themselves.  Developing an enjoyment for reading.	Continue to build on work from EYFS  Widen knowledge of texts and authors, including non-fiction and poetry.  Sustain stamina in listening to and reading texts.  Make connections within a book.	Introduce children to a wider range of authors and contexts.  Expose children to texts which are good models for their writing.  Make connections between texts.	Expose children to increasingly challenging themes and language.  Continue to enjoy texts and value being read to.
Implementation	Daily reading aloud to children for at least 15	Daily Read at 3pm *Recommended reads for	r each year group shared v	vith teachers

	minutes. One Read per week to be poetry focused.	*Buddies readers *Library lunch Club  CYCLE A Whole Class	ion, poetry books assigned s Reads and Poetry - Bisho s Reads and Poetry - Bisho	pp Reading Spine				
	Independer	nt Reading and Home/Scho	ool Reading					
Intent	EYFS into Y1 Independently reading phonetically decodable books matched to their phonic knowledge and skills	Moving from phonetically decodable books to age-appropriate books.  Increased Stamina.	Choosing appropriate texts Reading for sustained periods. Books that challenge Read short novels independently with understanding (Y4)	Read age appropriate books including whole novels. Widen the range and challenge of books read.				
Implementation	Decodable books from Bishop Phonics Scheme Books selected by adult in class. Children read 3 x before books are changed. Books changed 2 x weekly. Reading book for pleasure taken home.	Bridging Books - children supported in choosing.  Children in Y2 coached into using AR system over the year.  Reading book for pleasure taken home.	Teachers and HLTA monitor AR reports.  Book choice monitored by teachers and supported where necessary.  *Opportunity to take home non-fiction / Non-AR books in addition to AR books.					
	Guided Readir	ng/ Reading Instruction /Re	eading to Learn					
Intent	To teach the comprehens in the National Curriculum	•	uired to read age related e	xpectations (as detailed				
Implementation	Daily phonics teaching Additional guided reading application and to develop Later in Y2, WCGR used.	comprehension skills.	Weekly WCGR session. Weekly guided read sessions with smaller groups.	WGCR sessions 2 x weekly. Texts chosen as high quality models				

	High Quality texts shared and discussed to establish the foundations for learning in other subjects.	Reading Rockets intervention. Texts chosen as high quality models WAGOLLS in Literacy are high-quality text models for a variety of text types. An increasing expectation of written recording of understanding through KS2. High Quality texts shared and discussed to develop knowledge across the wider curriculum.	WAGOLLS in Literacy are high-quality text models for a variety of text types. Intervention for targeted groups (e.g pre read. 1:1 reading) An increasing expectation of written recording of understanding through KS2. High Quality texts shared and discussed to develop knowledge across the wider curriculum.
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		Assessment - Assessment Ove	erview Bishopsteignton	
Assessment evidence used in order to assess impact (examples only)  W STAR R	EYFSP Conferencing and observations (Tapestry) Home Reading Records Phonic Assessments	Phonic Screening Test SATS Observations of reading behaviour and conferencing Reading Records Reading Journals (evidence of WGCR and written responses to reading activities) STAR Reading Tests - Y2 when appropriate.	STAR Reading Tests AR Assessments Comp Assessments (Twinkl/Test Base) Observations of reading behaviour Focus Groups Reading Journals (evidence of WGCR and written responses to reading activities) Reading Rocket Cards	SATS STAR Reading Tests AR Assessments Comp Assessments (Twinkl/Test Base) Observations of reading behaviour Focus Groups Reading Journals (evidence of WGCR and written responses to reading activities)
Year End	Phonetically decodable books - Bishop Phonics Phase 3	Y1 - Phonetically Decodable books -Bishop Phonics Phase 5c - are children reading with automaticity, accuracy, prosody? Y2 - AR Range 2+	Y3 - AR Range 3+ RA 8+ Y4 - AR Range 4+ RA 9+	Y5 - AR Range 5+ RA 10+ Y6 AR Range 6+ RA 11+

	RA 7+	

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Children to complete Star Reader in test conditions, in one session. This could be half a class at a time. All teams to incorporate, Non-Fiction R4P session.

Suggest: Y1/2 – Y2 children to complete in library corridor with Y1s in classroom exploring topic books. Once Y2s finish, move to library to explore NF books.

Y3/4 – Half class complete Star Reader whilst other half in library, exploring Non-Fiction books. (consider timetabling if JS needed to support library?)

Y5/6 – As above, or one class at a time on Chromebooks, with other class exploring non-fiction books in library or topic books in classroom.