



**Outwoods Edge
Primary School**

Every Child. Every Day. Every Future.

The Outwoods Way of Teaching Reading

Intent

At Outwoods Edge, we value reading as an essential life skill. We are determined that each and every child will learn to read. We endeavour to ensure that our children become confident readers with the skills to both decode and comprehend effectively. Each child will have the opportunity to read a wide range of genres resulting in motivated readers that have both a thirst for reading and are inspired to read for pleasure.

From Foundation, we start by teaching reading through systematic synthetic phonics. To support this, we ensure that reading books are matched to the correct phonics level. Each child will have two books: one matched to their reading/phonics level and then one as a chosen 'reading for pleasure' book. Moving into Years 2 and 3, there is an increased focus on comprehension strategies. We focus on modelling 'What a good reader does'. In upper KS2, we delve deeper into what a good reader does, combining a wide range of strategies.

Phonics – The Outwoods Way 2021

Following Letters and Sounds Framework

Phase 2-4

Outwoods uses Jolly Phonics actions and stories to teach phase 2 and some of phase 3 – up to set 7 (consonant digraphs).

We then begin to introduce the long vowel through the RWI cards and rhymes. We have created our own set of sound mats and flashcards using these visual aids. All adults teaching phonics have their own set and teach using these consistently. Every class use the sound mats as visual aids for children's use within the learning environment. We do not use flashcards for phase 4 but make use of the Twinkl sound mat as it follows a similar format as the phase 2, 3, and 5 sound mats we already use.

Phase 2 Sound Mat

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	

Tricky Words: I no the to go into

Phase 3 Sound Mat

i	v	w	x	y	z	zz	qu
ch	sh	th	ng	ai	ee	igh	oa
oo	oo	ar	or	ur	ow	oi	ear
air	ure	er	Tricky Words	I no the to go	into he she we me	be you are her	was all they my

My Phase 4 Blends and Clusters

st	nd	mp	nt	nk	ft	sk	lt	lp
lf	lk	pt	xt	tr	dr	gr	cr	br
fr	bl	fl	gl	pl	cl	sl	sp	st

My Phase 4 Blends and Clusters

tw	sm	pr	sc	sk	sn	nch	scr	shr
thr	str							

In addition to this we also display The English Alphabetic Code (Phonics International) in each classroom.

This is to support all children within school so there is a familiar and consistent visual aid for spelling in every classroom (FS to Year 6). It supports stronger readers in younger year groups who are already or becoming more aware of spelling patterns. It can be used to support incidental learning and has already proved a powerful resource for teaching and supporting more able children in FS and Year 1.

Phase 5




















Ph 5a – teach first alternative spelling of phoneme (approx. 7 weeks)

Teaching further graphemes for reading

New graphemes for reading

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
	au Paul	u-e rule	

Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	aw 																																										
wh 	ph 	ew 	oe 	au 	ey 	a-e 	e-e 																																										
i-e 	o-e 	u-e 	<p>Tricky Words</p> <table> <tbody> <tr> <td>I</td> <td>he</td> <td>her</td> <td>like</td> <td>were</td> <td>people</td> </tr> <tr> <td>no</td> <td>she</td> <td>was</td> <td>so</td> <td>there</td> <td>their</td> </tr> <tr> <td>the</td> <td>we</td> <td>all</td> <td>do</td> <td>what</td> <td>called</td> </tr> <tr> <td>to</td> <td>me</td> <td>they</td> <td>some</td> <td>when</td> <td>Mr</td> </tr> <tr> <td>go</td> <td>be</td> <td>my</td> <td>come</td> <td>out</td> <td>looked</td> </tr> <tr> <td>into</td> <td>you</td> <td>said</td> <td>little</td> <td>oh</td> <td>asked</td> </tr> <tr> <td>are</td> <td>have</td> <td>one</td> <td>Mrs</td> <td>could</td> <td></td> </tr> </tbody> </table>					I	he	her	like	were	people	no	she	was	so	there	their	the	we	all	do	what	called	to	me	they	some	when	Mr	go	be	my	come	out	looked	into	you	said	little	oh	asked	are	have	one	Mrs	could	
I	he	her	like	were	people																																												
no	she	was	so	there	their																																												
the	we	all	do	what	called																																												
to	me	they	some	when	Mr																																												
go	be	my	come	out	looked																																												
into	you	said	little	oh	asked																																												
are	have	one	Mrs	could																																													

Recap alternative spellings within Phase 3- 5a - recap sound families from all phases taught so far (e.g. recap or, au, aw together) for groups that are not yet secure on making selection from the list of alternatives. Focus on the GPC's that children struggle with before moving on to Phase 5b.

Ph 5b: Teach alternative pronunciations (approx. 5 weeks)

Teaching alternative pronunciations for graphemes

Known graphemes for reading: common alternative pronunciations

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (south)	a hat, what	

Ph 5c: Teach expanded alternative spellings using English Alphabetic Code as a support

SPELLING

Teaching alternative spellings for phonemes

Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/oo/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

/zh/
vision

Sight Words

We follow the Letters and Sounds suggestion for teaching the reading and spelling of high frequency and tricky words across the phases. See additional document for further details.

Assessment

We make use of the Big Cat termly assessments (with some additions for OEPS) for reading to ensure reading books closely match phonics teaching and application.



The English Alphabetic Code

simple code	complex code										
sets of sound phonemes	graphemes, or spelling alternatives which use code for the sounds										
/s/	snake	glass	palace	house	cents	clay	bicycle	scissors	castle		
/a/	apple							/s/	pendragon		
/t/	tent	letter	skipped	debt	paradise						
/i/	insect	cymbals									
/p/	pan	puppet									
/n/	net	bonnet	knot	gnome	engine						
/k/	cat	kit	duck	chameleon	bouquet	plaque					
/e/	egg	head	said								
/h/	hat	who									
/r/	rat	arrow	write	rhinoceros							
/m/	map	hammer	thumb	column	welcome						
/d/	dig	puddle	rained								
/g/	girl	juggle	guitar	ghost	catalogue						
/o/	octopus	watch	qualify	salt							
/u/	umbrella	son	touch	thoroughfare							
/l/	ladder	shell									
/ul/	kettle	pencil	hospital	camel							
/f/	feathers	cliff	phonograph	laugh							
/b/	bat	rabbit	buildings								
/j/	jug	cabbage	golf	glue	express	fridge					
/y/	yawn										
/ai/	aid	tray	table	sundae	cakes	prey	eight	break			
/w/	web	wheel	penguin				/ai/	straight			
/oa/	oak	bow	piano	oboe	rope	dough	plateau				

/igh/	tie	night	behind	fly	bike	elder	eye				
/ee/	eel	eat	emu	sunny	concrete	monkey	noise	harbat			
/or/	fork	dawn	sauce	chalk	ears	door	shore	four			
Dependent on regional or national accents	wardrobe	quarter	caught	thought	water						
/z/	zebra	jazz	fries	cheese	breeze						
/ng/	gong	jungle		/ngk/	ink	uncle					
/v/	violin	dove									
/oo/	book	should	push	wolf							
/oo/	moon	blue	flute	crew	fruit	soup	move	through			
/ks/	fox	books	cakes	ducks		/gz/	exam	pegs			
/ch/	chairs	patch				/chu/	picture				
/sh/	sheep	chef	station	magician	admission						
/th/	thistle		/th/	there							
/kw/	queen	awkward									
/ou/	ouch	owl	plough								
/oi/	obituary	toy									
/yoo/	statue	unicorn	tube	new	pneumatic						
/er/	mermaid	birthday	nurse	earth	world						
/er/	mixer	humour	theatre	collar	sailor						
/ar/	artist	father	palms	half	calves						
/air/	hair	hare	bear	where							This short is not definite. You may discover further code - add this to the chart and/or make display wall.
/eer/	deer	ears	adhere	cashier							Yellow letters alert the reader to various possible pronunciations.
/zh/	rehabilitation	treasure	stare	recreation	college						Phonics (Gertysleep)

*g, *ng, *r or no word endings are often pronounced between /r/ and /er/. On this chart examples appear in the /er/ row.

The complexities of the English Alphabetic Code include:

- one sound (phoneme) can be represented by one, two, three or four letters: e.g. /t/ A, /l/ ph, /r/ gh, /ai/ igh
- one sound can be represented by different spellings (graphemes): e.g. /ai/ is represented by ai, oi, oir, one, one, wai, ough
- one spelling can represent multiple sounds: e.g. 'ough' /ou/ though, /oi/ though, /oi/ though, /ou/ though, /u/ though

Shared and Guided Reading in Phase 1

- Texts are a mixture of phonetically decodable books and 'real' books.
- Children will become familiar with books, including how to handle them correctly. Children will be taught about layout, structure, reading from left to right and using pictures.
- Although Phonics sounds will be referenced in Shared or Guided Reading sessions, the focus of the sessions will be mainly on comprehension and understanding.
- Sessions will have a skill or strategy that will be focussed on and explicitly talked about modelled with the class.
- Children will then be encouraged to use these skills in their one-to-one reading.

Shared and Guided Reading in Phase 2 and 3

- All classes in these phases will use a two week reading timetable.
- The start of the week is a whole class shared reading sessions. This is where the teacher starts with recapping the 'what a good reader does' reading strategies. Then the teacher explicitly teaches and models the fortnightly reading strategy that they are focussing on, e.g. visualisation. The children then practise this skills in pairs.
- The rest of the two weeks the children then practise this focus reading strategy within guided reading groups and some times also within the independent tasks.
- Within the guided reading session, the teacher recaps the reading focus for that fortnight and recaps how to use this strategy whilst they are reading. The children then read their text independently (inside their heads) and the teacher listens to individuals read in the group and the teacher monitors how the child is applying the reading strategy that they are focussing on.
- All guided reading groups are grouped according to their ability. This group will then have a text that is appropriate to their reading level.
- Texts will be carefully chosen so that they are at the correct level of challenge. A wide range of texts will be chosen across the year: a variety of non-fiction; classic and traditional stories, fables and myths; classic and new poetry; brand new literature and a range of genres and contexts.
- We ensure that guided reading is undertaken in small groups of approximately 6 children.
- Within the week, children will also complete an independent task which may be linked to the reading strategy for that fortnight, it may be recapping a different reading strategy or it might be practising a different English task such as dictionary skills or spellings. Other tasks in the two weeks timetable are: the use of Bug Club on an iPad or Chromebook; reading for pleasure time and answering comprehension questions about their guided reading text.
- The lowest ability group will have two guided reading sessions within the two weeks so that they have extra opportunity to master the reading strategy.

Week 1

TA		Group A (LA)	Group B	Group C	Group D	Group E
Supporting shared read	M	Shared Read Whole Class Comprehension Strategy Focus: e.g. working memory				
Pre Read	T CT to either support or 1-1 reading	Pre Read TA Different text	Pre Read Different text	Pre Read Different text	Pre Read Different text	Pre Read Different text
PM Benchmarking	W	Guided Read CT	Summary/Graphic Organiser Task	Summary/Graphic Organiser Task	Summary/Graphic Organiser Task	Summary/Graphic Organiser Task
	Th	<u>Comprehension questions</u>	Guided Read CT	RFP	Independent reading task	Bug Club
Inference	F	Spelling/ handwriting				

Week 2

TA		Group A (LA)	Group B	Group C	Group D	Group E
Phonics 1:1, PM Benchmarking, precision teaching, 1:1 reading, Inference Training	M	Bug Club	<u>Comprehension questions</u>	Guided Read CT	RFP	Independent reading task
	T	Independent reading task	Bug Club	<u>Comprehension questions</u>	Guided Read CT	RFP
	W	RFP	Independent reading task	Bug Club	<u>Comprehension questions</u>	Guided Read CT
	Th	Guided read 2	RFP	Independent reading task	Bug Club	<u>Comprehension questions</u>
	F	Whole class feedback of gem questions (if needed) Handwriting/spelling				

Developing a love of reading

- Children need to be exposed to adults reading children's books daily, demonstrating a passion for children's literature.
- Children have access to the school library where they can choose a book to read for pleasure which they will have alongside their correctly levelled reading book. This book to read for pleasure may not be correctly matched to the reading level for that child; this may mean that it is to be enjoyed by sharing it with an adult.
- There are many opportunities for reading to be celebrated across the academic year in the forms of authors visits, celebrating World Book Day and conducting events which both engage pupils and parents with reading.
- Children will be read to by an adult every day. All classes will have a class text that is shared with the class daily.

Individual Reading

- Once a child has completed their phonics education and are no longer in need of phonetically matched reading books, then PM Benchmarking assessments will be used to ensure that each child is on the correct book band level.
- Children who require support to improve their reading will need additional one-to-one reading in order for them to bridge any gaps that they may have. This may be with a reading volunteer, the class teacher or a member of the support staff.
- A reading folder will contain all of the evidence for these one-to-one sessions, including the levels for each child. Any comments to indicate strengths the child has demonstrated when reading and areas they need to focus on will be added.

Reading Interventions– Inference Training

- All support staff are trained to conduct and lead inference training sessions with small groups of children in KS2. These groups are children selected by their class teacher who have shown a gap in being able to infer. These groups should be two or three sessions a week and conducted over half a term. These children will be read individually with at the start and end of the term to determine how much progress has been made. Other indicators such as guided reading sessions and reading comprehension assessments may be used to inform the teacher about the amount of progress that has been made.

Reading Interventions– Lexia

- All children in KS1 and children who have been identified as needing extra support across KS2 will use the Lexia programme. Lexia is designed to provide scalable personalised learning to students of all ages and abilities. Lexia covers phonological awareness, phonological application, automaticity, fluency, vocabulary and comprehension.

Assessment

- Teachers will use Guided Reading, one-to-one reading and PM Benchmarking to assess children on their fluency, decoding and comprehension strategies.
- There will also be a termly progress tests which will test the children's ability to answer questions about a text that is appropriately matched to their year group (or ability).
- All assessments will be used to inform planning.
- Interventions will be used for those children who have been identified as requiring support. These may be conducted in small groups or individually.