



I DO BELIEVE something very **MAGICAL** CAN HAPPEN when you read **A GOOD BOOK**

JK Rowling

The curriculum is at the heart of children's education and reading is at the heart of our curriculum. Reading is a vital skill for living successfully in society, and confident readers will have the ability to access rich life experiences and develop life-long dispositions towards independent learning. Teaching children to read is the greatest gift we, as educators, can give - and fostering positive attitudes to reading is key to this.

We need to ensure three main aims are met through our teaching:

1. children are able to read and, ultimately, are able to read fluently and confidently;
2. children are able to understand texts and, age appropriately, are able to infer and deduce information from what they have read, and,
3. children develop a passion for reading which extends beyond primary school and remains throughout adulthood.

To meet these aims, we will:

- ◆ ensure reading is, and remains to be, prioritised by all staff, including school leadership
- ◆ teach a phonics programme which clearly supports pupil progress;
- ◆ foster a love of reading through a variety of strategies and approaches;
- ◆ support pupils who fall behind to catch up quickly;
- ◆ Provide rich and varied reading resources.

Reading in Early Years

Reading for a purpose:

In Nursery, children have named pegs and named wooden discs which they read and find to **self-register**. In Reception, children write their own names when self-registering.

When beginning the Nursery session, children look at the day of the week and complete a daily chart linked to the day, for instance, what the weather is like.

Labels, key words and questions are displayed throughout the Early Years setting and these are referred to by staff when children are completing activities.

Fostering a love of books:

The Early Years classrooms have reading areas and inside these are selections of books, including fiction and non fiction, all of which are changed regularly. Toys are also included so that children can read to the toys, to themselves, with an adult or with friends. We believe in bringing reading to all areas and have developed dedicated outdoor reading spaces, where children are encouraged to take books to explore and have books read to them by an adult. This includes our wooden reading chair, where children take turns to make up, tell and act out stories to each other.



Books are included in other areas such as recipe books in the play dough area, magazines and comics in the role play area and theme-related books in the small world area.

In the Early Years are home-school libraries. Children are encouraged to choose a book to take home to share with family members. Children learn to bring these books back before swapping for another.

Children are also encouraged to bring stories into school from home. We share the stories with the class and spend time talking about each one. The books brought in by children, and by teachers, are sometimes match to the themed weeks and topics the children are learning about.

Children are able to use props to retell stories that we have shared in class and we also have a puppet theatre where children act out a range of stories they already know and stories they have made up themselves.

Integral to the Early Years are the daily story reading sessions (these could be at the start of the day, at snack time or home time). These stories are sometimes linked to a theme, and other times are chosen by the children. Within Nursery, the books read are often linked to their themed weeks and, in Reception, children vote for a book, from a choice of two, after reading their blurbs.

Story sessions ensure that small groups of children have focussed story time with an adult.

Nursery Phonics:

Using Little Wandle, Nursery children are exposed to Phase 1 phonics immediately on entry and participate in games and activities to encourage listening skills and sound discrimination in preparation for learning and hearing letter sounds. They also partake in rhyming activities through stories, songs and games.

Children learn the initial sound in their name, their friends' names, and explore the world around them, finding things with the same letter sound.

We expose children to phoneme/grapheme correspondence through our continuous provision, when appropriate: in the playdough area, painting area, sand and water areas, through using resources such as chalk boards, sorting games and magnetic letters.

Storytelling Books (which are reading books without words) have been introduced to children and parents through a parent workshop. These books, along with support from parents, encourage children to 'tell' the story, with picture clues encouraging children to say what is happening in the story. Parents are asked to engage with children to talk about what might happen in the story, say which parts they liked and disliked and use appropriate questions to support children in understanding the story. The books have been carefully selected and have discussion points and activities (for parents and children) inside the front and back covers.

An Early Talk Boost intervention is put in place for children who need help with talking and understanding words, to narrow the gap between them and their peers.



Phonics and Early Reading at Preston:

We are unwavering in our belief that only children with significant cognitive difficulties cannot learn to decode text using phonics. Therefore, at Preston, we expect almost all children to learn to read through high quality and progressive phonics teaching.

We need to ensure direct teaching of reading and consolidate all understanding and learning with a carefully-matched reading scheme. We teach phonics through *Little Wandle Letters and Sounds Revised*, a systematic and synthetic phonics programme. We start teaching phonics in Nursery and ensure children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

The reading scheme which facilitates phonics development is *Collins Big Cats for Little Wandle* and all children are given carefully-selected reading books which match their phonics phase. These books are used within reading practice sessions, building up to three times per week, which focus on three key reading skills: decoding, prosody and comprehension.

It is crucial that all members of staff are experts in delivering high-quality phonics and induction training takes place for all new teachers of phonics, including planning support, observations of other phonics teachers and coaching through team-teaching.

Phonics Teaching Approach:

- * All children in Early Years receive one daily phonics lesson, lasting up to 30 minutes.
- * All children in Y1 access daily phonics lessons, lasting approximately 25 to 30 minutes.
- * Children, in Y1, who require extra support to catch up are given additional phonics intervention in small groups to ensure any learning gaps are addressed.
- * Pupils who do not 'pass' the Y1 Phonics Screening Check and who have moved into Y2 continue to access daily phonics lessons and children who require additional support to keep up access a rapid catch-up programme and read to an adult an additional three times per week.
- * Teachers have the responsibility for their pupils' learning so that any phonics groups being taught by our qualified and skilled teaching assistants are done so under the teachers' guidance and direction.
- * Children's phonics progress is assessed half-termly and tracked closely using Little Wandle's phonics assessment toolkit. Outcomes are used to inform teachers of gaps in phonics development and to inform further planning and targeted intervention.
- * Classroom environments support the development and application of phonics through displays which spotlight phonemes and tricky words being learnt. Sound mats and tricky word mats are used on tables (and in all indoor and outdoor areas in Early Years, where appropriate)) to support teacher-led and independent work.
- * Consonant blends (eg, bl and pr) are not explicitly taught. Children are taught to decode consonant blends as part of their phonics skills.
- * Phonemes are presented in our regional accent.
- * Grapheme writing is interwoven into phonics teaching and all children have access to individual whiteboards and/or phonics exercise books to record sounds, words and sentences to consolidate learning.
- * Every Monday, weekly teaching is reviewed to ensure phonics learning is consolidated.



Year Group Expectations:

Our expectations are clearly set-out in our 'Phonics Progression' document (Appendix 1) but are broadly as follows:

- YN : Completion of Phase 1 before entry to Reception
- YR : Completion of Phases 2, 3 and 4 by end of Summer Term
- Y1 : Consolidation of Phase 3 and 4 and completion of Phase 5 by end of Summer Term
- Y2 : Consolidation of Phase 5 and a focus on a spelling programme which includes revision of previously-taught grapheme-phoneme correspondences.

Parental Partnership with Phonics:

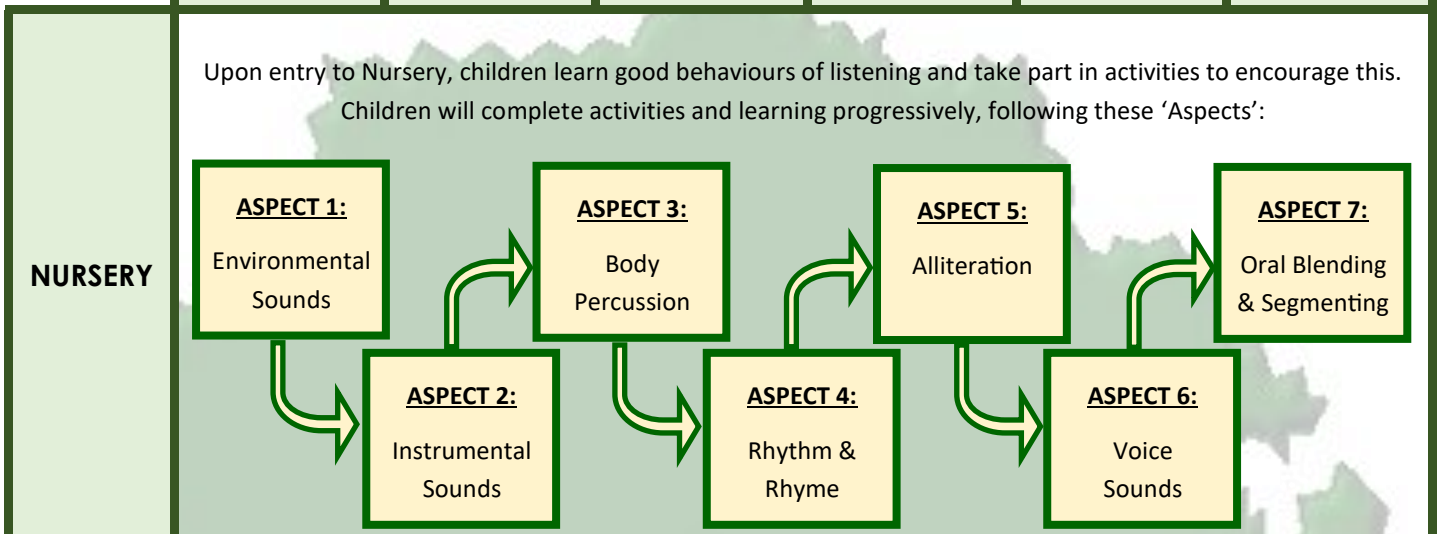
At Preston Primary School, we recognise that children's learning is most powerful when parents are engaged and work in partnership alongside us. The following tables show home learning activities given on a weekly basis, can support phonics learning:

NURSERY	HOME LEARNING ACTIVITY	RATIONALE
	Reading for Pleasure Book	A book, chosen between parents and children, from the EY Library area. For parents to read to children. This is used to promote enjoyment and pleasure in reading.
	Storytelling Book	A wordless book with pictures to promote storytelling. For parents and children to read and question together and for children to 'read' to parents. This encourages rich language, imagination, inference and reasoning in stories.
RECEPTION	HOME LEARNING ACTIVITY	RATIONALE
	Reading for Pleasure Book	A book, chosen from the class library. For parents to read to children. This is used to promote enjoyment and pleasure in reading.
	Storytelling Book	A wordless book with pictures to promote storytelling. For parents and children to read and question together and for children to 'read' to parents. This encourages rich language, imagination, inference and reasoning in stories.
	Reading Book	Given when children can segment and blend cvc words. A book for children to read to parents. To consolidate and practise decoding words using phonics knowledge and to promote enjoyment of reading. Information is sent to parents weekly, sharing phonics learning within class.
YEAR 1	HOME LEARNING ACTIVITY	RATIONALE
	Reading Book	Every child has a book matched to their phonics development. A book for children to read to parents. To consolidate and practise decoding words using phonics knowledge and to promote enjoyment of reading.
	Guided Reading Book	Given for the weekend, a book which children have read within guided reading lessons. For further practice and consolidation of previously taught phonemes.
	Phonics	Homework based around the phonemes the children have been learning in class that week. To consolidate learning in phonics lessons.
	Reading for Pleasure Book	A book, chosen from the class library, for parents to read to children. This is used to promote enjoyment and pleasure in reading.
YEAR 2	HOME LEARNING ACTIVITY	RATIONALE
	Reading Book	Every child has a book matched to their reading development. A book for children to read to parents. To consolidate and practise decoding words using phonics knowledge and to promote enjoyment of reading.
	Reading for Pleasure Book	A book, chosen from the class library, for parents to read to children. This is used to promote enjoyment and pleasure in reading.



Phonics Progression : Nursery to Year 1

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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RECEP-TION	s a t p i n m d g o c k c k e u r h b f l Tricky words: the, is, I	ff ll ss j v w x y z zz qu ch sh th ng nk Words with s added at the end (hats, sits) words ending in s /z/ (his) or s /z/ added at the end (bags) Tricky words: as, and, has, his, her, go, no, to, into, she, he, of, we, me, be	ai ee igh oa oo ar or ur ow oi ear air er Tricky words: was, you, they, my, by, all, are, sure, pure	Review Phase 3 Words with double letters, longer words, two or more digraphs, words ending in -ing, compound words. Words with: s /z/ in the middle; -s /s/ /z/ at the end; -es /z/ at the end. Tricky words: review all taught so far	Short vowels with adjacent consonants. CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est Longer words Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCVCC CCV CCVCC Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est Longer words Tricky words: review all taught so far
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YEAR 1	Review Phases 3 & 4 Phase 5: ay /ai/ (ie play) ou /ow/ (ie cloud) oy /oi/ (ie toy) ea (ie each) Tricky words: review Phases 2-4. to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today	ir /ur/, ie /igh/, ue /oo/, /yoo/, u /yoo/, o /oa/, l /igh/, a /ai/, e /ee/, a-e /ai/, i -e /igh/, o-e /oa/, u-e /oo/, /yoo/, e-e /ee/, ew /oo/, /yoo/, ie /ee/, aw /or/ Tricky words: oh, their, people, Mr, Mrs, Ms, could, would, should, our, house, mouse, water, want	y /ee/, ea /e/, wh /w/, oe ou /oa/, y /igh/, ow /oa/, g /j/, ph /f/, le al /l/, c /s/, ve /v/, o-e o ou /u/, se /z/, se ce /s/, ey /ee/, ui ou /oo/ Tricky words: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work	or /ur/, u oul /u/, are /air/, au aur oor al /or/, tch ture /ch/, al a /ar/, a /or/, schwa in longer words (ie different) a /o/, ear ere /air/, ear /ur/, wr /r/, st sc /s/, ch /c/, ch /sh/, ze /z/, schwa at the end of words (ie actor) Tricky words: once, laugh, because, eye Phonics screening check review – no new GPCs or tricky words. Assessments are used to fill gaps with individual children	eigh aigh ey ea /ai/, kn gn /n/, mb /m/, ere eer /ear/, su si /zh/, dge /j/, y /i/, ge /j/, ti ssi si ci /sh/, augh our oar ore /or/ Tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe
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Wider Reading at Preston Primary:

Decoding through phonics is a key part of what we do at Preston but 'reading' is so much more than this. Children need to develop a love of books, to choose to read books in their free time, to talk excitedly about them and to learn about themselves and the world in which they live, through the written word. They can only do this if they truly understand what they read.

It is essential that we teach children how to read for understanding and immerse children in a book-rich environment that stimulates and excites boys and girls of all abilities so that, by the time children leave our school, they are confident with reading, understand what they have read and regularly read for pleasure.

Each day, children are given opportunities to read. Reading is prioritised in our curriculum and this is reflected in each class' daily timetables. Dedicated reading lessons are taught at least three times per week from Year 1 to Year 6 and we recognise the importance of reading together and modelling expression and fluency. In addition, class books are read on a daily basis. Pupils are able to engage closely in these class texts as they have their own individual copies and/or the Kindle version of the book is available to be displayed on class screens. We ensure time for independent reading is built into the Key Stage 2 daily timetable and fluency, prosody and a love of reading is promoted through these sessions.

The progressively challenging class books have been carefully-chosen to give children experience of a range of genres, themes and writing styles. In Early Years and Key Stage 1, these books are read and re-read. In all classes, teachers model fluency, intonation and expression when reading to children, and build excitement and interest in the books and texts that they read. In addition to the books below, teachers use their expertise and the children's interests to choose further books to read:

	CLASS BOOKS	KINDLE
NURSERY	Stickman by Julia Donaldson	
	The Three Little Pigs by Mara Alperin	
	Goldilocks and the Three Bears by Kate Daubney	
	The Gingerbread Man by Mara Alperin	
	Dear Zoo by Rod Campbell	
	We're Going on a Bear Hunt by Michael Rosen	

	CLASS BOOKS	KINDLE
RECEPTION	The Little Red Hen	
	The Princess and the Pea by Rachel Isadora	
	The Lighthouse Keeper's Lunch by Ronda and David Armitage	
	How to Catch a Star by Oliver Jeffers	
	The Tiger Who Came to Tea by Judith Kerr	
	Jack and the Beanstalk by Giuseppe Di Lernia	



YEAR 1	CLASS BOOKS	KINDLE
	Stanley's Stick by John Hegley	
	Supertato by Sue Hendra and Paul Linnet	
	The Paper Dolls by Julia Donaldson	
	The Pencil by Allan Ahlberg and Bruce Ingman	
	Lost and Found by Oliver Jeffers	
	Where the Wild Things Are by Maurice Sendak	

YEAR 2	CLASS BOOKS	KINDLE
	The Bear and The Piano by David Litchfield	
	The Gruffalo by Julia Donaldson	
	Bringing the Rain to Kaffi Plain by Verna Aardema	
	The Owl Who was Afraid of the Dark by Jill Tomlinson	
	The Mousehole Cat by Antonia Barber	
	The Rainbow Bear by Michael Morpurgo	

YEAR 3	CLASS BOOKS	KINDLE
	Fantastic Mr Fox by Roald Dahl	√
	Cliffhanger by Jacqueline Wilson	
	Varjak Paw by SF Said	√

YEAR 4	CLASS BOOKS	KINDLE
	The House with Chicken Legs by Sophie Anderson	√
	Rooftoppers by Katherine Rundell	√
	The Clockwork Crow by Catherine Fisher	√

YEAR 5	CLASS BOOKS	KINDLE
	Kensuke's Kingdom by Michael Morpurgo	
	Chimeseekers by Ross Montgomery	√
	The Light Jar by Lisa Thompson	

YEAR 6	CLASS BOOKS	KINDLE
	Street Child by Berlie Doherty	√
	Skellig by David Almond	√
	Pig Heart Boy by Malorie Blackman	

Each class has its own set of reading books, and each of these sets includes a range of authors, themes, genres and levels of complexity. Within the Year 6 classroom, there is a wide range of books for less confident Key Stage 2 readers. These include both non-fiction and fiction books at a higher interest level, allowing the less confident children the opportunity to enjoy and engage with reading and they are carefully matched to reading catch-up levels to ensure less-confident readers access books at their specific ability levels. Every Key Stage 2 class has an adult trained to assess children using the Catch-Up system so that lower-ability readers have very carefully matched and levelled reading books.

We also ensure that, throughout each year, pupils have the opportunity to meet authors and, over the last couple of years, these have included David Almond, Lisa Thompson, Sally Nicholls, Will Mabbit, Ross Montgomery, Andy Stanton and Onjali Q Rauf.



Assessing Reading

The continual assessment of reading is vital: Years 3, 4 and 5 are assessed using NFER tests. These help us to confidently and consistently monitor attainment and progress across Key Stage 2 and Standardised Attainment Tests are used throughout Year 6 to get a picture of each child's understanding of reading. Again, this allows effective targeted support.

Children across Key Stage 2 access Reading Plus, twice weekly in school and at least once for home learning. This system assesses children and individually places students at a level that matches their ability. As the children progress, the texts and activities increase in challenge. Assessments are also accessed by staff members to monitor progression.

Fluency is assessed on a termly basis using fluency check assessment sheets. These ensure we can target specific children, who are at risk of falling behind, to keep up.

Preston Children's Book of the Year

To ensure our pupils' reading accesses the best children's literature available, Key Stage 2 teachers, alongside a children's librarian (and Carnegie Medal and Greenaway Judge), created our Preston Children's Book of the Year.

Every year, the Year 6 class take part in Stockton Children's Book of the Year. This is a Stockton-wide event running from October to the end of March. 5 books are carefully selected by Stockton librarians and our school purchases 6 copies of each book. During the year, children read these books and, as a class, they explore the authors, the books, write book reviews and use elements of the books in reading lessons. They meet at least one of the authors and vote on their favourite book and these votes are added to other schools' votes to find the winning book and author: Stockton Children's Book of the Year! Children show huge enthusiasm for reading the books and they are exposed to new authors and genres that they may not otherwise choose to read.

Preston Children's Book of the Year follows a very similar idea: our teachers, and the children's librarian, researched and explored numerous books which led to selecting 10 books for each of the year groups 3, 4 and 5. First and foremost, the books have been chosen to foster a love of reading, to excite children and encourage them to appreciate books. They also fulfil other criteria:

- A range of authors;
- A range of genres;
- A range of interests;
- A range of publication dates: archaic to modern;
- A variety of challenge.

Children are encouraged to read through the list of books and, throughout the year, complete a range of activities linked to them. This ensures children across Key Stage 2 are reading books which are targeted to be at their level of reading ability, understanding and interest. The books read by the children are recorded and celebrated by each class teacher.

For children with visual impairments or specific difficulties, Preston Children's Book of the Year books have been purchased electronically so they can be read using the Kindle app on the school iPads. For children who are able to comprehend some of the more challenging books, but have difficulty with decoding, word recognition and fluency, Preston Children's Book of the Year books have, where



Preston Children's Book of the Year Book List:

YEAR 3				
BOOK TITLE	AUTHOR	YEAR	KINDLE	AUDIBLE
Pippi Longstocking (Lauren Child Illustrated Edition)	Astrid Lindgren	1945		
Planet Omar Accidental Trouble Magnet	Zanib Mian	2019		
Laura Norder	Guy Bass	2019		
The Butterfly Lion	Michael Morpurgo	1996	✓	✓
No 1 Car Spotter	Atinuke	2010		
The World According to Humphrey	Betty G Birney	2004		
Revolting Rhymes	Roald Dahl	1982	✓	✓
Voices in the Park	Anthony Browne	1998		
Cloud Busting	Malorie Blackman	2004	✓	✓
Charlie Changes into a Chicken	Sam Copeland	2019	✓	✓
YEAR 4				
BOOK TITLE	AUTHOR	YEAR	KINDLE	AUDIBLE
Charlotte's Web	EB White	1952	✓	✓
The Lost Diary of Sami Star	Karen McCombie	2018		
The Firework Maker's Daughter	Phillip Pullman	1995		
The Witches	Roald Dahl	1983	✓	✓
Bill's New Frock	Anne Fine	1989		
Nim's Island	Wendy Orr	1999		
Max and the Millions	Ross Montgomery	2018		
The Iron Man (Chris Mould Illustrated Edition)	Ted Hughes	1968	✓	✓
All About Ella	Sally Nicholls	2022		
The Legend of Podkin One-Ear (5 Realms)	Kieran Larwood	2017	✓	✓
YEAR 5				
BOOK TITLE	AUTHOR	YEAR	KINDLE	AUDIBLE
Alex Rider Stormbreaker The Graphic Novel	Anthony Horowitz	2016		
Guardians of the Wild Unicorns	Lindsay Littleson	2019	✓	
The Closest Thing to Flying	Gill Lewis	2019	✓	
The Lost Thing	Shaun Tan	2000		✓
The Boy at the Back of the Class	Onjali Q Rauf	2018	✓	✓
The Middler	Kirsty Applebaum	2019	✓	✓
Run Rabbit Run	Barbara Mitchelhill	2011		
Runaway Robot	Frank Cottrell Boyce	2019	✓	✓
The Griffin Gate	Vashti Hardy	2020		
High Rise Mystery	Sharna Jackson	2019		✓



Each classroom has a range of non-fiction books to support learning in subjects beyond English and Maths. These books are available for children to explore and read as part of the school day.

During lunch times, we have a Reading Shed which is open for all children and stocked with a variety of books for children of all ages. Large, all-weather bean bags are placed outside of the shed for children to make themselves comfortable when settling down to read a book. This is led by some of our Year 6 monitors.

Reading at Home

In addition to class-based reading, we expect all children to read a minimum of 3 times per week outside of school. Children who do not fulfil this requirement are supported through additional reading at school and children who meet and exceed these expectations are celebrated as part of our weekly Celebration Assemblies. This includes the chance to acquire a book from R.I.T.A, a repurposed vending machine. Children who demonstrate a positive attitude to reading and complete home reading activities are given tokens and, in the weekly Celebration Assembly, one token from each class is picked and the child whose token it is, is given a golden token to get a book of their choice from R.I.T.A. This ensures that every child who reads has the chance of winning a prize.