

Reading at Hursthead Infant School



Intention statement:

Hursthead Infant School aims for children to become confident, fluent readers by acquiring the skills to tackle a wide variety of texts through our rigorous and systematic approach to the teaching of phonics. This will enable our young learners to access knowledge throughout the curriculum and for pleasure, so developing a life-long love for books and reading.

Early Learning Goals

Word Reading

- Say a sound for each letter of the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

National Curriculum

Year 1 Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for all 40+ phonemes, including where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme/Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing the taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions and understand that the apostrophe represents the missing letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.



Year 1 Comprehension

Develop pleasure in reading, motivation to read and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear read to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocab provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Year 2 Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.
- Read accurately words of two or more syllables that contain taught GPCs.
- Read most words quickly and accurately, without overt sounding and blending, when they have frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.
- Read words containing common suffixes.

Year 2 Comprehension

Develop pleasure in reading, motivation to read and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Recognising simple recurring literacy language in stories and poems.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.
Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocab provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.



- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Answering and asking questions.
- Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Our Curriculum

At Hursthead Infant School our reading curriculum is based around the systematic synthetic phonics programme Rocket Phonics. It provides a combination of digital and printed resources, and a fully matched series of decodable reading books.

What does the teaching of reading look like?

At Hursthead Infant School the children have a daily phonics lesson following the Rocket Phonics Programme for their year group.

There are daily opportunities to hear quality literature being read, both class reads and topic books. Children are encouraged to engage with texts by joining in with repetitive phrases and then retelling familiar stories in their own words. Books are carefully selected to expose children to a wide range of genres, including different layouts and features.

Poems, rhymes and songs are enjoyed, learnt and recited to support children's development and appreciation of rich language and vocabulary.

Children are supported to read as part of a group (all reading the same text) and/or individually with a text that is matched to their current phonic knowledge. The adult working with them will ask questions about the text to develop the children's understanding of what they are reading.

Initially comprehension skills are developed by using familiar stories to understand and describe characters. Once children are able to read more independently they are supported to respond to written comprehension questions so they can begin to develop prediction and inference skills.



Progression of Reading Skills

End of EYFS:

Segment and blend all phonemes within the Rocket Phonics programme for Reception
To enjoy being read to and reading simple texts independently.

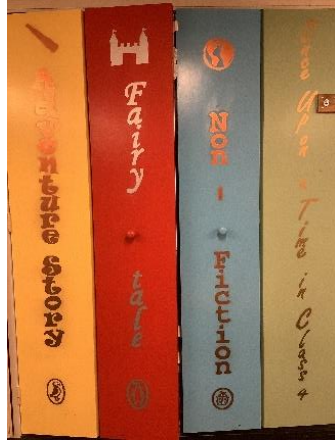
End of Year 1:

Segment and blend all phonemes within the Rocket Phonics programme for Year 1.
To understand what they are listening to and reading
Be able to discuss the significance of the title and events
To be able to select books to read for pleasure

End of Year 2:

Segment and blend all phonemes within the Rocket Phonics programme for Year 2.
Read with fluency and confidence self-correcting any errors
Making inferences on the basis of what has been said and done
Making sensible predictions about what might happen next
To choose a wide range of books to read for pleasure

Wider Opportunities



Each classroom has an engaging reading area where books are to be linked to the class' current topic and can be accessed to read for information and pleasure. Every class visits the school's central library area to select books to use in their own class library. These books are sent home each week to enrich the reading diet of each child.

Hursthead Infant School takes part in World Book Day each year in March. This is an opportunity to celebrate the children's favourite books and expose them to unfamiliar, quality texts in a variety of activities from author visits to dance workshops.

Each year we participate in Stockport Children's Book Awards, where the children have the opportunity to read and enjoy some of the latest picture books and vote on their favourite. A reader of the Year is also selected by the teaching staff to attend the Grand Awards Presentation Evening.



The children in KS1 are encouraged to take part in a termly reading for pleasure challenge, either the Reading Passport or the Bookshelf Reading Challenge. It is hoped that each challenge encourages the children to discover new texts and ways of reading that will build life-long reading for pleasure habits.

Every Friday one child in each of the Reception classes takes home “The Bedtime Box” This contains a special class teddy bear, a mug with hot chocolate and a reading diary. The child taking home the box chooses 3 books from the classes book corner to take home and enjoy reading over the weekend. They fill out the reading diary with photos of them enjoying their time with the books and teddy bear. They are encouraged to share which book they enjoyed the most and why to inspire others to read those books for pleasure.



We also promote the Library Summer Reading Challenge to our children each year before the summer break to encourage visits to the library over the long holiday.



EYFS Phonics Overview

READING PLANET ROCKET PHONICS

Scope and sequence

Week	Phoneme/grapheme correspondences	Common exception word focus
1	/s/ as in sun, /a/ as in apple	
2	/t/ as in tap, /i/ as in insect	
3	/p/ as in pan, /n/ as in net	
4	/m/ as in mouse, /d/ as in dog	I, the
5	/g/ as in goat, /o/ as in octopus	go, to
6	/k/ as in cat, /k/ as in kite	no, into
7	/k/ as in duck, /e/ as in elephant	the
8	/u/ as in umbrella, /r/ as in rabbit	to
9	/h/ as in hat, /b/ as in bat	I
10	/f/ as in frog and cliff, /l/ as in ladder	go
11	/l/ as in shell, /s/ as in dress	no
12	Double letters, two syllable words	into
13	/j/ as in jug, /v/ as in van	he, she
14	/w/ as in web, /k+s/ as in fox	we, me
15	/y/ as in yellow, /z/ as in zebra and fizzy	be, was
16	/z/ as in bugs, /k+w/ as in queen	my, you
17	Consolidate j, v, w, x	her, they
18	Consolidate y, z, zz, s, qu	all, are
19	/ch/ as in chick, /sh/ as in sheep	he, she
20	/th/ as in thumb and feather, /n+g/ as in ring	we, me
21	/ai/ as in train, /ee/ as in bee	be, was
22	/igh/ as in light, /oa/ as in boat	my, you
23	short /oo/ as in book, long /oo/ as in moon	her, they
24	Consolidate ch, sh, th, ng, ai, ee, igh, oa, oo, oo	all, are
25	/ar/ as in car, /or/ as in fork	some, one, said
26	/ur/ as in purse, /ou/ as in owl	come, do, so
27	/oi/ as in coin, /eer/ as in ear	were, when
28	/air/ as in chair, /y+oor/ as in manure	have, there
29	Schwa /uh/ as in hammer, consolidate ar, or, ur, ow	out, like
30	Consolidate oi, ear, air, ure, er, ar, or, ur	little, what
31	/w/ as in wheel, /f/ as in dolphin	some, one, said
32	/ai/ as in crayon and cake	come, do, so
33	/ai/ as in acorn, /ee/ as in scene	were, when
34	/ee/ as in shield and peach	have, there
35	Consolidate wh, ph, ay, a-e	out, like
36	Consolidate a, e-e, ie, ea	little, what



Year 1 Phonics Overview

READING PLANET ROCKET PHONICS

Scope and sequence

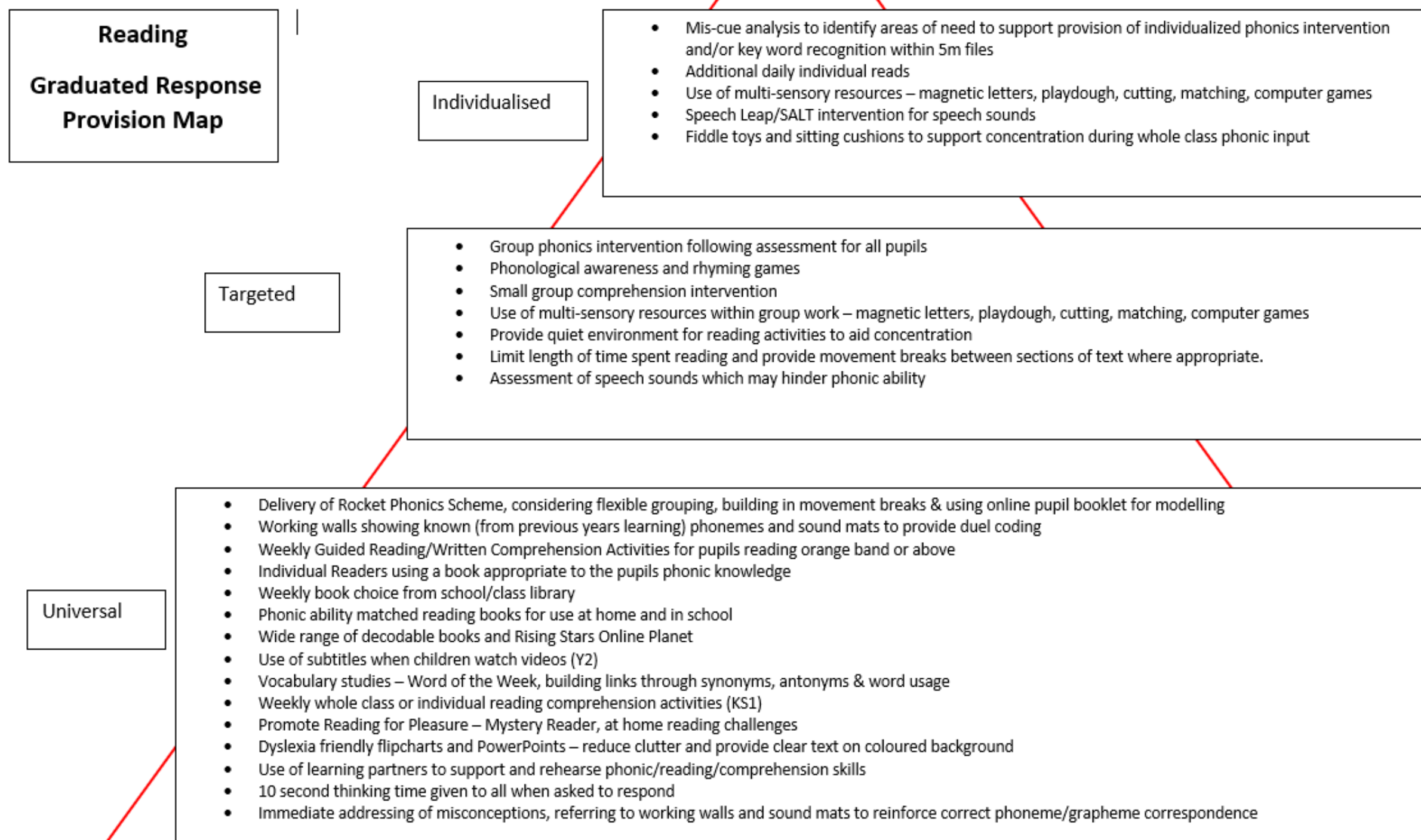
Week	Phoneme/grapheme correspondences	Common exception word practice
1	/igh/ as in child and time	some, one, said
2	/igh/ as in pie and spy	come, do, so
3	/oa/ as in rope and snow	were, when
4	/oa/ as in toe and piano	have, there
5	/ee/ as in happy and key	out, like
6	Consolidate i, i-e, ie, y, o-e, ow, oe, o, y, ey	little, what
7	/y+oo/ as in unicorn, short /oo/ as in push	oh, their
8	/y+oo/as in cube, long /oo/ as in flute	people
9	/y+oo/ as in statue, long /oo/ as in blue	Mr, Mrs
10	/y+oo/ as in news, long /oo/ as in screw	looked, called
11	/ur/ as in herbs and bird	asked, could
12	/ou/ as in cloud, /oi/ as in toy	water, where
13	/or/ as in astronaut and strawberry	who, again
14	/oa/ as in shoulder, long /oo/ as in soup, short /oo/ as in should, /ar/ as in father and palm	thought, through
15	/ur/ as in pearl and world, /eer/ as in deer and here	many, laughed
16	/air/ as in square, bear and there, /or/ as in ball	because, any
17	/or/ as in four and core	eyes, friends
18	/or/ as in door and daughter	once, please
19	/s/ as in celery, /i/ as in giraffe	oh, their
20	/e/ as in bread, /s/ as in house	people
21	/s/ as in fence, /k/ as in school	Mr, Mrs
22	/sh/ as in chef, /j/ as in bridge	looked, called
23	/j/ as in package, /uh/ as in mother	asked, could
24	Consolidate c, g, ea, se, ce, ch, ch, dge, ge, o	water, where
25	/ul/ as in bottle, /l/ and /d/ as in mixed and drilled	oh, their
26	/m/ as in comb, /n/ as in knot	people
27	/n/ as in sign, /r/ as in writing	Mr, Mrs
28	/ch/ as in hatching, /zh/ as in treasure, television, collage	looked, called
29	Consolidate le, ed, mb, kn	asked, could
30	Consolidate gn, wr, tch, s, si, ge	water, where
31	/ch+u/ as in picture, /i/ as in pyramid	who, again
32	/s/ as in scissors and whistle	thought, through
33	/o/ as in watch, /sh/ as in station	many, laughed
34	/sh/ as in musician and percussion	because, any
35	Consolidate ture, y, sc, st	eyes, friends
36	Consolidate (w)a, ti, ci, ssi	once, please



Year 2 Phonics Overview

Scope and sequence

Week	Phoneme/grapheme correspondence
1	/ai/ ai, ay, a-e, o, eigh, ei, ea, ey
2	/ee/ ee, e-e, ie, ea, y, ey, e
3	/igh/ igh, i, i-e, ie, y
4	/oa/ oa, o-e, ow, oe, o
5	homophones and near-homophones
6	suffixes
7	/w/ w, wh /i/ i, it, ph
8	long /oo/ oo, u-e, ou, ue, ew
9	/y+oo/ u, u-e, ue, ew
10	short /oo/ oo, u, oul /or/ ar, a, al
11	possessive apostrophes
12	suffixes
13	/or/ or, au, aw, al, ar, a
14	/or/ our, ore, oor, ough
15	/ur/ ur, er, ir, ear, or
16	/ou/ ou, ow /oi/ oi, oy
17	contractions
18	suffixes
19	/eer/ ear, eer, ere
20	/air/ air, are, ear, ere
21	/s/ s, ss, c, se, ce, sc, st
22	/j/ j, g, dge, ge
23	homophones and near-homophones
24	suffixes
25	/t/ t, tt, ed /d/ d, dd, ed
26	/n/ n, nn, kn, gn /m/ m, mm, mb
27	/k/ c, k, ck, ch /r/ r, rr, wr
28	/l/ l, ll /ul/ le, il, ol, el
29	possessive apostrophes/suffixes
30	suffixes
31	/i/ i, y /o/ o, (w)o (qu)o
32	/e/ e, ea /zh/ s, si, ge
33	/ch/ ch, tch /ch+u/ ture
34	/sh/ sh, ch, ti, ci, ssi
35	contractions/suffixes
36	suffixes





Example of Guided Reading Planning:

THE PAN

Pink A

BOOK OVERVIEW

Pat helps Nan in the kitchen. He uses the tap and tips food into the pan. When the pan overflows, Pat alerts Nan.

GROUP GUIDED READING

BEFORE READING

Book introduction:

- Share the session focus with the children. *Today we will: Sound out and blend some longer words in the story. Check that we understand the story.*
- Use flashcards to promptly revise the following Pink A letter-sound correspondences: **s, a, t, i, p, n.**
- Practise reading the common exception words in this book: **go, to, the, into.**
- Ask the children to show you how to hold the book and which way to turn the pages.
- As a group, look at the cover image, title and blurb of the book. Ask the children:
Who do you think these people might be?
What do you think they are thinking?

Strategy check:

Remind the children of the strategies they can use for reading. Ask them: *What do you do if you come to a word you don't know?*

- I can use my reading finger to point to the word.
- I can get my mouth ready for the first letter I can see in the word.

DURING READING

Independent reading:

- Remind the children of the session focus.
- Encourage the children to read independently while you listen to each child in the group in turn. If they struggle to read independently at this early stage, read together as a group.
- Remind the children to track underneath the words with their finger.
- Model sounding out and blending, or ask individuals to break down words to the group.
- Highlight examples of successful problem-solving. Say: *That was a good idea to sound out that difficult word aloud... Well done!*
- Pause after each page to re-read the sentence.
- Ask questions specific to each page to check for understanding. For example:
What is the boy's name on page 2?
What did Nan tell Pat to do on page 2?
- Discuss the illustrations. For example: *Why do you think Pat is getting a tin on page 6?*

AFTER READING

Return to the text:

- Talk about any words that the children found difficult to break down or pronounce.
- Discuss any words or concepts that they struggled to understand.
- Encourage the children to reflect on their learning. Ask:
Which part of the story was your favourite?
Would you choose to read this story again?
Why/why not?
- Use the comprehension questions at the end of the book to talk about the story and discuss the themes of helping at home, safety in the kitchen or cooking and food.
- If time permits, ask the following to check understanding of the story and further explore the themes:
What other ingredients do you think they put in the pan?
What do you think they were making?
Who do you think Nan was talking to at the door?
What does your kitchen look like?
What things could be dangerous in a kitchen?
How can people stay safe in the kitchen?

Follow-up activities

1. Using the worksheet, the children practise game-playing skills such as taking turns, rolling a dice and following instructions whilst blending decodable words and common exception words.
2. The children draw pictures of themselves cooking a meal with a friend or family member. They could draw a kitchen table with food items and a pan, then add labels or a sentence.
3. In pairs, role-play the story. The children can take turns assuming the roles of Pat and Nan, and practice giving instructions using the story sentences.

Speech rhythm activity

Activity	Copy or identify sounds
Description	Use words from the story to make patterns – <i>Pat, Pat, Pat</i> – with different pitches or volumes. Ask the children to copy.
Children's response	Copy your pitches or volumes to repeat the words.



Example of Guided reading notes

Group Read Notes

Group:

[illegible][illegible]

Example of Phonics Weekly Overview:



WEEK 1

Day	Teaching focus	Resources	Example words and sentences	Additional teaching points
Monday	Introduce /s/ as s Blending practice	- Flashcards 1-6 - IWB Big Book 1 Episode 1: <i>Splash Landing!</i>, pages 1-3 - Pupil Practice Booklet 1, page 2	Phonemic awareness: sock, snake, spade, sand, sandcastle, sun, sky, sunhat, sunglasses, sat Sam sits on a mat.	Remember you can use the digital flashcard decks, with the IWB Big Book, as well as your physical flashcards.
Tuesday	/s/ as s Segmenting practice	- Flashcards 1-6 - Flipchart or whiteboard for modelling - Mini whiteboards (optional) - Pupil Practice Booklet 1, page 3	Phonemic awareness: sun, sit, sand, pans, pins, sat, snake, sock	Letter s is commonly pronounced as /z/ at the end of words (e.g. is, as, his, has) and at the end of many plural words (e.g. bags, hens, pegs).
Wednesday	Introduce /a/ as a Blending practice	- Flashcards 1-6 - IWB Big Book 1 Episode 1: <i>Splash Landing!</i>, pages 4-5 - Pupil Practice Booklet 1, page 4	Phonemic awareness: ant, apple, alligator, axe, ants, apples An ant sat on a tap.	Some people pronounce letter a in some words as if it were /ar/, e.g. path, bath, class, glass.
Thursday	/a/ as a Segmenting practice	- Flashcards 1-6 - Flipchart or whiteboard for modelling - Mini whiteboards (optional) - Pupil Practice Booklet 1, page 5	Phonemic awareness: ant, sat, tap, pan, nap, alligator, apple	For wider reading of letter a teach: <i>Try the short vowel sound /a/ first, if that does not sound right then try the long vowel /ai/ sound.</i>
Friday	Consolidate: s, a	- Flashcards 1-6 - IWB Big Book 1 Episode 1: <i>Splash Landing!</i>, pages 1-5 - Flipchart or whiteboard for modelling - Mini whiteboards (optional) - Pupil Practice Booklet 1, page 26	Phonemic awareness: sat, ant, sun, nap, pan, sit, tap, sip, apple, axe, spade, socks, sky Sam and Sid sat in the sand.	

READING PLANET ROCKET PHONICS





Example of Lesson Plan:



WEEK 1 Lesson 1

BLENDING FOCUS /s/ as s

SESSION AIMS

- To know that when we see the letter s in some words, we say /s/
- To find the letter s and say the sound /s/
- To identify the sound /s/ within spoken words

RESOURCES

- Flashcards 1–6
- IWB Big Book 1, pages 1–3
- Pupil Practice Booklet 1, page 2

REVISIT AND REVIEW

- Many children will have been exposed to a selection of letter-sound correspondences during their nursery phonics provision. Use Flashcards 1–6 to gauge prior knowledge and as a recap for children that require stretch and challenge.
- Tip: Make sure that all children can see each card clearly from their seated position and that your fingers do not cover the graphemes or picture.
- Tip: Observe children as they say the sounds. If they hesitate, model how to say the sound and ask them to repeat it.

TEACH

- Show children Flashcard 1. Point to the grapheme s and say: *This is /s/ as in sun.* Point to the capital S and tell children that we might see a capital letter used at the beginning of a name or at the start of a sentence. Turn the card over and model how to blend the word sat. Ask children to tell you where in the word the /s/ sound appears (at the beginning, middle or end).
- Use Big Book 1 Episode 1: *Splash-Landing!* to introduce the new letter-sound correspondence.

- Read pages 1–3 without pausing, then explore the illustrations. Re-read the text, emphasising words containing /s/: *spaceship, stars, inside, secret, send, space-pod, sped, space, splashed, splish, splosh, sea, special, scanner, sent.* Discuss any new vocabulary using the illustrations to support the word meanings.

PUPIL PRACTICE AND APPLICATION

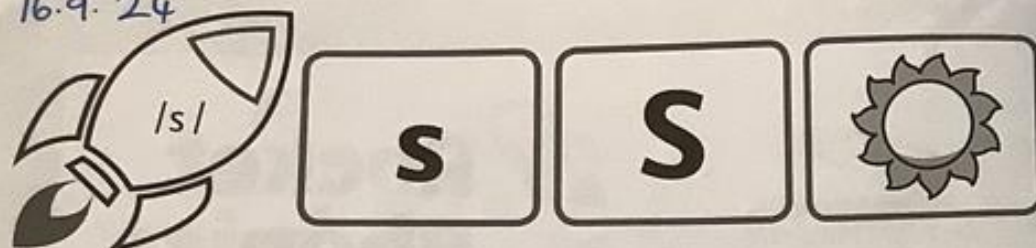
- Children use Pupil Practice Booklet 1, page 2 to practise pre-blending skills using s as /s/, focusing on phonemic awareness and grapheme knowledge.
- Tip: Guide children through the sections on the Pupil Practice Booklet page with support and lots of modelling. Children will access the content at their own level.
- Tip: Give lots of praise, putting ticks and smiley faces on the page to acknowledge children saying the sounds, spotting the graphemes, and naming pictures that contain s.
- Tip: Gently encourage children to participate. Remember you are at the very beginning stages of establishing a routine for core phonics practice.

Pupil Practice Booklet content and answers

1. Revisit and review	s, S, sun, s, S, sun, s, S
2. Grapheme search	Sam sits on a mat. (There are three examples.)
3. Pre-blending practice	sock, snake, spade
4. Phonemic awareness	sandocastle, sand, sun, sky, spade, sunhat, sunglasses

Example of Phonics Workbook:

16.9.24



1. Revisit and review: Say and tick each sound and picture.

s S sun s S sun s S

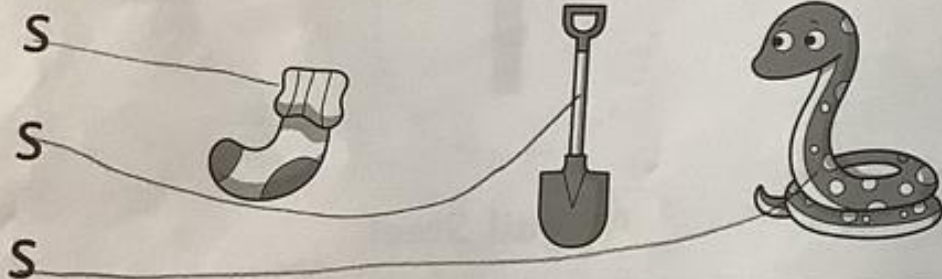
2. Grapheme search: Find and circle all the s letters.

Sam sits on a mat. 3

How many did you spot?

3

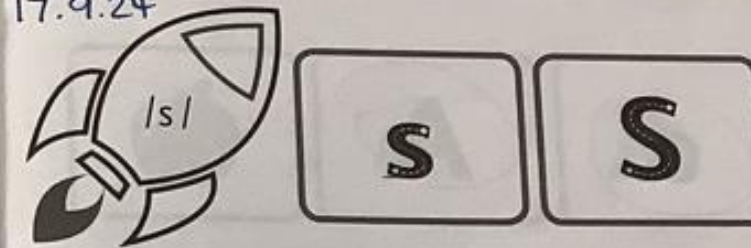
3. Pre-blending practice: Match the letters to the pictures.



4. Colour the items that begin with s.



17.9.24



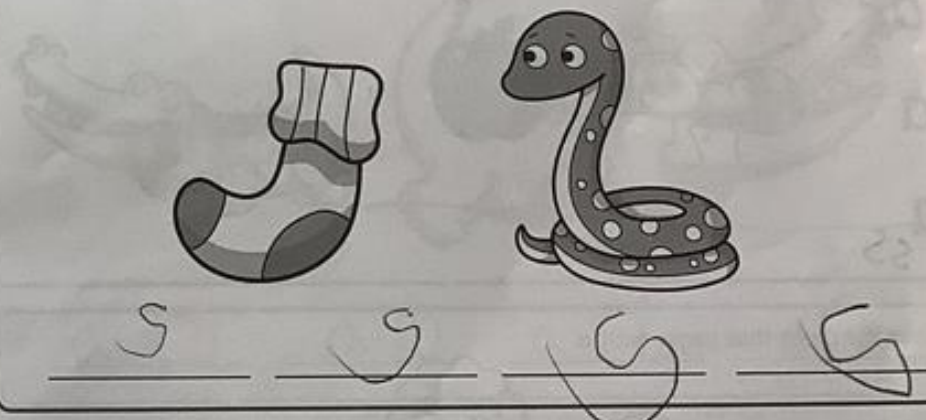
1. Revisit and review: Listen to the sounds and point to the letters and pictures.

s sun S s sun S s sun

2. Grapheme write: Copy the letters and say the sound as you write.

s s s S S S S S S

3. Pre-segmenting practice: Say the word and write s.



4. Apply: Let's write.

s s s s s s s s s s

Pupil Voice

“I like the information books because then you learn something new.”

“Teachers help me sound words out.”

“Teachers make you read new words”

“I liked the Reading Passport Challenge. It was fun reading in different places!”

“I liked reading on a climbing frame and in a secret place.”



CPD

This can take many forms including but not limited to: staff meetings, attendance at subject leader meetings, specific training linked to phases/year groups. Engagement in this training allows for the development of staff confidence, knowledge and curriculum coverage across the school.

CPD videos and teacher guides are provided on Boost the Rocket Phonics online platform.

<https://boost-learning.com/course/resources/contents-list/9781398376366/reading-planet-rocket-phonics>

Governors are also kept up to date with any changes made to the reading curriculum through presentations by the subject coordinator and regular visits into school.