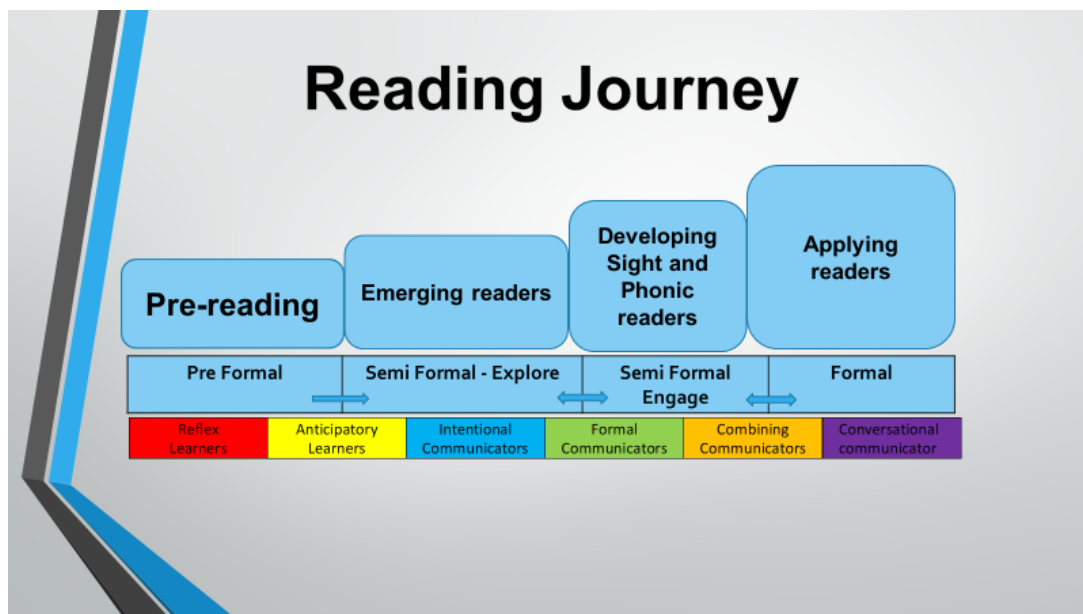


Reading Guidance April 2024

Pupils at Grangewood are offered a broad and flexible approach to the curriculum through learner pathways. All children are given the opportunity to learn to read at a level appropriate for them. Our differentiated reading levels mean that for many of our children reading may look a little different.

Our Reading Levels are:

- Level 1 - Pre-readers - Engaging in Literacy
- Level 2 - Emerging Readers – Functional Literacy
- Level 3 - Developing Readers – Developing reader programme - Phonetic and sight readers
- Level 4 – Applying Readers – Reader programme.



CG Branches 1 - 4

Pre-reading

- ❖ Shared Attention
- ❖ Looking at photos, pictures, logos and symbols
- ❖ Handles books with interest
 - ❖ Listens to stories
 - ❖ Singing Phonics
 - ❖ Sensory Stories
 - ❖ Bag Books
 - ❖ Massage Stories
 - ❖ Objects of reference
 - ❖ Actions and rhymes

It is important that pupils experience and retain a series of pre-requisites to learning in order to move on to develop recognised skills in literacy. At this level we teach key processes which lead to the development of early visual and auditory skills and then to learning symbolic representation and pre-reading skills. These include listening skills, early tracking skills, self-awareness, a sense of rhythm, pattern and interaction. For many children in reading level 1 these requisites will be a continuous process throughout their time at school.

When pupil's symbol discrimination is becoming more developed (e.g. they can discriminate between 3-5 key symbols) and their engagement in pre-reading skills as outlined above demonstrates they are ready pupils will transition to reading level 2.

CG Branches 5 - 7

Emerging readers

- ❖ Handling books appropriately
- ❖ Understanding of left to right
 - ❖ Matching pictures/object
 - ❖ Turns pages
 - ❖ Anticipation in stories
 - ❖ Phonic sounds
- ❖ Personalised sight vocabulary
 - ❖ Following instructions
 - ❖ Symbol discrimination

Children working as emerging readers (Level 2) are pupils who have emerging early reading skills. They will continue to work on the skills in level 1 in more sophisticated and complex ways. They will begin able to access and understand simple stories that have a variety of themes presented in books and symbols linked to learning themes to build vocabulary. Children work on a number pre-requisites at this early stage of literacy to develop key knowledge of:

Symbolic discrimination – so that children process the visual information in a symbol.

Short term memory – the ability to retain information essential for fluent reading to both make sense of what has been read derive meaning from stories and pictures.

Auditory discrimination – of environmental, instrumental and body sounds, with attention to support children to listen attentively.

Appreciation and enjoyment of **rhythm and rhyme**.

Left to right sequencing in a range of functional contexts.

Vocabulary development through learning themes

Pupils working within reading level 2 will be developing emerging early reading skills such as familiar logos, symbols and personalised high frequency words such as their name, favourite characters etc. Children in this pathway will access foundations for phonics (Jolly Phonics) developing early sound awareness.

Teaching Early Reading Skills using Developing Reader Programme

Branches 6 - 7

Branches 7 - 10

Developing Sight and Phonic Readers

- ❖ Copying sounds
- ❖ Knows letters and sounds
- ❖ Decoding
- ❖ Filling in missing words or sounds
- ❖ Reading books, parts of books
- ❖ Knows sounds in their own name

- ❖ Describing and commenting
- ❖ Using sentences
- ❖ Prefixes & Suffixes
- ❖ High frequency words
- ❖ Functional Reading words and signs
- ❖ Decoding unfamiliar words

To embark on a formal reader programme there are 3 core areas that the pupil will have functional skills in. Children who are Developing Readers and formal communicators and beyond will have emergent reading skills in these 3 core areas

1. letter sounds
2. reading words
3. Reading sentences

Writing/handwriting is an element of each of these

To develop and become confident readers each child will need to establish each of these sections securely before moving on to the next section. Each developing reader, formal and above communicator will have a workbook in their MAPP document to track their progress.

Developing Reader Structure

Section 1 Letters and sounds

Children can read phonemes and graphemes and emerging in blending CVC words (not all children will do this as not all of our readers are reading phonetically, but we know some do.) All children are exposed to phonics at Grangewood

Children working within pre reading will follow termly Aspects, KS1 and lower KS2 using Singing Phonics and upper KS2 using Twinkl Rhino Readers Level 1 aspects books.

Emerging readers follow Jolly Phonics set progression.

Developing and Applying readers follow Jolly Phonics set progression, word building and decoding alongside levelled reading books.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1					
Aspect 1 Environmental	Aspect 2 Instrumental	Aspect 3 Body Percussion	Aspect 4 Rhythm & Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds
Phase 2					
Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
/s/	/ck/ /c/ /k/	/g/	/ai/	/z/	/y/
/a/	/e/	/o/	/j/	/w/	/x/
/t/	/h/	/u/	/oa/	/ng/	/ch/
/p/	/r/	/l/	/ie/	/v/	/sh/
/i/	/m/	/f/	/ee/	/oo/ (u)	/th/ (u)
/n/	/d/	/b/	/or/	/oo/ (:)	/th/ (:)

Once a child starting in section 1 can do all letter sounds they will move to section 2.

Children will be able to use books purposefully and either reading some words on sight or phonetically.

Section 2 Reading Words these children will use Rhino Readers Level 2a/b or ORT level 1/First Phonics books (lilac/pink) to practise reading words, they will do the high frequency words test (s).

(High frequency word lotto boards can be used as a teaching resource (matching/ bingo games) as well as assessment tool.

Some children will start on this level if they are not reading phonetically including our non-verbal readers. They may move to Rhino Readers level 2c and level 3 or ORT level 2 (Red).

When (if) they understand 3 part sentences (reading and writing), they move to section 3.

The 3 part sentences can be presented with a supported structure. At this stage children will also be starting to develop their own personalised word list books, alongside using Additional Word List to broaden their vocabulary.

Section 3 Reading sentences these children will use Rhino Readers level 3/4 ORT level 2 and above books (Red and beyond), to practice reading sentences. This section will have outcomes about reading, comprehension, and sentence structure. We do not have many children at this level, they are children moving into early literacy and will be combining communicators and above.

Use English Scheme of work /Developing Reader programme for further guidance.

Shared Staff (R:) Grangewood Shared Staff # Curriculum - Reading Guidance

1. Early Literacy Guidance
2. Word Lists
3. Phonics

Guided reading sessions will happen twice a week in school and reading books sent home to be read at our leisure and where possible

Lilac	Pre reading/picture books	Identifying if can use books	Resources in folder
Pink	Level 1	Most Grangewood readers at these levels	Guided/ Shared reading packs available. In sets – not for loaning out or using outside guided reading sessions
Red	Level 2		
Yellow	Level 3	Higher reading ability for Grangewood. (We use blue not nec light blue)	
Light blue	Level 4		
Green	Level 5	High for Grangewood ensure Assistant Head aware	Limited guided reading packs available
Orange	Level 6		
Turquoise	Level 7	At Grangewood we have limited resources at this level. Please liase with assistant Head.	
Purple	Level 8		
Gold	Level 9		
White	Level 10		
Lime	Level 11		