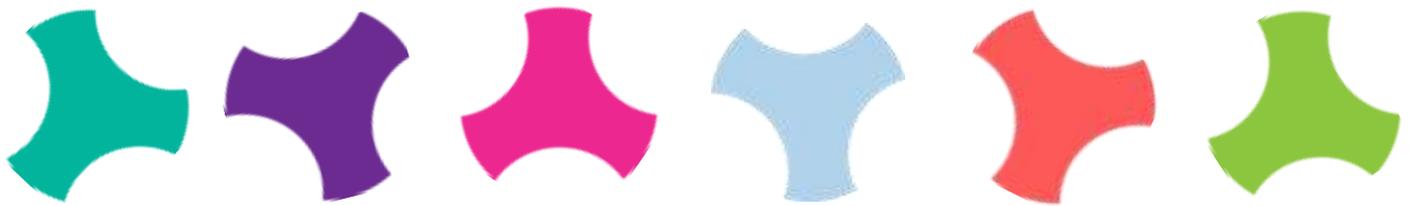


Reading at Margaret McMillan Primary School



The Importance of Reading

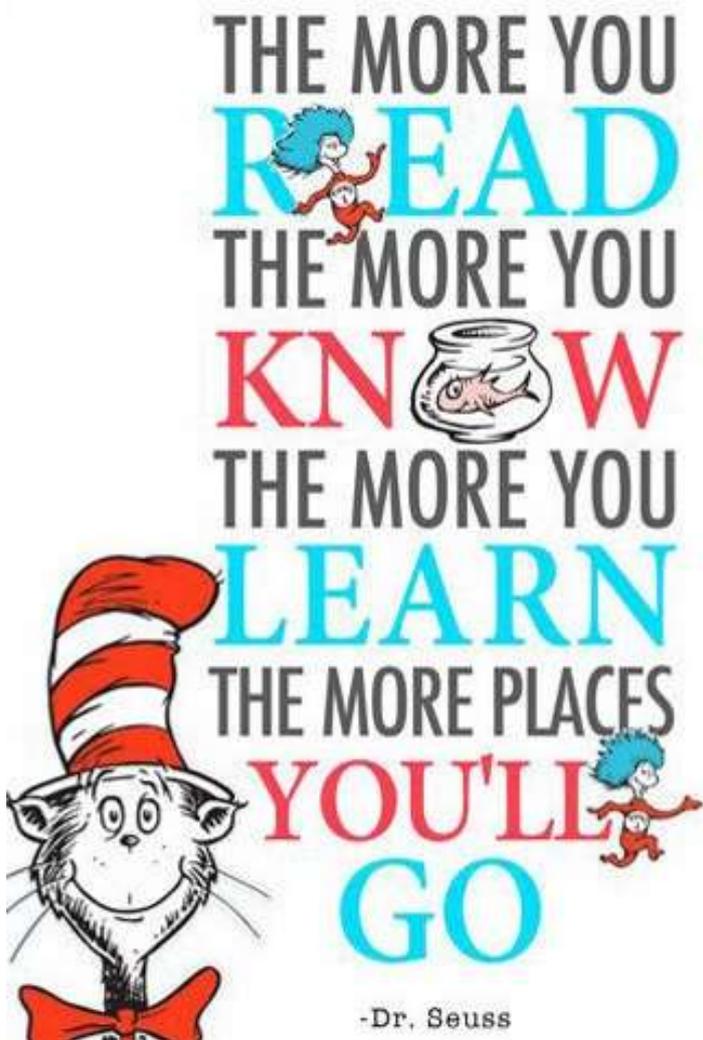
'I like the interesting and funny books the teachers read with us.' Madiha -Y3

'I love reading because I get books that challenge me and I like finding out what words mean.' Baariq -Y2

'I find reading very entertaining and I like the way it paints a picture in my head.' Bilal -Y6

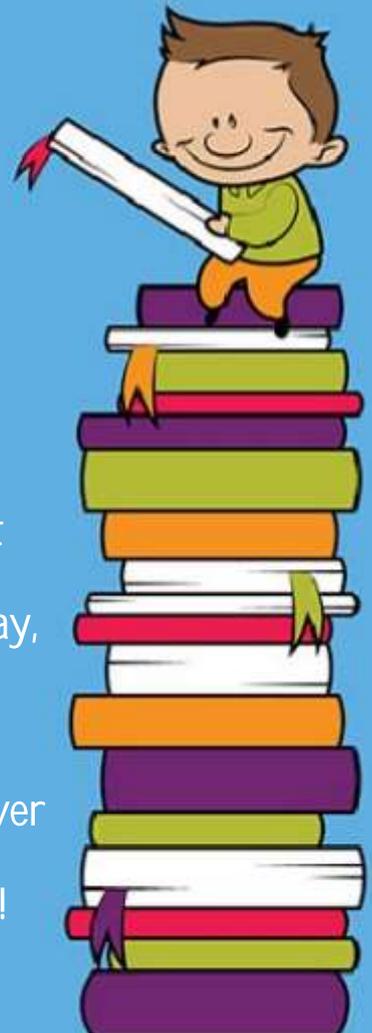


At Margaret McMillan Primary School, we want our children to develop into confident readers who have a love of words and books . We want all our children to develop a comprehensive understanding of texts and be able to apply these skills in different contexts. This journey starts as soon as children enter our school in Nursery and continues through to Year 6 where we prepare them to be ready for the move into secondary school. We use a range of strategies to make this happens and weave reading throughout every strand of learning.



IT ADDS UP!

If you read just
15 minutes a day,
in one year you
will have read over
1,000,000 words!



Reading through school



Overview

At Margaret McMillan Primary we are committed to teaching all of our pupils to become skilled readers. We aim to develop a love of books and language as well as the skills to comprehend a variety of texts and expose them to a rich diet of vocabulary as they move through school.

“ They learn to read then read to learn.”

Nursery

Children in our Nursery are introduced to Phase 1 phonics and this is taught within provision. Children are encouraged to listen to stories and rhymes modelled by an adult at least twice a week with every child. They also have a weekly opportunity to access a class library. Nursery have a continuous reading provision area. Half termly visits to the school library encourage children to explore picture books and children are read to whilst there. Weekly rhyme time sessions are held with parents to encourage reading and rhymes to take place out of school. We also plan visits to the local library for both parents and pupils to support our families in gaining access to a range of books.



Reading through school



Reception and KS1

Throughout Reception and Key Stage One a love of books and reading is encouraged.

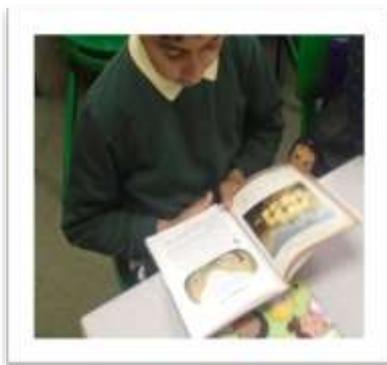
All classes have daily story time and have access to a class library and school library where they can take books additional to home reading texts.

From Reception onwards children are issued with a home reading book which is linked to their current reading stage. Children are encouraged to read daily at home.

To support reading fluency and comprehension, children in Reception work in small focused reading groups which have a direct link to the phonics teaching that is taking place during the week. Every child reads in a small group with an adult everyday.

Year 1 builds on from Reception by continuing to read in small focused groups, with an adult, three times a week.

In Year 2 pupil's fluency and comprehension of texts is built on further with daily shared reading sessions taking place. In these sessions children are exposed to age appropriate texts which link to curriculum themes. These reading skills are specifically taught and practised with the guidance of the teacher through VIPERS.



Reading through school



KS2

Shared reading sessions, as a whole class, take place across KS2 daily. The sessions are focussed around high quality texts linked to the current curriculum topic. Lessons are linked to a specific reading domain/s which tie into our reading assessment scheme. These reading skills are specifically taught and practised with the guidance of the teacher through VIPERS. Once these skills have been developed, pupils are given the opportunity to demonstrate these independently.

Each child in KS2 is issued with a home reading book which relates to their reading stage. These books are sent home to be read with an adult and they read them in school during sustained reading time each day.

In addition to this, children may also be reading their own book from home, the class library or the main school library.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
L&S in provision	L&S phonics programme Daily						
Small group sharing stories at least twice a week	Focus reading groups daily	Focus reading groups 3 times a week					
			Whole class shared reading lessons				
		Sustained Reading					
Individual reading books							



VIPERS



Reading Vipers

We use the term 'VIPERS' in all classes through school. Pupils are explicitly taught each skill through a range of high-quality texts and genres. The consistent approach when using terminology helps ensure pupils have a strong understanding and teachers have a specific focus in reading lessons.



VIPERS

Vocabulary

Inference

Prediction

Explain

Retrieve

Summarise and Sequence



Reception: Focussed Reading



Weekly Focussed reading plan

Read 1 Monday	Decoding the book– Vocabulary Phase 1 activities to support oral segmenting and blending. Quick revisit letters learnt so far. Blend some words made from the sounds learnt so far. Quick re visit of tricky words. Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
Read 2 Tuesday	Speak and listening Phase 1 activities to support oral segmenting and blending. Quick revisit letters learnt so far. Blend some words made from the sounds learnt so far. Quick re visit of tricky words. Pupils use their phonic knowledge to decode the words on the pages. The focus is whether the children can listen to each other and know what they have said. Can the children begin to ask each other questions about the pictures and the text?
Read 3 Wednesday	Reading for speed / fluency Phase 1 activities to support oral segmenting and blending. Quick revisit letters learnt so far. Blend some words made from the sounds learnt so far. Quick re visit of tricky words. This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read.
Read 4	Comprehension Phase 1 activities to support oral segmenting and blending. Quick revisit letters learnt so far. Blend some words made from the sounds learnt so far. Quick re visit of tricky words. This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading?
Read 5	Comprehension Phase 1 activities to support oral segmenting and blending. Quick revisit letters learnt so far. Blend some words made from the sounds learnt so far. Quick re visit of tricky words. This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading? Can they begin to use inference skills?



Year 1: Focussed Reading



Weekly Focussed reading plan

Read 1	Decoding the book Quick re visit of tricky words. Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
Read 2	Reading for speed / fluency This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read.
Read 3	Comprehension This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading?

Year 2 and KS2

Whole class shared reading sessions

We have whole-class reading sessions five times a week. Our sessions are based around a text that is initially unfamiliar to the pupils. The teaching focus each lesson is on one of the VIPERS framework strands. We use questioning and activities to develop one of these skills each lesson. In some sessions children are guided in their learning and in others children will work independently to 'show what they know'.



1:1 reading/ Sustained reading



Sustained reading takes place each morning and each afternoon for 15 minutes in KS1 and KS2. This allows children to read independently for a sustained period of time which develops the children's stamina and fluency in reading.

During this time adults have a chance to complete 1:1 reading with children.

KS1

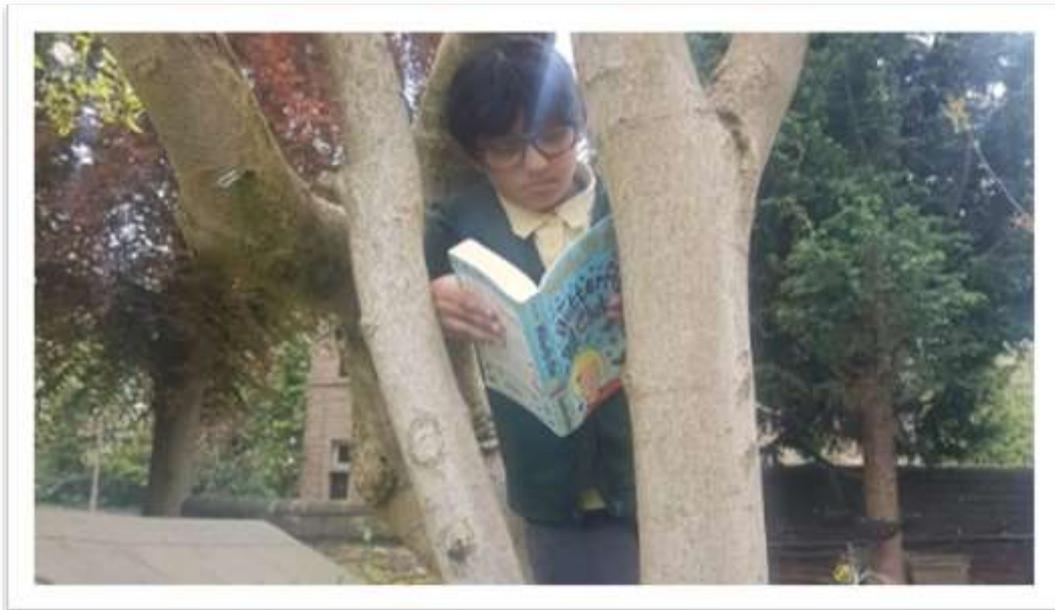
- Target readers are read with at least three times a week.
- Children from the class (not target) read with at least once every week.
- Adults write in reading record each time a child is heard (date, initial, comment) and tick off reading chart displayed in classroom.

KS2

- Target readers read with at least three times a week.
- Children from the class (not target) read with at least once every two weeks
- Adults write in reading record each time a child is heard (date, initial, comment) and tick off reading chart displayed in classroom.

Target children must fall into at least one of these brackets:

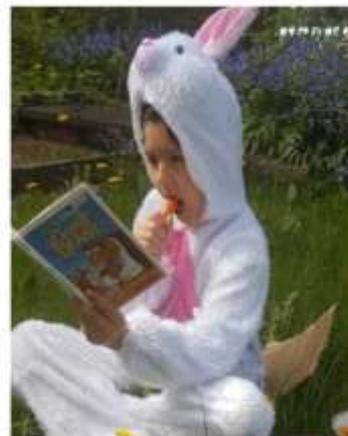
- Catch up (L20%), SEND, NTE, Pupil Premium,



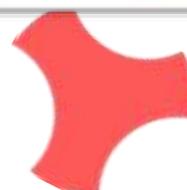
Developing a love of reading



Extreme Reading



Rhyme Time—Nursery



Developing a love of reading



Adults sharing their favourite books



Book themed week



Author visits



Spooky stories



Themed book corners



Developing a love of reading



Parents reading in school



Bradford Literature Festival



World Book Day



Bedtime Stories at Nell Bank



School Library

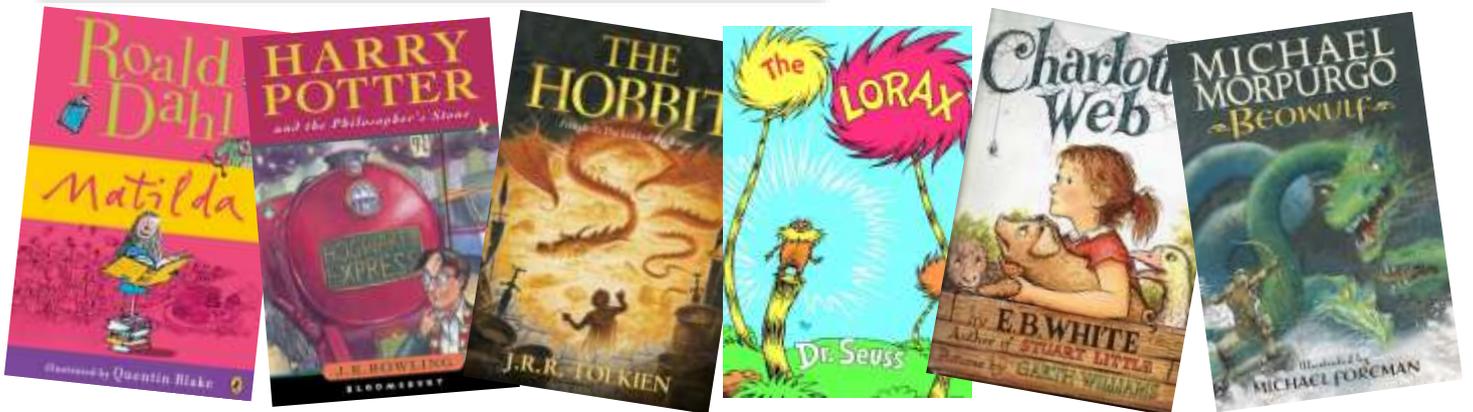


Each class from Reception to Y6 have a weekly session in the library. Children have access to a broad range of books and are guided to choose either a fiction or non-fiction which they can loan from school for a week. Adults in the library session help to support pupils to choose appropriate books.



In Reception children are read a story during their visits to the library and are taught about how to use the library.

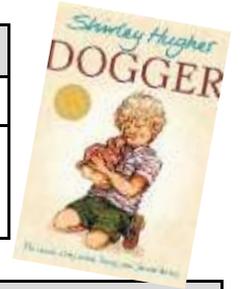
Nursery children visit the library once a half term and are read a story and helped to select a book with the support of adults.



Class Novels 2019:Year 1

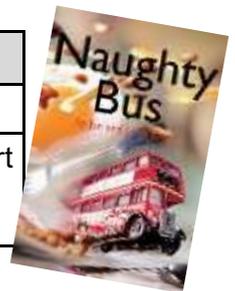


Topic: Why are ipads more fun than Grandpa's toys? (History)	
Main Text:	<i>Dogger</i>
Other Texts:	<i>I love you Blue Kangaroo</i> by Emma Chichester Clark, <i>All aboard the toy train</i> by Tony Bradman, <i>Grandpa</i> by John Burningham, <i>Toy Boat</i> by Randell De seve.



Topic: Why can't penguins live near the equator? (Geography)	
Main Text:	<i>Lost and Found</i>
Other Texts:	<i>Lost and Found</i> by Oliver Jeffers, <i>Meercat Mail</i> by Emily Gravatt, <i>Handa's Surprise</i> by Eileen Brown,

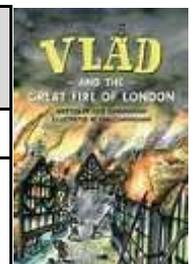
Topic: Where do/did the wheels on the bus go? (History and Geography)	
Main Text:	<i>Naughty Bus</i>
Other Texts:	<i>The queen's hat</i> by Steve Anthony, <i>Vroom Vroom</i> , <i>Poems about transport</i> and other non-fiction, <i>You can't take an elephant on the bus</i> by Patricia Cleveland



Class Novels 2019:Year 2

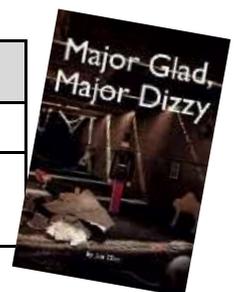


Topic: Was the Great Fire of London really 'great'? (History)	
Main Text:	<i>Vlad and the Great Fire of London</i> by Kate Cunningham
Other Texts:	<i>Toby and the Great Fire of London</i> by Margaret Nash <i>The Great Fire of London: Anniversary Edition of the Great Fire 1666</i> <i>The Great Fire of London</i> by Susanna Davidson



Topic: Where would you prefer to Live: England or Kenya? (Geography)	
Main Text:	<i>Lila and the secret of rain</i>
Other Texts:	<i>Bringing the rain to Kapati plain</i> , <i>Handa's Surprise</i> by Eileen Brown, <i>We planted a tree</i> by Diane Muldrow, <i>The Ugly Five</i> by Julia Donaldson, <i>The Great Green Forest</i> by Paul Geraghty, <i>Non-fiction books</i>

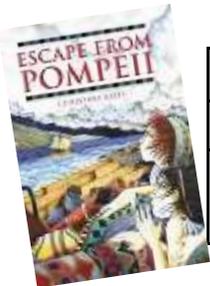
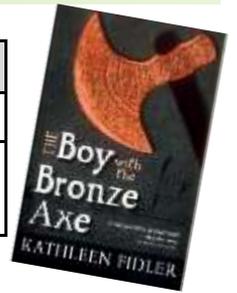
Topic: What do we know about the Victorians and how they lived? (History)	
Main Text:	<i>Major Glad, Major Dizzy</i>
Other Texts:	<i>Daisy saves the Day</i> by Shirley Hughes, <i>Oliver Twist</i> by Charles Dickens



Class Novels 2019:Year 3

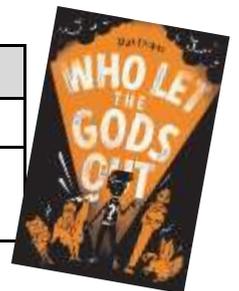


Topic: Who first lived in Britain? (History)	
Main Text:	<i>The Boy with the Bronze Axe</i>
Other Texts:	<i>The Stone Age Boy</i> by Satoshi Kitamura, <i>First Painter</i> by Katherine Laski, <i>One Small Blue Bead</i> by Byrd Baylor, <i>Littlenose the Hero</i> by John Grant.



Topic: What makes the Earth angry? (Geography)	
Main Text:	<i>Escape from Pompeii</i> by Christina Balit
Other Texts:	<i>Running Wold</i> by Michael Morpurgo, <i>When the Earth Shakes</i> by Simon Winchester, <i>Pebble in my Pocket</i> by Melody Hooper.

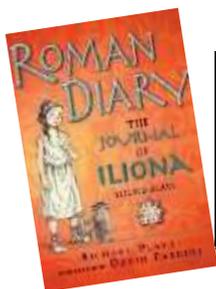
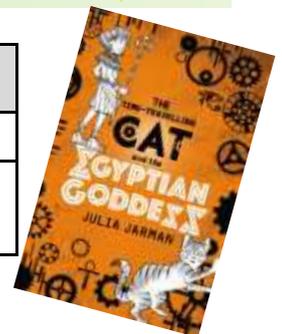
Topic: Why were the Ancient Greeks ruled by their gods? (History)	
Main Text:	<i>Greek Myths Retold</i>
Other Texts:	<i>Who let the Gods out</i> by Maz Evans, <i>Men and Gods</i> by Max Warner, <i>Ancient Greece</i> by Linda Honan, <i>The Orchard Book of Greek myths</i>



Class Novels 2019:Year 4

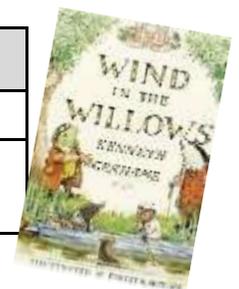


Topic: How can we recreate the wonder of Ancient Egypt? (History)	
Main Text:	<i>The Time Travelling Cat</i> by Julia Jarman
Other Texts:	<i>The Egyptian Cinderella</i> by Shirley Climo, <i>The Pharaohs of Ancient Egypt</i> by Elizabeth Pain, <i>The Mystery of the Egyptian Scroll</i> by Scott Peters



Topic: Who were the Romans and what did we learn from them? (History)	
Main Text:	<i>Roman Diary – The Journal of Iliona Young Slave</i>
Other Texts:	<i>The Captive Celt</i> by Terry Dreary, <i>Roman Invasion – My Story</i> by Jim Eldridge, <i>Gory Gladiators – Awfully Ancient</i> by Kay Barnam

Topic: Why are most of the world's cities located by rivers? (Geography)	
Main Text:	<i>The Wind in the Willows</i>
Other Texts:	<i>A River ran Wild</i> by Lynne Cherry, <i>The Drop in my Drink</i> by Meredith Hooper, <i>Raven and River</i> by Nancy White Kolstrum

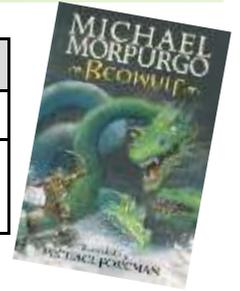


Class Novels 2019:Year 5



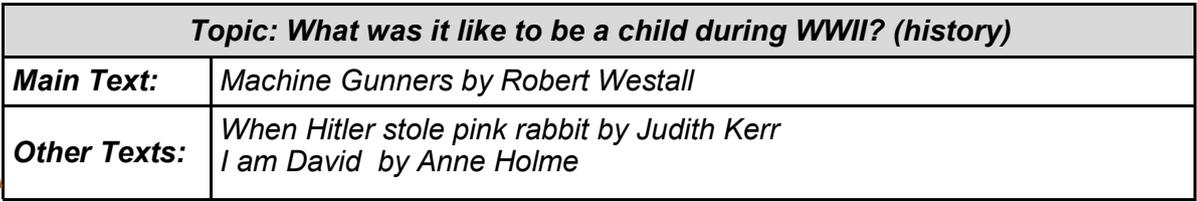
Topic: Who were the Anglo-Saxons? (History)

Main Text:	<i>Beowulf</i> by Michael Morpurgo illustrated by Michael Foreman
Other Texts:	<i>Anglo-Saxon Boy</i> by Tony Bradman, <i>Shield Maiden</i> by Richard Denning, <i>Freedom for Bron</i> by NS Blackman



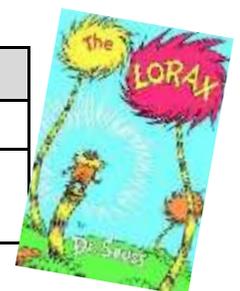
Topic: What was it like to be a child during WWII? (history)

Main Text:	<i>Machine Gunners</i> by Robert Westall
Other Texts:	<i>When Hitler stole pink rabbit</i> by Judith Kerr <i>I am David</i> by Anne Holme



Topic: Why should the Rainforest matter to all of us? (Geography)

Main Text:	<i>The Lorax</i> Dr Seuss
Other Texts:	<i>The Explorer</i> by Katherin Rundell, <i>Forever Forest</i> by Kristin Joy Pratt Serefini, <i>The Great Kapok Tree</i> by Lynne Cherry

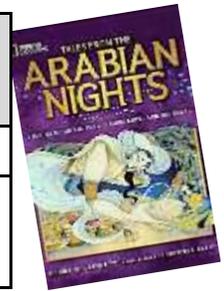


Class Novels 2019:Year 6



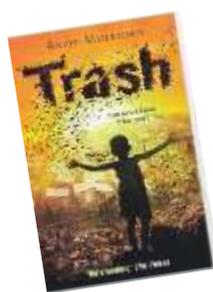
Topic: Why was the Islamic Civilisation around 900AD known as the Golden Age? (History)

Main Text:	<i>Tales from the Arabian Nights</i>
Other Texts:	<i>The Splendid Kingdom</i> by Lilly H Mohsen, <i>Mausoleum Murder</i> by Catherine Roberts, <i>Marvellous Stories from the Life of Mohammed</i> by Madajah Aldrich Tarantino.



Topic: Why has Brazil got one of the World's fastest growing economies? (Geography)

Main Text:	<i>Trash</i> by Andy Mulligan
Other Texts:	<i>Mr Elelphant's Rio Tour</i> by Jamie Dullard, <i>How night came from the Sea</i> by Mary Joan Gerson, <i>Brazillian Folk Tales</i> by Livia D Allameda, <i>The barefoot book of Earth Poems</i> by Judith Nicholls.



Topic: Where the Vikings always victorious and vicious? (History)

Main Text:	<i>Viking Boy</i>
Other Texts:	<i>The Saga of Eric the Viking</i> by Terry Jones, <i>The Last Viking</i> by Terry Deary, <i>How to be a Viking</i> by Cressida Cowell, Non-fiction books on Vikings



Phonics



Systematic synthetic phonics is taught using the Letters and Sounds programme throughout reception and year 1. This is used to ensure the pupils are taught new phonemes in a particular order using the four part lesson format: revise, teach, practise and apply. Whole-class teaching takes place on a daily basis.

Lessons are kept fast-paced, with a four part structure and follow the Margaret McMillan phonics programme. They last no more than 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. Summative assessment takes place half-terminally. Knowledge of each sound is checked, as well as the child being able to apply this when reading words.

Phonics does not stand alone at MMPS. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible.

Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.

During the first 4 weeks of starting school, Phase One is revisited then from week 4 Phase two starts being taught. Phase 2 introduces 24 phonemes, teaching 4 sounds a week. Some of these weeks contain a 'revisit' of what has already been taught. Phase 1 is ongoing through reception. We then move on to teaching phase 3 which introduces more new sounds, most of which are consonant/vowel digraphs and trigraphs. By the end of phase 3, the pupils will know one way of writing down each of the 44 phonemes. Once the pupils are secure in applying phase 3 sounds, we begin teaching phase 4. This continues to consolidate phase 3 phonemes and teaches the pupils how to read and spell words with longer word structures e.g. CCVC, CVCC & CCCVC. Phase 5 phonics is taught from the start of Autumn 2 and recap and revisit time is built into the schedule. Pupils who enter Year 2 are taught daily phonics, revisiting Phase 5 sounds and introducing Phase 6 sounds.

We have an ethos of 'Keep up not catch up'.



Phonics teaching from Reception to Year 2



A1	Reception	
1	Phase 1	All aspects
2	Phase 1	All aspects
3	Phase 1	All aspects
4	Phase 2	s, a, t, p
5	Phase 2	i, n, m, d
6	Phase 2	Revisit
7	Phase 2	g, o, c, k
8	Phase 2	ck, e, u, r

A1	Year 1	
1	Phase 2/3	Revisit
2	Phase 2/3	Revisit
3	Phase 2/3	Revisit
4	Phase 2/3	Revisit
5	Phase 4 consolidation	
6		
7		
8		

A1	Year 2	
1	Phase 5	Recap
2	Phase 5	Recap
3	Alternative	A, e, l, o, u
4	Alternative	Ow, ie, ea, er
5	Alternative	Ch, c, g, ey
6	Alternative	Revisit
7	Alternative spelling	Ve, tch, ao (ui, ou)
8	Phase 2	Sh, (ti, ssi, si, ci)

A2	Reception	
1	Phase 2	Revisit
2	Phase 2	h, b, f, ff
3	Phase 2	l, ll, ss
4	Phase 3	j, v, w, x
5	Phase 3	y, z, zz, q
6	Phase 2/3	Revisit
7	Phase 2/3	Revisit

A2	Year 1	
1	Phase 5	ay, ou, ie, ea
2	Phase 5	oy, ir, ue, aw
3	Phase 5	Revisit
4	Phase 5	wh, ph, ew, oe
5	Phase 5	au, ey
6	Phase 5	Revisit
7	Phase 5	Revisit

A2	Year 2	
1	Ear, (ere, eer) ir (ear)	
2	Air, (are, ear) ai (eigh)	
3	ar (al, are,)	
4	J (dge), n (kn, gn), r (wr), u (o)	
5	i, n, m, d	
6	AFL revisit	
7	AFL revisit	

Sp1	Reception	
1	Phase 3	ch, sh, th, ng
2	Phase 3	ai, ee, igh, oa
3		Revisit
4	Phase 3	oa, ar, or, ur
5		Revisit
6		Revisit

Sp1	Year 1	
1	Alternative pronunciations	l, o, c, u, g
2	Alternative pronunciations	ow, ie, ea, er
3	Alternative pronunciations	a, y, ch, ou
4	Alternative pronunciations	Revisit
5	Alternative pronunciations	ey, ai,
6	Alternative pronunciations	ee, ch

Sp1	Year 2	
1		
2		AFL revisit
3		AFL revisit
4	Phase 6 Suffixes	- ment, ness, ful, less
5		Ly,
6	Adding es to nouns and verbs ending in y (fly becomes flies)	



Phonics teaching from Reception to Year 2



Sp2	Reception	
1	Phase 3	ow, oi, ear, air
2	Phase 3	ure, er
3	Phase 3	Revisit
4		Revisit
5		Revisit
6		Revisit

Sp2	Year 1	
1	Split digraphs	a-e, e-e, i-e
2	Split digraphs	o-e, u-e
3		Revisit
4		Revisit
5		Revisit
6		Revisit

Sp2	Year 2	
1	Adding ed, ing, er, est to a root word ending in y	
2	Adding ed, ing, er, est to a root word ending in y	
3	Adding ed, ing, er, est to a root word ending in e	
4	Adding ed, ing, er, est to a root word ending in e	
5	Adding ed, ing, er, est to a root word ending in a single consonant	
6	Adding ed, ing, er, est to a root word ending in a single consonant	

Su1	Reception	
1	Phase 4 revisit phase 3 vowel digraphs each day	
2		
3		
4		
5		

Su1	Year 1	
1	Alternative spellings for each phoneme	ai
2		ee
3		igh
4		oa
5		oo

Su1	Reception	
1	Homophones	
2	Homophones	
3	Common exception words	
4		
5		

Su2	Reception	
1	Phase 4 revisit phase 3 vowel digraphs each day	
2		
3		
4		
5		
6		
7		

Su2	Year 1	
1	Phonics screen	
2	Consolidation from phase 5 Review all high frequency words	
3		
4		
5		
6		
7		

Su2	Reception	
1	Recap phase 6	
2		
3		
4		
5		
6		
7		



Glossary of terms



When working with the pupils in school, we use appropriate and accurate technical vocabulary and terminology. We believe this to be important as developing language and reading is about the business of words and the world is full of big words.

Adjacent consonants - Two (or three) letters making two (or three) sounds. E.g. the first three letters of strap are adjacent consonants. Previously known as a consonant cluster.

Blending - The process of using phonics for reading. Pupils identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.

Consonant digraph - Two consonants which make one sound. E.g. sh, ch, th, ph CVC, CCVCC etc. - The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant-consonant words, used to describe the order of sounds. E.g. cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words.

Dialogic teaching - dialogic teaching harnesses the power of talk to stimulate and extend students' thinking and advance their learning and understanding. It empowers the student for lifelong learning and active citizenship and is characterised by, amongst other things, a classroom climate that values and encourages exchanges between teachers and students which chain together into coherent and deepening lines of enquiry.

Digraph - a combination of two letters representing one sound, as in 'ph' and 'ay'.

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history. Research shows that looking at word etymology prompts pupils to become 'word curious'. It also means that, instead of learning one word at a time, they will have the keys to decode many more words as they encounter them in their reading.



Glossary of terms



Grapheme - A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh.

Decode -

Morphology - morphological awareness is an understanding that prefixes and suffixes can be added or taken away to change the meaning of a word. Knowledge of morphemes can make spelling of complex words or spelling exceptions easier for students to remember. It enables pupils to identify root words and build word families effectively.

Phoneme - The smallest unit of sound in a word. Split digraph— A split digraph is a digraph that is split by a consonant. Usually a long vowel sound, e.g. 'a-e' (cake), 'i-e' (five), 'o-e' (code), 'e-e' (sphere) and 'u-e' (rule).

Synthesising - The process of using phonics for reading. Pupils identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.

Synthetic Phonics - is a way of teaching reading. Pupils are taught to read letters or groups of letters by saying the sound(s) they represent. Pupils can then start to read words by blending (synthesising) the sounds together to make a word.

Trigraph - Three letters which together make one sound. E.g. igh

Vowel digraph - A digraph in which at least one of the letters is a vowel E.g. ea, ay, ai, ar

Focussed reading— In small groups led by an adult.

Sustained reading— Individual reading of specific staged book sometimes to an adult.





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