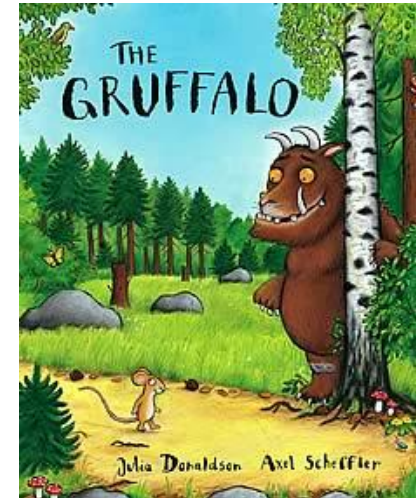


Reading at The Horsell Village School

Autumn 2025



Kindness to yourself

Kindness to others

Kindness to the world

Our Aims for Reading

...to develop the children's love of books and desire to read.

We aim to teach, enable and encourage children to become fluent, independent and analytical readers who are enthralled by books.

Kindness to yourself

Kindness to others

Kindness to the world

Phonics at The Horsell Village School



We use the Bug Club Phonics scheme.

Children in Reception, Year 1 and Year 2 will take part in a daily Phonics lesson.

Phonics lessons are 20 minutes in length.

Phonics lessons are fast paced and have a cumulative approach

EYFS - Continuous Provision



Active Learn - Phonics bug



Teaching Sequence

- Revisit and review
- Teach
- Practise
- Apply
- Assess learning



Phonics Terminology

Term	Meaning
phonemes	The smallest unit of sound within a word (that you can hear)
grapheme	The spelling of the phoneme/what it looks like
digraph	Two letters that make one sound when read
trigraph	Three letters that make one sound when read
Split digraph	When a vowel digraph is split by a consonant it becomes a split digraph
CVC/CVCC/CCVC	Stands for consonant vowel
Tricky words	Words that are not phonetically plausible i.e. cannot be read using phonetic knowledge

Phases

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 5 alternatives
<ul style="list-style-type: none"> Environmental sounds Instrumental sounds Body percussion (e.g. clapping and stamping) Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting 	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, ll, ss	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ow, oi, ear, air, ure, er	Adjacent consonants vcc cvcc ccvc ccvcc	ay, ou, ie, ea, oy, ir, ue, ue, wh, ph, ew, ew, oe, au, ey, a_e, e_e, i_e, o_e, u_e, u_e, aw	eigh, ey, ei, ie, y, y, i, o, u, oul, al, ear, ere, eer, are, ear, ch, c (e), c (i), c (y), sc, st (l), se, g (e), g (i), g (y), dge, le, mb, kn, gn, wr, tch, ch, ci, ssi, ti, si, ea, o, s
	to the no go l into	me, be, he, my, by, she, they, we, are, you, all, was, give, live	said, have, like, so, do, some, come, were, there, little, one, when, out, what	oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, work, laughed, because	Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third

Sound	Picture	Action
Phase 2		
s	Sun	Make a sunrise motion with both palms facing forwards
a	Apple	Pretend to take a bite from an apple
t	Tap	Mime turning on a tap
p	Pan	Pretend to flip a pancake in a pan
i	Insect	Make antennae by wiggling two fingers on top of your head
n	Nest	Cup your hands and round them upwards
m	Mat	Pretend to wipe your feet on a mat
d	Dog	On both hands, point two fingers downwards like ears
g	Goat	Pretend to stroke a goatee on your face
o	Octopus	Wave your arms at your sides like tentacles
c	cat	Stroke some imaginary whiskers on your face
k	Key	Mime turning a key in a lock
ck	Sack	Pretend to sling a heavy sack over your shoulder
e	Elephant	Make a trunk using your arm and swing it from left to right
u	Umbrella	Mime putting up an umbrella
r	Rat	Pretend to nibble on some cheese
h	Hat	Using one hand, mime placing an imaginary hat on your head
b	Bag	Mime lifting a heavy shopping bag
f	Fan	Fan your face with your hand
ff	Muffin	Cup your hands like you are holding a muffin and take a bite
l	Leg	Point at your leg
ll	Doll	Pretend to cradle a baby
ss	Dress	Trace your hands from your shoulders downwards

Phase 3		
j	Jar	Scoop jam from a jar using two fingers, spoon to your mouth
v	Van	Pretend to steer with an imaginary steering wheel
w	Wig	Extend fingers on both hands, place one in front of the other
x	fox	Draw your hand away from your face to mime a long snout
y	Yell	Cup your hands around your mouth and pretend to shout
z	Zip	Zip up an imaginary jacket
zz	Buzz	Pinch three fingers on one hand and bob them up and down
qu	Queen	Place an imaginary crown on your head with a domed hand
ch	Chips	Make a chopping action with one hand on your opposite palm
sh	Shell	Pretend to listen to a shell at your ear
th	Moth	Cross your hands over each other and flap them like wings
ng	King	Put a crown on your head with domed hand and stroke a beard
ai	Snail	Cup one hand over opposite fist and extend two fingers on fist
ee	Sheep	Curl your fingers in loops at either side of your head
igh	Night	Place prayer hands on the side of your head like a pillow
oa	Boat	Make the outline of a rowboat with your arms
oo (long)	Spoon	Pretend to spoon food into your mouth
oo (short)	Book	Mime opening a book with your hands
ar	Star	Make twinkly stars in the air by opening and closing your fists
or	Fork	Mime spearing food on a fork and lift to your mouth
ur	Surf	Ripple your arm in front of you like a wave
ow	Owl	Cup your hands in circles around your eyes
oi	Coin	Rub your fingers together above your palm, like sprinkling dust
ear	Ear	Cup your ear with one hand and pretend to listen hard
air	Chair	Clasp hands in fists in front of you and pretend to lift a chair
ure	Manure	Hold your nose and waft your hand in front of your face
er	Ladder	Mime climbing a ladder with your hands

Beginning reading

- Word Recognition - using phonic knowledge
- Word Recognition – Common Exception Words (CEWs) and High Frequency Words (HFWs)
- Language Comprehension skills - using literal, deduction and inference

Reading Fluency



How do high frequency words help with reading?

Because they're so common, high frequency words (HFWs) provide the building blocks for children's reading success. Learning to recognise these words quickly and automatically is an important step in becoming a fluent reader. E.g. it, and, did, long, soon, yes, looking.

How do common exception words (tricky words) help with reading?

Common exception words (CEWs) are words where the usual spelling rule doesn't apply. As children come across unfamiliar spelling and sound patterns in tricky words, their phonics knowledge won't always help them to sound out and read the word; such as the common exception words "sugar", "improve", "climb" and "because".

Pause



Prompt



Praise



Blending for reading

c a t

sh u t

m a k e

Group Reading

To develop word – reading skills

Opportunities to use phonics knowledge to tackle unfamiliar words

To develop reading for meaning

Pull together all the strategies to understand and infer meaning

To develop reading for information

Knowing how to use organisational structures of different genres

Comprehension Skills

“As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane”

What kind of questions?

- What 3 things did the cow do?
- What time of day was it?
- Where was the cow?
- How do you think the cow might have been feeling?

Literal, deductive – using 2 or more points, inferential – reading between the lines.

Reading Progression



When the children are in Reception they will take home a Bug Club Phonics book.

When children have mastered the phase 3 sounds, we will begin our benchmarking assessments.

Once the children are at a competent level to read at band 3 (our school banded system) we will send home 2 books with your child so that they have the opportunity to broaden their reading.

Children will then work through the book bands, moving up to the next band when the teacher feels they are competent, confident, expressive and fluent readers within their current band and are reading for meaning (comprehension). This is assessed termly.

Reading Books



- Reception children will take home a Bug Club Phonics Book – this book matches the sounds they are learning in Phonics lessons and they should be able to read it independently, however we expect parents to still support and guide.
- Year 1 will take home a Bug Club Phonics Book and a banded book.
- Year 2 will take home a banded book, but some children may still take home a Bug Club Phonics Book if they are not yet a competent reader.

Reading Books

Reading books will be changed on **Tuesdays** and **Fridays**.

This is to ensure the children have time to re-read the books they are taking home in order to **develop fluency**.

We expect children to read a book more than once and to be ready at an increased pace without overly relying on their phonic knowledge.

Children's books will only be changed once a parent / carer comments or initials the reading diary.

Reading targets

Your child has their reading targets on the back of their reading diary (when they are on banded books) so that you know what they are working on.

Teachers read with children at least once a week and keep assessment records.

You may notice from reading with your child daily, what they are working on day-to-day e.g. Yesterday they got stuck on the word 'seat' and needed help to sound it out and today they could sound it out independently. 😊

How can you help?

- Finding the right time for you
- Practising regularly
- Sit side by side, talk about the cover, the pictures. What happens next?
- Give lots of praise.
- Take it at your child's pace.
- Take it in turns – you read, I read.
- If you sense any sign of anxiety, you can read the book to the child and discuss the story.
- Visiting the local library and using your own home library



Remember please still read stories to your child to continue a love of literature.

**There is no
friend as loyal
as a book.**

—ERNEST HEMINGWAY



*Reading
is
Dreaming
WITH
your eyes
open*

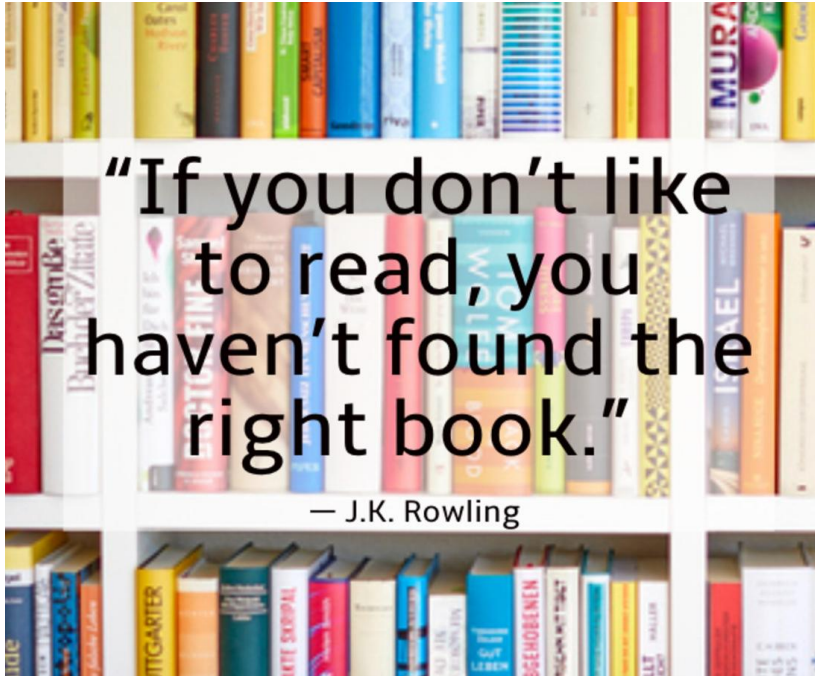
**READING IS ESSENTIAL FOR
THOSE WHO SEEK TO RISE
ABOVE THE ORDINARY.**

—Jim Rohn



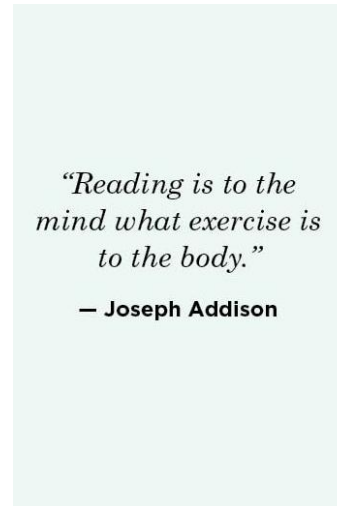
**"If you don't like
to read, you
haven't found the
right book."**

— J.K. Rowling



*"Reading is to the
mind what exercise is
to the body."*

— Joseph Addison



**"A book
is a gift
you can
open
again
and
again."**

— Garrison Keillor

