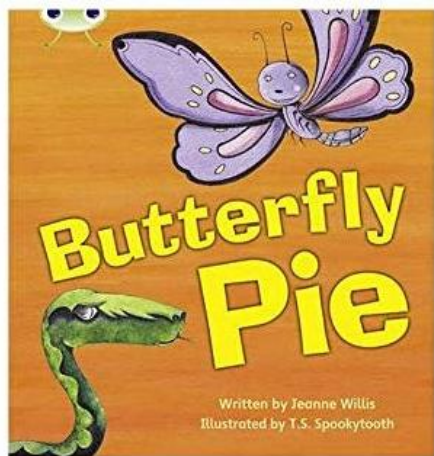
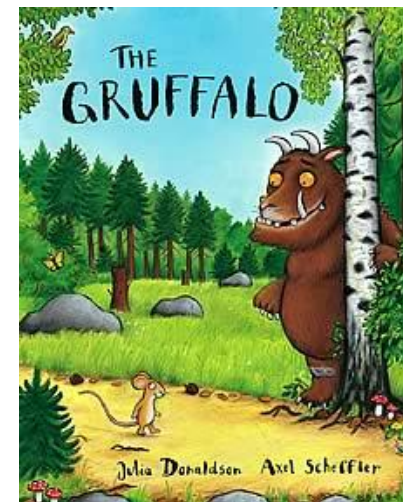




# Reading

## The Horsell Village School

Autumn 2026



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



We use the Bug Club Phonics scheme.

All children that are able to, take part in a daily Phonics lesson.

Phonics lessons are 20 minutes in length.

Phonics lessons are fast paced and have a cumulative approach.

# Active Learn - Phonics bug



## Teaching Sequence

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



# Phases

| Phase 1                                                                                                                                                                                                                                                               | Phase 2                                                                     | Phase 3                                                                                                             | Phase 4                                                                                     | Phase 5                                                                                                                                     | Phase 5 alternatives                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Environmental sounds</li> <li>Instrumental sounds</li> <li>Body percussion (e.g. clapping and stamping)</li> <li>Rhythm and rhyme</li> <li>Alliteration</li> <li>Voice sounds</li> <li>Oral blending and segmenting</li> </ul> | <b>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, ll, ss</b> | <b>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</b> | <b>Adjacent consonants</b><br><b>vcc cvcc ccvc ccvcc</b>                                    | <b>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</b>                                         | <b>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</b> |
|                                                                                                                                                                                                                                                                       | to the no go I<br>into                                                      | me, be, he, my, by,<br>she, they, we, are,<br>you, all, was, give,<br>live                                          | said, have, like, so,<br>do, some, come,<br>were, there, little,<br>one, when, out,<br>what | oh, their, people, Mr,<br>Mrs, Ms, looked,<br>called, asked,<br>water, where, who,<br>again, thought,<br>through, work,<br>laughed, because | Thursday, Saturday,<br>thirteen, thirty,<br>different, any, many,<br>eyes, friends, two,<br>once, great, clothes,<br>it's, I'm, I'll, I've,<br>don't, can't, didn't,<br>first, second, third        |

# Phonics actions

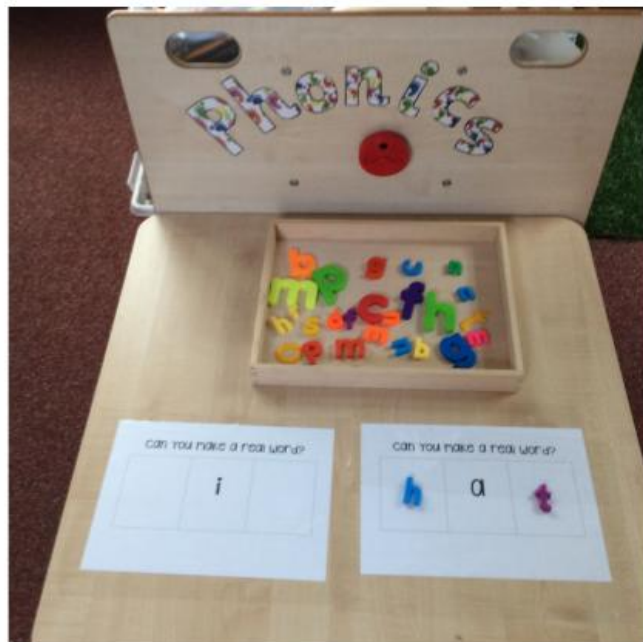
- Phase 2 actions



# 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 |

# EYFS - Continuous Provision



# Beginning reading

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

# Using phonic knowledge

c a t

sh u t

m a k e

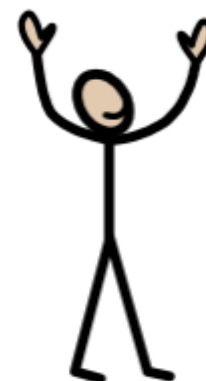
Pause



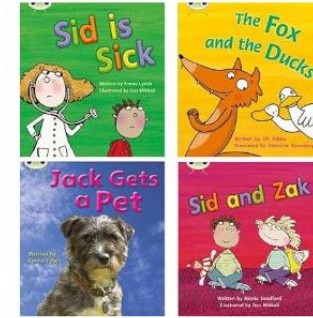
Prompt



Praise



# Using CEW and HFW



## **How do high frequency words help with reading?**

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 "she", "kind", "climb" and "said".

# Comprehension Skills

| Retrieval                                                                                                                                                                                           | Prediction                                                                                                                                                                                     | Inference                                                                                                                                                                                             | Vocabulary                                                                                                                                                                               | Discussion                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Find information that is directly in the text:</p> <ul style="list-style-type: none"><li>- Who was the character?</li><li>- Where did the story happen?</li><li>- What happened first?</li></ul> | <p>Think about what might happen next:</p> <ul style="list-style-type: none"><li>- What do you think will happen?</li><li>- How will the story end?</li><li>- Why do you think that?</li></ul> | <p>Use clues to work things out:</p> <ul style="list-style-type: none"><li>- How is the character feeling?</li><li>- Why did they make that choice?</li><li>- What clues helped you decide?</li></ul> | <p>Talk about new words:</p> <ul style="list-style-type: none"><li>- What does that word mean?</li><li>- Can you think of a similar word?</li><li>- Why did the author use it?</li></ul> | <p>Share opinions and ideas:</p> <ul style="list-style-type: none"><li>- What was your favourite part?</li><li>- Would you make the same choice?</li><li>- What lesson did the story teach us?</li></ul> |

***The conversation around the book is often just as important as reading the book itself.***

# Group Reading (end of Reception, Year 1 and 2)

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

# 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).

# Reading Books

- Reception children will take home a Bug Club Phonics Book – this book matches the sounds they are learning in Phonics lesson. We expect parents to still support and guide as they move towards reading independently.
- 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.
- Please look after our reading folders as they will stay with your child during their time at our school



# Reading Books

Reading books will be changed on a Tuesday and a Friday.

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 reading 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

In KS1, your child will have reading targets in the back of their reading diary (when they are on banded books) so that you know what they are working on.

In Reception, your child will be read with once a fortnight and phonics activities will be shared in a group once a fortnight. In KS1, your child's teacher will read with your child at least once a week. All class teachers will keep assessment records to ensure children are making progress.

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.
- Go at your child's pace.
- Take turns – you read, I read.
- If you sense any sign of anxiety, you can read the book to the child and discuss the story.
- Practise reading “tricky words” (CEW) on sight alongside HFW.

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



# What next?

For those of you who would like to see an example of how we read with children at school, please stay.

[phonics bug book](#)

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

—ERNEST HEMINGWAY



*Reading  
is  
Dreaming  
WITH  
your eyes  
open*

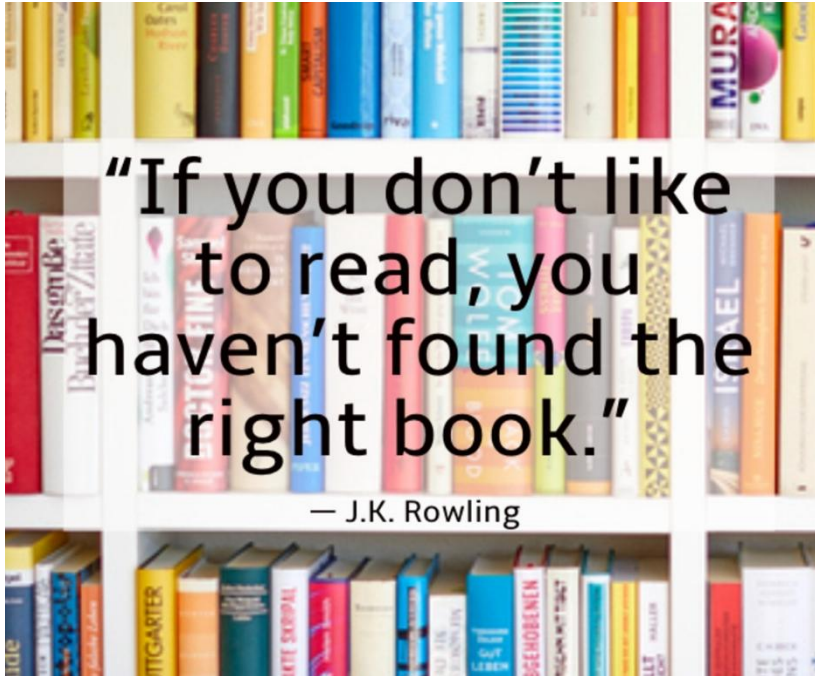
**READING IS ESSENTIAL FOR  
THOSE WHO SEEK TO RISE  
ABOVE THE ORDINARY.**

—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

