

Thorner's Reading Map

PRE-SCHOOL

We know:

“that the building blocks of reading, float on a sea of talk” and

“that language development helps children structure and make sense of the world around them”

Therefore, in our pre-school we use a range of strategies to promote talk and model language such as:

Talking

Use new and interesting words in natural conversations, introducing new words in context helps children learn what they mean.

Use gestures and facial expressions to help children make sense of new words.

Sing with children and recite poetry and rhymes to playfully introduce vocabulary.

Talk with children and encourage children to talk with one another. Keep the conversation going by asking open, inviting questions, making comments, and inviting children to think and share their ideas.

Reading

Read to and discuss books with children daily, taking time to go over new words and act out parts through books with great illustrations and characters that provide clues to word meanings and story lines.

Phonics

We also begin the discrete teaching of early Phonics by looking at and rehearsing the key first sounds (SATPIN) through a range of stimulating games, songs and circle time activities to introduce these first sounds.

RECEPTION

Talking

Those that come up from pre-school whose language development needs more support are placed on the Nuffield Early Language Intervention programme. This extra help (NELI) starts in October and consists of two 10-week blocks that fosters vocabulary building, extended sentence work and Phonics in the second 10-week block.

Phonics

Discrete Phonics sessions are taught daily from the first week of school – recapping those sounds (SATPIN) first discovered in pre-school. We use Bug Club Phonics for our Systematic Synthetic Phonics system which is approved by the DfE. We follow the teaching sequence of sounds set out below in each half term. We also teach recap sessions regularly throughout the term for sounds taught previously to cement understanding.

Reading

In Reception, reading has 4 strands:

Reading to the children in school – staff read a wide range of stories, poems, rhymes and non-fiction that are linked to their current Cornerstones topic. These texts come from a variety different countries cultures and eras and include both well-known classics and contemporary titles. These books are teacher led and also promote the acquisition of new language by the children.

Reading with children in school – staff hear the children read decodable books that are at the same level as their Phonics Phase between 2 and 3 times a week. These books enable the children to apply their Phonics sounds to “attack” unknown words, blend and decode them. Please see our chart for the progress a child ought to make from Reception to Year 4 up through the book bands.

Reading with children at home – children take home books that are at the same level as their Phonics Phase and should read and re-read these every night. Parents should sign in their reading diaries to say what a child has read each night.

Reading E-books at home – children should read the E books that are linked to the exact sound they have been learning in that week/the previous week at school. Pupils each have a login so they are accessing the precise books that match their sounds they are working on.

Assessment

We work closely with our feeder pre-school to review the strengths and areas for improvement of each child before they enter reception. We carry out teacher assessment of the children before they enter Reception through a series of transition sessions in the summer term before they start Reception in September.

In Reception, we use the Baseline assessment to review the children’s current knowledge of initial sounds.

Teacher’s continually assess the children in our small cohort (Max 15) in class Phonics sessions. Extra sessions, TA support and the NELI are offered to children not making the expected progress.

KS1

Those that come up from Reception whose need more support are placed in the Boosted Phonics Group. This group has additional sessions each week to recap and build on Reception level Phonics. These children also have extra reading sessions one to one with an adult.

Phonics

Discrete Phonics sessions are taught daily from the first week of school – recapping those sounds (SATPIN) first discovered in pre-school. We use Bug Club Phonics for our Systematic Synthetic Phonics system which is approved by the DfE. We follow the teaching sequence of sounds set out below in each half term. We also teach recap sessions regularly throughout the term for sounds taught previously to cement understanding.

In KS1, reading has 4 strands:

Reading to the children in school – staff read a wide range of stories, poems, rhymes and non-fiction. These texts come from a variety different countries cultures and eras and include both well-known classics and contemporary titles. These books are teacher led and also promote the acquisition of new language by the children.

Reading with children in school – staff hear the children read decodable books that are at the same level as their Phonics Phase between 2 and 3 times a week. These books enable the children to apply their Phonics sounds to “attack” unknown words, blend and decode them. Please see our chart for the progress a child ought to make from Reception to Year 4 up through the book bands.

Reading with children at home – children take home books that are at the same level as their Phonics Phase and should read and re-read these every night. Parents should sign in their reading diaries to say what a child has read each night.

Reading E-books at home – children should read the E books that are linked to the exact sound they have been learning in that week/the previous week at school. Pupils each have a login so they are accessing the precise books that match their sounds they are working on.

Assessment

We assess the children for reading in numerous ways:

Teacher’s continually assess the children in our class Phonics sessions

Teachers carry out reading age tests

Teachers carry out thrice-yearly PIRA and GAPS assessments

TA support and Intervention Groups are offered to children not making the expected progress.

Lower KS2

Those that come up from KS1 whose reading needs more support are placed in the Boosted Phonics Group. This group has additional sessions each week to recap and build on Yr 1/2 level Phonics. These children also have extra reading sessions one to one with an adult or with our Dorset Reading Partner. These children may also be placed on the Rapid Reading scheme to assist in their reading recovery.

In Lower KS2, reading has 3 strands:

Reading to the children in school – children start their journey along our 24 book spine. These are 12 books in Bredy (yr 3/4) and 12 in Eggardon (yr 5/6) that the children read together along with the class teacher every day. Each child has a copy of the text to enable them to read aloud to the class and the teacher and also to follow the reading of others.

Reading with children in school – Mrs Biggins hears the children read each week in a guided reading session.

Reading with children at home – children take home books that are at the same level as their Phonics Phase/Reading Age and should read these every night. Parents should sign in their reading diaries to say what a child has read each night.

Once children have finished all the book band colours – they then move onto being a Guided Reader – whereby they can pick any text from a specified range in the KS2 library.

Assessment

We assess the children for reading in numerous ways:

Teacher's continually assess the children in our whole class reading sessions and weekly Guided Reading sessions

Teachers carry out reading age tests

Teachers carry out thrice-yearly PIRA and GAPS assessments

TA support, DRP and Intervention Groups (Rapid/Project X) are offered to children not making the expected progress.

Upper KS2

Those that come up from Lower KS2 whose reading needs more support are placed in the Boosted Phonics Group. This group has additional sessions each week to recap and build on earlier Phonics. These children also have extra reading sessions one to one with an adult or with our Dorset Reading Partner. These children may also be placed on the Project X scheme to assist in their reading recovery.

In Upper KS2, reading has 3 strands:

Reading to the children in school – children continue their journey along our 24 book spine. These are 12 books in Eggardon (yr 5/6) that the children read together along with the class teacher every day. Each child has a copy of the text to enable them to read aloud to the class and the teacher and also to follow the reading of others.

Reading with children in school – Mrs Biggins hears the children read each week in a guided reading session.

Reading with children at home – children take home books that are at the same level as their Phonics Phase/Reading Age and should read these every night. Parents should sign in their reading diaries to say what a child has read each night.

Once children have finished being a Guided Reader – whereby they can pick any text from a specified range in the KS2 library - then they can move onto becoming a completely independent free reader.

Assessment

We assess the children for reading in numerous ways:

Teacher's continually assess the children in our whole class reading sessions and weekly Guided Reading sessions

Teachers carry out reading age tests

Teachers carry out thrice-yearly PIRA and GAPS assessments

TA support, DRP and Intervention Groups (Rapid/Project X) are offered to children not making the expected progress.

EXPECTED READING/PHONICS PROGRESS

Fledglings

TERM	EXPECTED Phonics Phase
Aut 1	Phase 2 – s,a,t,p,i,n,
Aut 2	Phase 2 – s,a,t,p,i,n,
Spr 1	Phase 2 – s,a,t,p,i,n,
Spr 2	Phase 2 – s,a,t,p,i,n,
Sum 1	Phase 2 – s,a,t,p,i,n,
Sum 2	Phase 2 – s,a,t,p,i,n,

Litton Class Reception

Reading Skills –

Phonics and Phonemic Awareness

TERM Interventions	EXPECTED BOOK BAND	EXPECTED Phonics Phase And sounds
Aut 1	Pink	<p>Phase 1 - recap</p> <p>Phase 2 –</p> <ul style="list-style-type: none"> • Phoneme /s/ written as 's' • Phoneme /a/ written as 'a' • Phoneme /t/ written as 't' • Phoneme /p/ written as 'p' • Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p' • Phoneme /i/ written as 'i' • Phoneme /n/ written as 'n' • Phoneme /m/ written as 'm' • Phoneme /d/ written as 'd' • Language session • Phoneme /g/ written as 'g' • Phoneme /o/ written as 'o' • Phoneme /c/ written as 'c' • Phoneme /c/ written as 'k' • Language session
Aut 2 NELI	Pink/Red	<p>Phase 2 -</p> <ul style="list-style-type: none"> • Phoneme /c/ written as 'ck' • Phoneme /e/ written as 'e' • Phoneme /u/ written as 'u' • Phoneme /r/ written as 'r' • Language session • Phoneme /h/ written as 'h' • Phoneme /b/ written as 'b' • Phoneme /f/ written as 'f' and 'ff' • Phoneme /l/ written as 'l' and 'll' • Phoneme /s/ written as 'ss'

		<ul style="list-style-type: none"> Language session
<p>Spr 1</p> <p>NELI</p>	Red	<p>Phase 2 –</p> <p>Phoneme /j/ written as 'j'</p> <p>Phoneme /v/ written as 'v'</p> <p>Phoneme /w/ written as 'w'</p> <p>Phoneme /x/ written as 'x'</p> <p>Language session</p> <p>Phoneme /y/ written as 'y'</p> <p>Phoneme /z/ written as 'z' and 'zz'</p> <p>Phoneme /qu/ written as 'qu'</p> <p>Language session</p>
<p>Spr 2</p> <p>NELI</p>	Red	<p>Phase 3 –</p> <p>Phoneme /ch/ written as 'ch'</p> <p>Phoneme /sh/ written as 'sh'</p> <p>Phoneme /th/ written as 'th'</p> <p>Phoneme /ng/ written as 'ng'</p> <p>Language session</p> <p>Phoneme /ai/ written as 'ai'</p> <p>Phoneme /ee/ written as 'ee'</p> <p>Phoneme /or/ written as 'or'</p> <p>Phoneme /oa/ written as 'oa'</p> <p>Phoneme /oo/ (long) written as 'oo'</p> <p>Phoneme /oo/ (short) written as 'oo'</p> <p>Language session</p> <p>Phoneme /ar/ written as 'ar'</p> <p>Phoneme /ur/ written as 'ur'</p> <p>Phoneme /ow/ written as 'ow'</p> <p>Phoneme /oi/ written as 'oi'</p> <p>Phoneme /igh/ written as 'igh'</p> <p>Language session</p>
<p>Sum 1</p> <p>Phonics Booster</p>	Red/Yellow	<p>Phase 3 –</p> <p>Phoneme /ear/ written as 'ear'</p> <p>Phoneme /air/ written as 'air'</p> <p>Phoneme /ure/ written as 'ure'</p> <p>Phoneme /ur/ written as 'er'</p> <p>Language session</p>
<p>Sum 2</p> <p>Phonics Booster</p>	Yellow	<p>Phase 3 Recap & Phase 4 –</p> <p>Adjacent consonants (cvcc)</p> <p>Language session 1</p> <p>Adjacent consonants (ccvc)</p> <p>Language session 2</p> <p>Adjacent consonants (ccvcc/ccvc/ccvcc)</p> <p>Language session 3</p>

Chesil Class

Yr 1

Reading Skills –

Phonics and Phonemic Awareness

TERM Intervention	EXPECTED BOOK BAND	EXPECTED Phonics Phase And sounds
Aut 1 Phonics Booster/Ind Reading	Yellow	<p align="center">Phase 4 – recap</p> <p align="center">Phase 5</p> <p align="center">Phoneme /w/ written as 'wh'</p> <p align="center">Phoneme /f/ written as 'ph'</p> <p align="center">Language session</p>
Aut 2 Phonics Booster/Ind Reading	Blue	<p align="center">Phase 5 –</p> <p align="center">Phoneme /ai/ written as 'ay'</p> <p align="center">Phoneme /ai/ written as 'a-e'</p> <p align="center">Phoneme /ai/ written as 'eigh', 'ey', 'ei'</p> <p align="center">Language session</p> <p align="center">Phoneme /ee/ written as 'ea'</p> <p align="center">Phoneme /ee/ written as 'e-e'</p> <p align="center">Phoneme /ee/ written as 'ie', 'ey', 'y'</p> <p align="center">Language session</p> <p align="center">Phoneme /igh/ written as 'ie'</p> <p align="center">Phoneme /igh/ written as 'i-e'</p> <p align="center">Phoneme /igh/ written as 'y'</p> <p align="center">Phoneme /igh/ written as 'i'</p> <p align="center">Language session</p>
Spr 1 Phonics Booster/Ind Reading	Blue/Green	<p align="center">Phase 5 –</p> <p align="center">Phoneme /oa/ written as 'ow'</p> <p align="center">Phoneme /oa/ written as 'o-e'</p> <p align="center">Phoneme /oa/ written as 'o' and 'oe'</p> <p align="center">Language session</p> <p align="center">Phoneme long /oo/ written as 'ew'</p> <p align="center">Phoneme long /oo/ written as 'ue'</p> <p align="center">Phoneme long /oo/ written as 'u-e'</p> <p align="center">Phoneme short /oo/ written as 'u' and 'oul'</p> <p align="center">Language session</p> <p align="center">Phoneme /or/ written as 'aw'</p> <p align="center">Phoneme /or/ written as 'au'</p> <p align="center">Phoneme /or/ written as 'al'</p> <p align="center">Language session</p> <p align="center">Phoneme /ur/ written as 'ir'</p> <p align="center">Phoneme /ur/ written as 'er'</p> <p align="center">Phoneme /ur/ written as 'ear'</p> <p align="center">Language session</p>
Spr 2	Green	<p align="center">Phase 5 –</p>

Phonics Booster/Ind Reading		Phoneme /ow/ written as 'ou' Phoneme /oi/ written as 'oy' Language session Phoneme /ear/ written as 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear' Language session Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch' Language session Phoneme /s/ written as 'c(e)', 'c(i)', 'c(y)' Phoneme /s/ written as 'sc' and st(l)' Phoneme /s/ and /z/ written as 'se' Language session
Sum 1 Phonics Booster/Ind Reading	Green/ Orange	Phase 5 – Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y)' Phoneme /j/ written as 'dge' Language session Phoneme /l/ written as 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr' Language session Phonics Screening RECAP
Sum 2 Phonics Booster/Ind Reading	Orange	Phase 5 – Phoneme /ch/ written as 'tch' Phoneme /sh/ alternatives Phoneme /e/ written as 'ea' Phoneme /zh/ written as 's' Phoneme /w/ /o/ written as 'wa' Phoneme /u/ written as 'o' Language session YEAR RECAP

Chesil Class

Yr 2

Reading Skills –**Phonics and Phonemic Awareness****Fluency****Reading Comprehension**

TERM Intervention	EXPECTED BOOK BAND	EXPECTED Phonics Phase And sounds
Aut 1 Phonics Booster/Ind Reading	Orange/ Turquoise	Phase 5 – recap
Aut 2 Phonics Booster/Ind Reading	Turquoise/ Purple	Phase 5 – recap
Spr 1 Phonics Booster/Ind Reading	Purple/ Gold	Phase 6 – Suffix ending: '-ing' (a morpheme) Suffix ending: '-ed' (a morpheme) Suffix ending: split digraph silent 'e' + '-ing', '-ed' Language session
Spr 2 Phonics Booster/Ind Reading	Gold/White	Phase 6 – Suffix ending: '-s' (as plural morpheme) Suffix ending: '-es' after 'ss', 'x' Suffix ending: '-es' after 'ch', 'sh', 'tch' Language session
Sum 1 Phonics Booster/Ind Reading	White	Phase 6 – Prefix 're-' Prefix 'un-' Prefix, root, suffix Language session
Sum 2 Phonics Booster/Ind Reading	White/Lime	Phase 6 – Spelling Rules Comprehension

Bredy Class

Yr 3

Reading Skills –

Fluency, Reading comprehension & Working memory

TERM Intervention	EXPECTED BOOK BAND
Aut 1 Phonics Booster/Ind Reading/Rapid Reading	White
Aut 2 Phonics Booster/Ind Reading/Rapid Reading	Lime
Spr 1 Phonics Booster/Ind Reading/Rapid Reading	Lime/Copper
Spr 2 Phonics Booster/Ind Reading/Rapid Reading	Copper
Sum 1 Phonics Booster/Ind Reading/Rapid Reading	Copper/Topaz
Sum 2 Phonics Booster/Ind Reading/Rapid Reading	Topaz

Bredy Class

Yr 4

Reading Skills –

Reading comprehension, reasoning and working memory

TERM	EXPECTED BOOK BAND
Aut 1 Rapid Reading/DRP	Topaz
Aut 2 Rapid Reading/DRP	Topaz/Ruby
Spr 1 Rapid Reading/DRP	Ruby
Spr 2 Rapid Reading/DRP	Ruby/Emerald
Sum 1 Rapid Reading/DRP	Emerald
Sum 2 Rapid Reading/DRP	Pearl/Diamond/Sapphire Guided Reader – Bronze

Eggardon Class

Yr 5

Reading Skills –

Sentence construction and cohesion

Authorial intention

TERM	EXPECTED BOOK BAND
Aut 1 DRP/Project X	Pearl/Diamond/Sapphire Guided Reader – Bronze
Aut 2 DRP/Project X	Pearl/Diamond/Sapphire Guided Reader – Bronze
Spr 1 DRP/Project X	Guided Reader – Bronze Guided Reader – Silver
Spr 2 DRP/Project X	Guided Reader – Bronze Guided Reader – Silver
Sum 1 DRP/Project X	Guided Reader – silver Guided Reader – Gold
Sum 2 DRP/Project X	Guided Reader - silver Guided Reader – Gold

Eggardon Class Yr 6

Reading Skills –

Inference, reasoning and background knowledge

Genres, stereotypes and parody

TERM	EXPECTED BOOK BAND
Aut 1 DRP/Project X	Guided Reader – Gold Free Reader – Platinum
Aut 2 DRP/Project X	Guided Reader – Gold Free Reader- Platinum
Spr 1 DRP/Project X	Guided Reader – Gold Free Reader- Platinum
Spr 2 DRP/Project X	Free Reader- Platinum
Sum 1 DRP/Project X	Free Reader- Platinum
Sum 2 DRP/Project X	Free Reader- Platinum