

St. Cuthbert's Primary School



Reading and Spelling Policy

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Vision

Our vision is to ensure every child leaves St. Cuthbert's with the appropriate skills, attitudes, knowledge to read for pleasure, information and understanding.

This policy is based on the Curriculum for Excellence.

Aims

- Create a stimulating literacy rich environment.
- Transfer literacy skills across the curriculum, creating opportunities to use our skills for different purposes.
- Foster a love for reading with daily opportunities for learners to read for enjoyment.
- Increase attainment through high quality learning and teaching of reading, writing and talking and listening.
- To support learners with literacy difficulties using digital technologies and targeted interventions.
- Continue to promote CPD opportunities for staff to develop an awareness of how to support learners with literacy difficulties.

Primary 1

Phonological Awareness

Term 1 and Assessment of Phonological Awareness

In August, all P1 children will be assessed for reading readiness and Phonological Awareness using **Glasgow City Council's Phonological Awareness Pack**. This can be found in **Staff > Phonological Awareness**. These results as well as teacher judgement will be used to determine reading groupings.

Teachers should complete the Phonological Awareness Tracker once the assessment is complete.

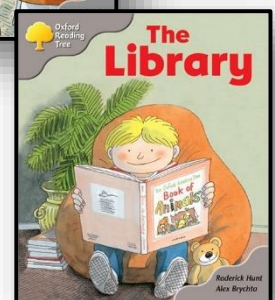
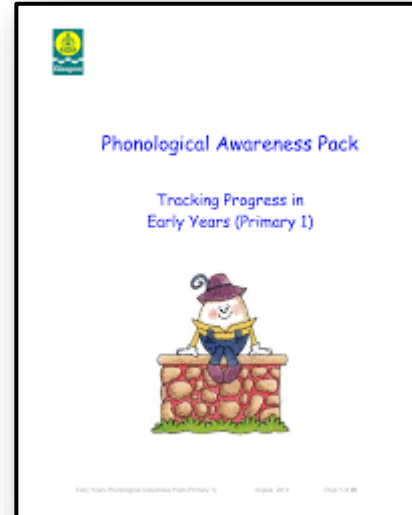
For the initial three weeks of this term, the reading focus will be the development of Phonological Awareness skills. This will include the development of

- Listening and attention
- Auditory discrimination
- Rhyme awareness
- Syllabification
- Development of visual and auditory memory

Week 3 → End of Term 1

Groups should commence using wordless books in Term 1 (**Oxford Reading Tree – Biff, Chip and Kipper Stories – Pre-Book Band and Lilac**). Teachers should focus on sequencing, retelling and comprehension. Some children may be able to begin using reading books with text towards the end of term 1.

After the three weeks, children will be introduced to phonics and common words (see Phonics and Spelling section). Some children may not be ready to move onto initial sounds



therefore they will be tracked using Milestones (see below) as well as participating in the GDSS 'Playing with Sounds' programme.

Milestones

Literacy Milestones have been produced by Education Scotland for learners who are working at a pre-early level.

See [Education Scotland - Milestones](#) for further information about Milestones.

Term 2

Reading books with text should be introduced at the beginning of Term 2. This will be sooner for some pupils. Groups should commence using Oxford Owl – Project X – Stage 1.

Primary 1-3 – Reading and Spelling

Book of the Week

All children in Primary 1-3 should be exposed to both non-fiction and fiction books. This can be developed using the book of the week which should be linked with IDL, Science or HWB if possible.

The 'Three Read Approach' (see [Glow Tile > Glasgow's Improvement Challenge > Literacy for All > Reading > Early Reading > Three Read \(A4 Guide\)](#)) should be used whilst reading the book of the week. Vocabulary should be pre-selected using the STAR approach (see vocabulary section) and explicitly taught alongside the reading of the book of the week.

Session 3

Purpose: To help children retell or read the story using illustrations and/or props as an aid.

- Ask about the title, character and setting and about the big problem in the story.
- Review any new vocabulary.
- Explain that the children are going to 'read' the story.
- You won't read all of the text, just the parts of it that children need help with.
- Encourage children to give details, e.g., characters' names and explaining events.
- Use props that will support telling the story.
- Use 'think alouds', comments and questions to encourage children to draw from own experience and make connections, predict, pretend and project.
- After the retelling, continue to expand understanding by asking children to make connections, use their imagination (e.g., devise a different ending) and make predictions.

Similar questions from Sessions 1 and 2 could be used in discussion. You could also ask children to create a different ending and/or make predictions about what happens next.

**Three Read Approach
A Practical Guide**

Three Read fosters a love of reading in children through the rereading/retelling of stories. It aims to improve vocabulary and develop skills in discussion, thinking and book handling.

- Interactive and planned.
- Implemented with small groups (ideally 5 children, who you 'invite' to a reading club).
- The group meets three times with the same adult and book.
- Lots of discussion in sessions 2 and 3.
- Session 3 (final) allows the children to read/retell the story to each other.

Reading clubs and sessions will vary depending on the selected story and the group of children you are working with. The suggested questions which follow are not prescriptive and should be adapted to suit your context.

Whilst reading, teachers should model reading aloud and discuss the concepts of print.

Phonics and Spelling in P1-3

Phonics

Children should be introduced to one new sound and 2-4 common words (more as the children progress through the stages) per week. Every third week, teachers should assess the three sounds and common words. Teachers should update the Phonics tracker once the assessment is completed. This master copy of this can be found in **Staff > Phonological Awareness**. Teachers should save a copy to their individual tracking folder. This process should continue every 3 weeks for the remainder of the year.

Outline of Phonics Session

The teacher introduces each sound in a context i.e. a story/song and then demonstrates the letter formation and word building through the use of a magnetic board and letters. The children are provided with a magnetic board to allow them to mirror the taught lesson and work independently/with a partner throughout the week.



The teacher should follow the five-finger strategy when introducing new words. This should be displayed in all P1-3 classes.

Phonics and Common Words Stages

Primary 1 – Stage 1 (earlier and later for some).

Primary 2 – Stage 2 (earlier and later for some).

Primary 3 – Stage 3 (earlier and later for some).

Spelling

Spelling is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. The words from the taught lesson are known as common words. These are the words which the children are most

likely to come across when reading simple texts. They will also use these words in writing.

The spelling strategies the children are taught are:

- Using Phoneme Knowledge (sounding out)
- Syllabification – breaking words down into syllables. The children can clap out words to identify syllables e.g. go-ing/An-drew
- Word Shape – Look at letter shape, size, ascending and descending letters.
- Tricky Letters – Looking at the position of tricky letters as an aid to spelling.
- Compound Words – Breaking the compound word into simple words e.g. into makes in and to.
- Mnemonic – using an aide memoire e.g. because – Big Elephants Can Add Up Sums Easily
- Using Analogy – If you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.

Reading in P1-3

Reading Comprehension

The Three Read Approach should be used in P1 and 2 for the teaching of reading comprehension. Teachers should use the **Three Read Tracker** to monitor pupils understanding of the text. This can be found in **Staff > Year > Planners Masters > Literacy > Reading**. Teachers should print a copy of this and have this to hand whilst reading with groups.

P3 should use Nelson Comprehension to teach reading comprehension. Teachers should select texts based on the E+Os highlighted on the First Level Reading Pace Snake.

Some pupils in P2 will be able to use Nelson Comprehension (Book 2) in term 2 and onwards. The P2 teacher should use a blended approach to the teaching of comprehension if some learners are able to progress to Nelson Comprehension.

Guided Reading

Pupils should use the Oxford Owl Project X Reading scheme for guided reading. Oxford Reading Tree or Biff, Chip and Kipper books can also be used to supplement this scheme.

GCC Before, During and After reading strategies (*clarifying, summarising, prediction, questioning, visualising*) should be used during Guided Reading sessions. Teacher books for the Project X Reading Scheme may support this.

The Guided Reading Record should be used whilst hearing each group read. This can be found in **Staff > Year > Planners Masters > Literacy > Reading**. Teachers should assess and evaluate progress/reading based on before, during and after reading strategies.

Teachers may wish to create additional comprehension/activities based on a reading book. If so, teachers should save these to the Shared Area.

- **Primary 1 and 2 – Reading should be heard daily.**
- **Primary 3 – Reading should be heard three times per week. For some learners this may be daily.**

Reading Pace Snake

Teachers must teach the skills highlighted in the Reading Pace Snake. This can be taught alongside comprehension and guided reading if appropriate. Teachers should assess these skills using a holistic assessment.

Primary 4– 7 – Reading and Spelling

Spelling

Nelson Spelling should be used to teach spelling in P5-7. Spelling should be taught with one main spelling lesson per week and reinforced with daily active spelling opportunities.

Novel Studies

In term 1, Primary 5-7 classes should begin the year with a class novel. This should be used to teach the reading strategies of prediction, summarising, questioning, clarifying and visualisation. After this term, P5-7 should move to staged reading books (Oxford Owl – Project X).

Teachers should only use novels to teach themes during IDL lessons or as a class novel that can be read during 'Story Milk'.

Guided Reading

Pupils should use the Oxford Owl Project X Reading scheme for guided reading. Oxford Reading Tree or Biff, Chip and Kipper books can also be used to supplement this scheme.

GCC Before, During and After reading strategies (*clarifying, summarising, prediction, questioning, visualising*) should be used during Guided Reading sessions. Teacher books for the Project X Reading Scheme may support this.

The Guided Reading Record should be used whilst hearing each group read. This can be found in **Staff > Year > Planners Masters > Literacy > Reading**. Teachers should assess and evaluate progress/reading based on before, during and after reading strategies.

Teachers may wish to create additional comprehension/activities based on a reading book. If so, teachers should save these to the Shared Area.

Teachers should aim to hear groups read at least twice a week. In addition to this, teachers should ensure that pupils read for 15 minutes per day using library banded books (see Reading for Enjoyment section).

Comprehension

P5-7 should use Nelson Comprehension to teach reading comprehension. Teachers should select texts based on the E+Os highlighted on the Second Level Reading Pace Snake.

Reading Aloud

Choral reading should be used when children are reading aloud. This helps build students' fluency, self-confidence, and motivation.

- ✓ It can provide less skilled readers the opportunity to practice and receive support.
- ✓ It provides a model for fluent reading as students listen.
- ✓ It helps improve the ability to read sight words

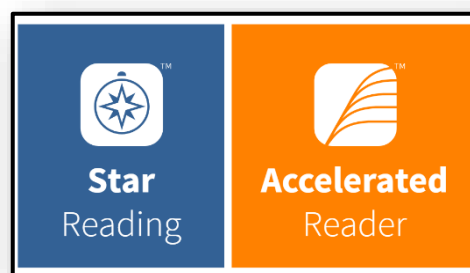
When reading aloud with the class or group, teachers should use the following strategies.

- Echo Reading – The teacher reads an excerpt of text while modelling fluent reading, and then the class choral reads directly afterwards, mimicking the fluent reading.
- Snap and Read – The teacher reads and students chorally read individual words when signalled to by the teacher.
- Choral Reading – Teacher and children read at the once.

For more information on Choral Reading and examples of how to do this, visit [Choral Reading](#)

Reading for Enjoyment – Accelerated Reader – P4-7

Each day, children should read for 15 minutes. Books should be chosen from the library based on book band colour. Teachers should take their class to the school library at least once per week to allow children to swap or exchange their book. After finishing a text and before exchanging their book for a new one, children should complete a STAR reading quiz on Accelerated Reader. STAR Reader assessments will be carried out termly to review and monitor children's reading progress.



Whilst pupils are reading, teachers should use this opportunity to hear a reading group read aloud using their guided reading book or take children individually to model reading aloud using their library book.

Classes should visit the local library termly to ensure all classes have access to a larger variety of texts. It is the responsibility of teachers to organise a visit to the local library. The library should be contacted prior to the visit.

Developing Vocabulary

The STAR approach should be used to develop vocabulary across early, first and second level. Use the vocabulary planners in **Staff> Year> Planners MASTERS> Literacy> Vocabulary> Vocab Planner Master** and paste a copy into your class folder.

The STAR Approach to Vocabulary

1. Select

P1-3 – Select words from your ‘Book of the Week’.

P4-7 – Select subject specific vocabulary from a text that links with IDL, Science or HWB.

From the text, select anchor and step-on words. No more than 5 words (step-on words) should be selected to teach over the week.

Anchor Words

Words that the children should already be known to the children.

Step-on Words

Some of these words are difficult words and some children wouldn't know them.

Identify the words that you think would be useful for the children to know – words they will encounter again, that an older child should know; words that would be desirable for them to use in their writing etc. These are the Goldilocks words; not too easy, not too hard and they are the ones you will focus your vocabulary teaching on.

(You may encounter classes where many children do not know the anchor words, so you may need to teach them. For other children you may feel that some of the step-on words are appropriate to teach.)

2. Teach

P1-3

The Book of the Week should be read using the 'Three Read Approach'

1: Before Reading

Highlight the new word/s when introducing the book. Do the children know what they mean? Stress synonyms of the word.

2: During Reading

- Pause before and after the new word.
- Stress the word. Children should say the word. Repeat this several times. Use different tones and voices.
- Point to the word.
- Introduce the word card and discuss the visual/symbol.
- Decide on an action.
- Play the 'Word Rap' and say the word, clap the word (syllables), act out the word, shout the word and whisper the word.

3: After Reading

A play station or active activity should be set up after the first reading session that links with the book of the week. Objects and items should be placed at the station as well as the word cards. This can include role play and outdoor learning.



As the book of the week will link to the theme of your IDL topic. The objects and cards can remain and these can be added to week on week.

An Example of Play Based Activities

The Smartest Giant in Town – Vocabulary Activities		
Anchor Words		Step-On Words
<p>Giant</p> <p>Circle the giant-sized object.</p> <p>Draw something giant you can see from the window.</p>	<p>Behind</p> <p>Guess what is behind the board by feeling it -e.g. teddy, pens, toy.</p> <p>Treasure Hunt – Help find the giants friends from the book. They are hiding behind items.</p>	<p>Strode</p> <p>In the gym hall – use coloured cones and give the children instructions as though they are a giant. They must walk to the coloured marker this way e.g. <u>jump</u>, walk, crawl (emphasis on strode).</p>
<p>Wonderful</p> <p>Ask the children to explain why someone is wonderful. Draw a picture of this person.</p>	<p>Squeaking</p> <p>Listen to a variety of noises and sounds on YouTube. Listen again. This time ask the children to put their hand up when they think they hear a squeaking noise.</p>	<p>Notice</p> <p>Playground Walk: Look at the lower playground what key features do you notice.</p> <p>Look at the pitch – what do you notice that is different.</p>

P4-7

Step-on Words should be introduced using ‘Active Reading’.

Session 1: Introducing the Words and Before Reading the Text.

Target words should be prominently displayed and the words read one at a time to the children. Children repeat the words and the practitioner then gives a simple definition for each word. At this stage lengthy exploration of the words doesn’t need to take place as many of the ‘Making Words Stick’ strategies are used throughout the sessions.

Session 2: During Reading the Text

The text is read aloud by practitioner and children should ideally be able to see the shared text.

When a target word is mentioned, the children are asked an open-ended question about what has been read (not asked for a definition of the word).

For example, if the word 'dairy' comes up in a text about farming ("The dairy farmer feeds the cows with the best lush green grass. Dairy cows need to be kept healthy. Farmers used to milk dairy cows by hand, but now they use electronic equipment to make the process more efficient") question could be along the lines of – Why do you think dairy cows need to be kept healthy/What do you think the dairy milking process looks like etc. The target word should be included in the question.

Session 3: After Reading the Text

1. At the end of the reading session
 - repeat the target words then ask the children to repeat the word several times.
 - link it to a visual representation – a picture or symbol (this should also be on the word card that will be displayed on the wall).
 - clap the syllables, find rhymes with the word, split the words into sounds and say it to partner.
2. Discuss the meaning/definition, word parts, different contexts. Use real objects/diagrams etc. to demonstrate the meaning of the word. Have these available for the child to explore to reinforce the meaning of the word during the week.

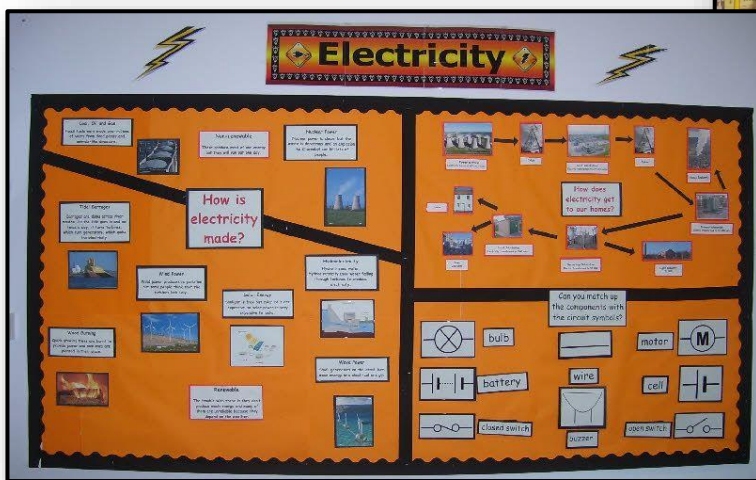
Ask children to use the target words in sentences – not sentences heard from the text.

For example, for the target word 'dairy', they may say "I like dairy foods because I like milk on my cereal."

3. Children can now be supported to think of an action for each word and or a sound. This will help them make associations when they next hear the word and make it more likely that they will remember what it means.
4. There should be follow up task/s that can be done during the session or at another time during class work. Examples include using a mind map/graphic organiser to record and illustrate the words, drawing their favourite word or making something that illustrates the word

5. At the start of the next session, the previous target words should be reviewed.

Once you have taught the Step-on words, put the words and symbol/picture onto a display. Make sure this is at child height and that any words there are accessible for the children to remove and use for spellings etc.



3. Activate

To help a child remember and understand the word you will now need to “activate” it. A normal lesson can be a useful vocabulary learning environment. Making sure the target word is used many times in a lesson; engage the children in practical activities where they are thinking about the word in question. Encourage the children to use the words themselves. Explore related words and concepts. Flag up when you use the word (“there’s our word again!”).

4. Review

Review the word at the end of the lesson. You could go through a few of the “teach” activities again and make sure the children all say the word again. (Try shouting the word, singing the word, whispering the word.)

You will then need to remind the children of the word at regular intervals, e.g. the next day, the next week, the next month etc.

Assessment

The children don't need to read the words, but should show that they remember the word, can verbally put in a sentence and tell you a rough definition. If assessing every four weeks, you don't need to assess all of the words for every text – you can select two or three from each book and this will give an overall view of how well words are being retained.

Primary 1-3 should assess the retention of words every 2 weeks. This should be done using the flashcards made during the teach session and recorded of the Vocabulary Planner and Assessment document.

Primary 4-7 should assess the retention of words every 4 weeks or at the end of a topic. This should be done using a quiz format or in your end of topic assessment. Children should be asked to match the definition to the word or symbol (that has been used during teaching). Record this on the Vocabulary Planner and Assessment.

Supporting Learners with Literacy Difficulties

Interventions

Primary 1-4 – Phonics Intervention - Rainbow Readers

Precision teaching is used to support children that require additional phonics and spelling teaching. See [Precision Teaching- An Introduction](#) for information and an explanation of the precision teaching method.

After each phonics and spelling assessment (every 3 weeks), teachers should complete the 'Phonics TIG Tracker' – found on the shared area under **Staff> Literacy > Reading > Phonics and Spelling**. Teachers should identify children who require a targeted intervention. Teachers may identify these children due to absence or if they feel they require additional teaching based on assessment data. Teachers should indicate which spelling words/sounds they should focus on from their previous teaching block.

An outline of the 'Rainbow Readers' targeted intervention can be found on appendix

Primary 5-7 – Spelling and Phonics Intervention - Read, Write, Inc.

Read, Write, Inc. Fresh Start is used to support children who require additional phonics and spelling instruction within the upper school. These children will be identified by the class teacher and the CLOL. Groups will also be organised by the CLOL. The Read, Write, Inc. programme is run by a Support for Learning worker. Children who are commonly placed in this programme are those with dyslexia however children that require additional literacy support can also be placed within this programme.

A Support for Learning worker will complete the 'Read, Write, Inc.' tracker which will be monitored by the CLOL. This can be found in **Staff>Tracking> Read, Write, Inc.> 22-23**

It is the responsibility of the teacher to liaise with the Support for Learning Worker and monitor children's progress within the group.

EAL

EAL assessments will be carried out in February each year. Children identified as 'New to English' or 'Early Acquisition' will require additional support. This information alongside support strategies should be included in class transfer

notes. If possible, 'New to English' and 'Early Acquisition' learners will be taken for additional support.

Teachers must ensure they access the EAL assessment tracker after the assessment block to view what support suggestions have been recommended. This can be found in **Staff > EAL > Assessment**

EAL children will require additional time during assessments.

Digital Technologies

Reading

Children may use the following to listen to a text.

- Immersive Reader
- Text to Speech

Writing

All children with Dyslexia **MUST** use either.

- Clicker Writer (Ipad App)
- Microsoft Word
- Book Creator
- Notes (Ipad)

This can be used in conjunction with a written piece. This decision should be made in agreement with the ASN Co-Ordinator (Mrs Somerville) and noted within the child's ISP.

Find instructions of how to use all of the digital tools on the **Glow Connected Learning Teachables** tile.



Oxford Book Levels – Project X

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
9			
10			
Year 3 / Primary 4	7-8 years old	11	Grey
		12	
		13	
		14	
Year 4 / Primary 5	8-9 years old	15	Dark blue
		16	
Year 5 / Primary 6	9-10 years old	17	Dark red
		18	
Year 6 / Primary 7	10-11 years old	19	
		20	

Rainbow Readers



- **Teachers** to complete 'Phonics TIG Tracker' after phonics assessment (every 3 weeks).
- **PT** to organise 'Rainbow Readers' groupings. Rainbow Readers to take place in the afternoon NOT during literacy teaching time.

Outline of Rainbow Readers Session

1. **Select Target Words:** Choose three words/sounds that they can read/write and two that find difficult. These are the five words that you will work on in each session.
2. **Teaching (approx 10 minutes):** Teach the 5 selected words/sounds explicitly and in a multisensory way. Discuss the words so that the child knows how many syllables it has, what the word means, how to use it in a sentence, what may be the tricky bit and so on. Use the magnetic letters boards alongside the five-finger strategy hand to make and break the word/sound (only for phonics, not common words). Use flashcards and games once they have built the word.
3. **Test.** After each teaching session, administer a 1-minute test. You are measuring how many correct and incorrect responses the child achieves in the 1 minute. To carry out the test, use the probe (test) sheet containing the 5 selected words which should appear randomly and repeatedly.

***Go through the probe sheet beforehand only if the child can't say the sound/word. Ask the child to read the words on the probe sheet and tick or cross these as you go. Give the child 1 minute to do this. ***

The child needs to write down each of the 5 words given orally and randomly for a period of 1 minute. After each 5 words are written, the child should turn a page in their 'Rainbow Readers' jotter. This is so they don't rely on what they have previously written.

4. **Chart the child's progress:** After testing, you will know how many correct and incorrect responses there were in a minute. You can
- transfer both the number of correct and the number of incorrect responses onto your fluency chart.
 - join the week's results up with a straight line.
 - involve the pupil in charting their progress.

Complete this process until the child has achieved 90% success of the words read/written within one minute in three separate sessions.

Moving On: Start the process again with new target words. The child can be removed from the TIG once they have completed all target words/sounds identified by the teacher.