

Nateby Primary School
EARLY READING & PHONICS

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

(Taken from the Statutory Framework for the Early Years Foundation Stage)

How will Early reading and Phonics be taught?

Intent

Throughout Early Years, activities concentrate on developing pupils' speaking and listening skills, phonological awareness and the key skills of oral blending, segmenting and manipulation. These experiences are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with high quality books

Implementation

Through high-quality teaching of phonics, we will teach our pupils to develop the skills and knowledge they need to develop as confident readers who have a love of books. Children will be taught individual letter sounds in a specific order as set out in the 'Letters & Sounds' document. These will be taught discretely in a daily phonics lesson. Children are then encouraged to rapidly recall these sounds and using systematic synthetic phonics, they will orally blend the sounds together to make words. Children will decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.

Reception

Children in Reception will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to our phonics programme.
- Read simple phrase and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words.
- Re-read books to build up their confidence in word reading and their fluency and their understanding and enjoyment.

Early Reading

We make sure that children read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers.

Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to children; they are soon able to read these texts for themselves.

Children take home reading books that mirror or supplement the phonics texts being used in daily phonics lessons; and ensure that the children are presented with reading material to match their phonic knowledge, improve their fluency and reading confidence.

In this way, pupils will be encouraged to use their phonics skills and knowledge as their primary reading strategy. As pupils find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. Increasing the pace of reading is an important objective.

Impact

The Reception Baseline Assessment (RBA) is conducted within the first few weeks of children starting school. Children complete tasks to assess early vocabulary, phonological awareness, early reading and early comprehension skills.

Phonics assessments are conducted at the end of each half term. Reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Additional support and extra phonic sessions are timetabled into the day where needed.

By the end of the Reception year, children are expected to have achieved the following in comprehension and word reading.

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Children will continue to be taught phonics throughout Year One and this will be in groups set by the children's ability. Towards the end of Year One, pupils will take part in the Phonics Screening Check. Where necessary, and if the expected standard has not been achieved, phonics lessons will continue for these pupils into Year Two.

WIDER EXPERIENCES – Cultural Capital & multiculturalism

The Reading Framework – teaching the foundations of literacy begins by setting out the social, cultural and economic importance of reading. The conceptual model is based on two dimensions of language comprehension and word reading. It states the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language. A vital part in all children being able to read is the early and successful teaching of phonics. To the individual, it matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone. At Nateby Primary we place great value on reading as it is the key that unlocks the ability to access the whole curriculum; we want all of our pupils to be successful in life. We take care to build wider reading experiences into our curriculum planning. Reading is given a high profile through daily, quality first teaching but also through extra events such as poetry days, whole school reading Peer2Peer days, celebrating authors as part of World Book Day and so on.

COVID 19 RESPONSE

Throughout the period of home schooling, phonics and reading was built into the daily timetable for pupils at home, as was the case for pupils in school. Separate phonics lessons for Reception and Year One pupils were delivered on a daily basis via zoom. The content was the same as was taught in school. Activities and work were set by the class teacher to practice phonics and reading skills. Each day a class story was shared with the pupils in school and those at home and children were able to interact with each other via zoom during this storytime. Reading was encouraged and parents had the opportunity to change reading books as and when requested by parents. Reading and phonics remained a priority for pupils at home.