

# Early Reading Policy

## Early Reading and Phonics at White Laith

November 2022

### Intent

We aim for all pupils to:

- Be confident readers and writers
- Become fluent, skilled and attentive readers
- To have a love of reading
- To achieve at least age-related expectations in reading

### Implementation

We use the White Laith Primary School Phonics Progression Chart to inform our teaching.

#### Nursery

- Whole class and small group story time – at least 2 high quality stories read each day
- Whole class rhymes and songs twice a day
- X2 per week class singing session with pianist focus on sound discrimination, voice sounds and rhythm and rhyme
- book areas both inside and outside – include favourite books, story prompts, characters etc.
- Many areas of provision linked to fiction and non-fiction books and/or rhymes
- Activities in provision which link to phase 1
  - General sound discrimination – environmental
  - General sound discrimination – instrumental
  - General sound discrimination – body percussion
  - Rhythm and rhyme
  - Alliteration
  - Voice sounds
  - Oral blending and segmenting

#### Reception

- Whole class phonics teaching every day for approx. 15-20 minutes (including up to 3 differentiated groups)
- Additional phonics in small groups or individually to support keeping up
- Enhanced provision - Challenge area includes phonics activities – adult in the challenge area to facilitate and provide additional focus teaching/application
- Continuous provision – Phonics shelves activities designed to support over-learning
- Daily individual reading with an adult – sound/word cards and reading book
- Small group reading teacher-led session x4 per week
- Story time (x1 per day) include carefully selected stories. Children become familiar with stories, rhymes and poems

- Book areas both inside and outside – include favourite books, story prompts, characters etc. Book areas include phonics books children can read, the class story from the previous week, some favourite books and books linked to topic
- Provision areas include carefully selected fiction and non-fiction books linked to current topic
- Weekly class singing session with pianist focus on early reading skills including rhythm and rhyme
- Word cards and reading books sent home weekly
- Class iPad used for independent 'Teach your monster to read'
- NELI -speech and language vocabulary intervention for targeted pupils

## Year 1

- Whole class phonics teaching every day for approx. 15-20 minutes (includes up to 3 differentiated groups )
- Some children have 2 sessions per day to support acceleration and keeping up
- Challenge baskets include phonics activities
- Morning reading session includes:
  - independent reading of current reading book and words cards
  - x1 per week 20 minute session of independent access to online Teach your Monster to read,
  - x4 times per week read to an adult
- Afternoon reading session differentiated to include:
  - teacher-led Code Reading groups
  - additional phonics session
  - independent Spelling Shed practice linked to current learning
- Story time (x1 per day) to read the class novel
- English sessions include at least two picture books per half term
- Book boxes include favourite books, topic books and story prompts.
- Weekly class singing session with pianist focus on early reading skills including rhythm and rhyme – development from Reception
- Reading books sent home weekly and group phonic words sent home on Dojo

## Year 2

- Whole class phonics/spelling teaching every day for approx. 15-20 minutes (up to 3 differentiated groups)
- Some children have additional sessions per day (word cards) to support acceleration, overlearning and keeping up
- Challenge baskets include phonics activities
- Morning reading session includes independent reading of current reading book and words cards, x5 per week reading to an adult
- Afternoon reading session differentiated to include adult-led Code Reading groups, and independent comprehension activities
- Story time (x1 per day) to read the class novel
- English sessions include at least two picture books per half term
- Book boxes include favourite books, topic books and story prompts.
- Reading books sent home weekly and group phonic/spelling words sent home on Dojo/paper

## **Involving parents**

- Talking Tips cards shared on entry to Nursery
- Nursery story boxes
- Nursery Rhymes sent home on Dojo
- Monthly Nursery learning at Home sheets
- Annual Chatterbox Challenge
- 'Helping your child read' parent information meeting in first weeks of Reception
- Videos posted on Dojo – correct pronunciation of phonemes
- Top-tips for blending and segmenting and videos of staff modelling blending and segmenting with a child – posted on Dojo
- Book lists to encourage bedtime reading/wider reading at home
- Links to useful websites to practice early phonics
- Information leaflets from local Library service – activities at the local library
- Words cards and reading books sent home weekly – Reading diary used to record progress and support communication between home and school
- HFW words (Reception) sent home on Dojo as they are introduced
- Weekly phonics/spelling s for year 1 and 2 sent on Dojo
- Invitations to join in whole school book/storytime events

## **Reading**

Quality age-appropriate texts are used to teach reading and inspire children to be life-long learners.

Children in Nursery are introduced to stories which are re-read many times to ensure children build up a bank of familiar stories they enjoy. Stories, rhymes and songs are used to encourage children to listen, join in and talk with adults about stories. .

In Reception children are taught to read using a systematic phonics programme which is consistent across the Early Years and KS1. Children are introduced to letters and sounds (phonemes) in a sequential manner moving from single phonemes cards to word cards to phrases to books.

Early reading books are organised so that children read decodable books which run alongside or a little behind the teaching so that children always feel a sense of achievement when reading. Children are given daily opportunities to practise reading these books in school and are encouraged to read at home every day too.

In addition, children join in with whole class daily story-time sessions which include a mixture of picture books and extend to class novels as children move through year 1 and 2.

Reading for pleasure is developed through involvement in whole school reading challenges and events, scheme books which provide quality and variety and carefully chosen texts which support topic work. Our language rich curriculum and environment ensures that children are immersed in high-quality vocabulary from the start – children are encouraged to talk about stories, make predictions and share their ideas with adults and peers.

## **Assessment**

Teachers carry out ongoing assessment within phonics sessions and during individual reading – teachers use this information to inform planning. Teachers record this on the grapheme phoneme correspondence sheet.

Phonic assessment sheets are used half termly to track progress.

High frequency words/tricky words are checked on an ongoing basis when reading individual books.

Year 1/2 weekly spelling test includes a range of the current week's phonics and of previously taught. A dictation sentence is always included at the end – this sentence will also include some high frequency/tricky words.

## **Common terminology used when teaching systematic synthetic phonics**

Blend: to draw individual sounds together to pronounce a word

Segment: to split a word into phonemes in order to write the word

Phoneme: the smallest single identifiable sound

Grapheme: a letter or groups of letters representing one sound

Digraph: 2 letters making one sound

Split digraph: vowel digraph separated by a consonant when making a long vowel sound. This is also referred to as a 'blank' (a-e, e-e, i-e, o-e, u-e)

Trigraph: 3 letters making one sound

Adjacent consonants: referred to as consonant clusters

## **Structure of phonics session**

Phonics sessions will be whole class or group and will all follow this format. Sessions should be paced with lots of opportunity for all children to say and hear phonemes aloud and blend and segment.

The balance of blending and segmenting in a session is determined by the teacher in response to the needs of the children.

During the session learning should move from phoneme – word – sentence/question. This helps children see the application of phonics in reading.

### **Review: flashcards of sounds/ words previously learnt**

- teacher will decide how many previous phonemes to cover
- focus on phonemes children are struggling with or are particularly tricky – informed by ongoing assessment

### **Teach: teach a new phoneme – practise how to blend/segment within words. Teach new 'tricky' word**

- show phoneme on card or board
- adult models action
- children respond and copy altogether

## **Practise: practise blending and/or segmenting in a different way**

- use 'robot arms' to segment (say the word then segment and blend to write)
- use sound buttons to blend and read words
- partner work – blend to each other
- read cards and lists of words
- quick write given words

## **Apply: show how the skill can be used practically**

- Teacher reads a sentence – children spot and write the word
- Dictation – listen and write the given sentence
- Read a silly sentence – is it true or false
- Read a question and give their answer
- Create own sentences containing the focus words

## **Resources**

Bug Club Phonics reading books will be used in sequence to match the phonics progression.

Other reading schemes (eg Big cat, Floppy phonics) are organised into phases to match the phonics progression and used to provide extra practice and breadth

CODE readers may be used as an intervention when children have been introduced to all the phase 2 and 3 phonemes but are not progressing

Teachers will use: phoneme cards, phoneme frames, objects, word cards, actions (Jolly Phonics), sound button, robot arms

Teachers will use manipulatives: magnetic letters, tactile letters, pebbles, wood blocks, pegs

Sound cards/mats with linked actions to support recognition.

Children will have individual phonics/word packs as appropriate.

Mnemonics used and encouraged for tricky words

Children may write on whiteboards when practising segmenting skills as a group or class

Teachers will follow the White Laith letter formation script when teaching letter formation – children will be taught to say this out loud. *Letter formation banner is on display in all classrooms.*

## **Intervention**

### **White Laith CODE Reading – 15-20 minutes session**

1. **Write**
  - a. HFW from the current book (already written for children in their books or to be copied from the board)
2. **Share**
  - a. 'Before you read page' - read together
3. **Listen and follow**
  - a. - Adult reads and children follow – adults
4. **Read**
  - a. independently or to partner (use taking turns strategies eg popcorn reading)

## 5. Write

- a. Copy and sentence from the book or...
- b. Write your own sentence to match a picture or...
- c. Dictation sentence

## **Professional support and development**

- All staff receive in-house support and training from our Phonics lead teacher.
- Opportunities are provided for staff to observe each other to ensure consistency.
- Additional support and training is also provided by the SENDCO. This support is tailored to the specific needs of individual pupils.
- Development work undertaken with Trust colleagues provides the vehicle for staff to share expertise and good practice.

# White Laith Primary School – Phonics Progression Chart

(aligned to Bug Club Phonics)

Term	Phase	Phonemes	Common Irregular/High Frequency Words
Rec HT1	Phase 2 unit 1 & 2	s a t p i n m d	
	Phase 2 unit 3	g o c k	to
	Phase 2 unit 4	ck, e u r	the, no, go
Rec HT2	Phase 2 unit 5	h b f ff l ll ss	l, into, her
	Phase 3 unit 6	j v w x	me, be
	Phase 3 unit 7	y z zz qu	he, my, by, she
	Phase 3 unit 8	ch sh th ng	they
Rec Spring 1	Phase 3 unit 9	ai ee igh oa oo (long) oo (short)	we, are
Rec Spring 2	Phase 3 unit 10	ar or ur ow oi	you
Rec Summer 1	Phase 3 unit 11	ear air ure er	all, was, give, live
Rec Summer 2	Phase 4 unit 12	Adjacent consonants consolidation cvcc, ccvc, ccvcc, ccvc, cccvcc	said, have, like, so, do, some, come, were, there, little, one, when, out, what
Year 1 First 2 weeks	Revision to inform assessment and recap		
Year 1 HT 1	Phase 5 unit 13	wh ph	oh, their, people
	Phase 5 unit 14	Long a: ay a-e	Mr, Mrs, Ms
	Phase 5 unit 15	Long e: ea e-e (y, ie, ey)	looked, called, asked
Year 1 HT 2	Phase 5 unit 16	Long i: ie i-e (y i)	water, where
	Phase 5 unit 17	Long o: ow o-e o/oe	who, again
	Phase 5 unit 18	Long u: ew ue u-e short oo: (u/oul)	thought, through
Year 1 Spring 1	Phase 5 unit 19	aw au al	work, laughed, because
	Phase 5 unit 20	ir er ear	<i>Thursday, Saturday, thirteen, thirty</i>
	Phase 5 unit 21	ou oy	different, any, many,

Year 1 Spring 2	Phase 5 unit 22	ere/eer are/ear	eyes, friends
	Phase 5 unit 23	c k ck ch	<i>two, once</i>
Year 1 Summer 1	Phase 5 unit 24	ce/ci/cy sc/stl/se	great, clothes
	Phase 5 unit 25	ge/gi/gy/dge	It's, I'm, I'll, I've
	Phase 5 unit 26	le mb kn/gn wr	don't, can't, didn't
	Phase 5 unit 27	tch sh ea zh (w)a o	<i>First, second, third</i>
Year 1 Summer 2	Phase 6 unit 28	Suffix morphemes: ing, ed, er, est	<i>clearing, gleaming, rained, mailed</i>
	Phase 6 unit 29	Plural morphemes: s es	<i>Men, mice, feet, teeth, sheep</i>
Year 2 Autumn 1 First Half term	Revision to inform assessment and recap		
Year 2	Year 2 Spelling see English Appendix 1		