



Yeading Infant and Nursery School

Reading

Intent

At Yeading Infant and Nursery School, it is our aim that by the end of Key Stage 1 all children develop the skills to become competent, independent readers who enjoy reading. We aim to nurture a love, appreciation, and curiosity of books through rich reading experiences, using high quality texts during English and reading sessions.

In the Early Years we follow the Early Years Foundation Stage curriculum, and our teaching of reading links heavily to the Early Learning goal of 'Communication and Language'. In Key Stage 1 we follow the National Curriculum.

Links to EYFS- Early Learning Goals

Word Reading

- 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.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key Stage 1 National Curriculum Expectations - Year 1

Reading - Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Writing - Transcription

- Write words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet.
- Naming the letters of the alphabet in order.
- Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes using:
 - the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs;
 - the prefix un-;
 - -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Key Stage 1 National Curriculum Expectations - Year 2

Reading - Word Reading

- Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Writing - Transcription

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Spell common exception words.
- Spell more words with contracted forms.
- Spelling using the possessive apostrophe (singular), for example, the girl's book.
- Distinguish between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly.
- Apply spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Implementation

Phonics and Early Reading

In the nursery children have access to books, they listen to stories and develop their listening and auditory discrimination skills. These listening skills are essential and build the basis of early phonological awareness.

In daily phonic lessons they learn to orally blend and segment sounds in words.

Reception children begin to make connections between sounds of spoken words and the letters that are used to write them down. They learn to begin blending phonemes to read and write words.

We use Twinkl Phonics as our Systematic, Synthetic Phonics

Programme to teach reading throughout the school. Twinkl Phonics is a Department for Education validated programme. A clear, structured progression through the programme allows all our pupils to meet or exceed the expected standard. Daily phonic lessons in all year groups and repeated practise ensures that phonic knowledge sticks and becomes automatic.

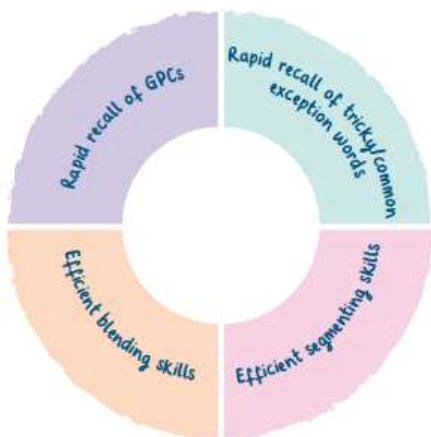


Structure of a Phonics Lesson

Younger children enjoy consistency of approach in their phonics lessons and to know what is coming next. Therefore, similar activities should be used. This helps to build their confidence with phonics learning.

Older children may enjoy more variety in approach and a wider range of activities. This helps them to see phonics as part of the wider curriculum and understand that the skills taught in phonics lessons can be applied in all aspects of learning.

However, for all children, it is important that the structure and routine of your phonics lessons covers the four cornerstones of phonics every day.



The structure of every phonics lesson follows this five-part pattern to ensure that the four cornerstones of phonics are covered:



Phonic Screening Check

The Phonics Screening Check is a compulsory assessment taken by all children in Year 1 attending a state school in England. It is a quick and easy check of each child's phonics knowledge and is designed to check whether pupils understand phonics to an appropriate standard. The Phonics Screening Check takes place towards the end of Year 1.

The check is a list of 40 words (some real words and some non-words) that children read one-to-one with a teacher.

Children who do not meet the required standard in Year 1 will receive additional support in phonics and retake the check in Year 2.

Reading Practise Sessions

We use both individual and guided reading to teach reading alongside phonics. As soon as pupils begin to decode, they participate in guided reading sessions which are taught twice a week. Teachers use books matched to the pupils' secure phonic knowledge during guided reading sessions. These sessions have a clear focus, and three key reading skills are taught:

- Decoding
- reading with understanding and expression
- comprehension: teaching children to understand the text.

Helping children to keep up

Pupils who are at risk of falling behind with their reading are identified through continuous assessments. These children are then provided with additional support by a trained adult to help 'keep-up' with their peers.

Decodable Texts

Children are assessed each half term to check their progress and to select the right level of decodable text based on their phonic knowledge.

Our range of decodable texts exactly match the progression of the Twinkl Phonics programme to give children the opportunity to practise the phonic skills and common exception words (tricky words) they are currently learning.

Each week, children take home a selection of decodable phonic books for additional practise, and a book of their choice from the school library for enjoyment and to fuel discussion and develop language and vocabulary. In addition, pupils can access Bug Club interactive e-Books at home, providing additional reading opportunities for children.

<https://www.activelearnprimary.com.au/home>



Whole School Teaching of Reading

In the Early Years, children encounter stories, poetry, songs and rhymes daily. They are encouraged to listen carefully, discuss rich new vocabulary, and take part in book talk to share their thoughts. We foster a love of reading by providing an inviting book corner in each classroom, continuous provision activities and Talk for Writing units.

Through the Talk 4 Writing approach, units of work are carefully planned and structured around a high-quality text that has been chosen to link with the curriculum topic, model a specific text type or to promote a love of reading itself. Through this teaching, children have opportunities to improve their speech and language skills, learn new vocabulary and improve their comprehension of the text. This then leads on to children producing a written piece of work linked to the text.

Reading Scheme

As children complete the Twinkl Rhino Readers reading scheme the teacher guides them to the next level reading books. When children can read with accuracy, automaticity, and a clear understanding they become a 'Free Reader', giving them greater freedom to explore genres that interest them.



Every child has a reading record where parents can communicate with the teacher about their child's reading. Parents are encouraged to listen to their child read daily and discuss what they have read.

Approx Reading Recovery Level	Rhino Readers Phonic Level	Year Group Expectation
Pink 1	2a	Below expected Reception
Pink 2	2b	
Pink 2	2c	
Red 3	3a	Below expected Reception
Red 4	3b	
Red 5	3c	
Yellow 6	4a	Below expected Reception
Yellow 7/8	4b	
Blue 9/10	4c	Expected Reception
Blue 11/Green 12	5a	Below Expected Y1
Green 13/14	5b	Below expected Y1
Orange	5c	Below expected Y1
Turquoise	6a	Expected Y1
Purple	6b	Below expected Y2
Gold	6c	Below expected Y2
White	N/A	Expected Y2
Lime	N/A	Exceeding Y2

Story Time

Pupils listen to stories and poetry each day, read aloud by an adult. This encourages book talk, promotes reading for enjoyment, develops comprehension and promotes the development of a wider vocabulary.

Monitoring and assessment

Staff regularly assess pupils reading during class reading sessions. Half termly monitoring of reading progress and phonic knowledge is conducted by the reading support teacher and during termly pupil progress meetings. Children who require additional support are identified and allocated an appropriate intervention to help 'close the gap'.

During the summer term, all children in year 1 are assessed in their ability to apply phonics knowledge to read a range of real and nonsense words. Children who do not meet the required standard in the Phonic Screening check repeat it in year 2. The Phonic Screening check is a statutory requirement.

Reading Interventions

At Yeading, we acknowledge that children progress at different rates and that some children find reading more challenging than others do. To support these pupils, we have a range of interventions such as:

- Reading Recovery
- Boosting Reading @ Primary (BRP)
- Small catch-up phonics groups
- Early Morning Readers
- T/A readers

Parent support

Research shows when home and school work together, children make better progress. We value highly, the support that parents provide in helping their child learn to read. We hold year group meetings to inform parents how they can best do this. Our online reading resource 'Bug Club' provides eBooks for children to read and re-read at home.

Once a week from 8.45a.m. - 9.00a.m. parents can stay in their child's class and read a story with their child. This is a fun way to promote reading and provides positive role models for the children.



Inclusion

We ensure that all children have equal access to the curriculum. Where necessary the teacher will support children with SEN through differentiated activities and adult support from the class teacher and T.A. Individual Education Plans for reading are drawn up by the teacher and Inclusion Manager for children with specific reading difficulties. These children are then supported through a range of intervention programmes available in school. Parents are involved and kept fully informed.

The interests of individual children are taken into consideration when reading materials and activities are selected. We ensure that books available to children in school represent as wide a range of cultures as possible.

Impact

How we measure the impact.

- Half termly phonic tracker information
- Progression through book bands
- Results of mock screening checks at regular intervals throughout the year.

- Results of the Phonic Screening Check at the end of Year 1
- End of Key Stage 1 SAT's results

Enrichment

Established links with Yeading Library



Author Visits



Theatre groups

Visits to Beck Theatre

World Book Day Celebration



Pyjamarama Day

National Poetry Day Celebration



Date: May 2024