

Guide to Early Reading at SJTD

2022-2023

Phonics in Nursery

Phase One phonics is taught in Nursery once all children have transitioned into the class. Phase One phonics activities are taught daily. The Nursery teacher should continue to focus on teaching oral-blending before children are introduced to grapheme-phoneme correspondences (GPCs). This can be done throughout the day, for example in the register. This follows the advice contained in Letters and Sounds which states 'it is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme-phoneme correspondences' (p42).

If there are children who are able to orally-blend with a range of words, an additional adult should begin to teach Phase Two phonics, following the plans from Little Wandle. Children who have begun Phase Two phonics should be given books to take home that match the sounds they have been taught that week to provide further opportunities to consolidate their learning at home.

Phonics in Reception

As soon as all children have started Reception, the class teacher begins to teach Phase Two phonics following the Little Wandle scheme. During the Autumn One term, the teacher continues to practice the skills of oral-blending from Phase One to ensure children are able to apply the phonemes they are taught. At the end of the first half term, the children complete a phonics assessment from Little Wandle. The information from this assessment is used to organise the children into groups. Each group works with an adult who has completed the Little Wandle Phonics training and continue to follow Little Wandle plans that are appropriate to the needs of the children in their group.

At the end of each half term, children are assessed to test their recall of GPCs, blending and segmenting skills with these GPCs as well as recall of tricky words using Little Wandle's assessments. This assessment data is analysed with the EYFS Phase Leader to decide what next steps each child has. This information should be used to plan future phonics groups and to inform parents of their child's progress in phonics.

Throughout the year, the children in Reception are taught Phase Two, Phase Three and Phase Four, following the Little Wandle scheme. Children are given books to take home that match the sounds they have been taught that week to provide further opportunities to consolidate their learning at home. Some Home Learning tasks should also include phonics activities to provide parents with opportunities to help children consolidate their phonics learning at home.

Phonics in Year One

Whole class Phase Five phonics is taught daily in Year One from Term One. For children who are not yet secure in blending Phase Two and Three phonemes in CVC words or polysyllabic words in Phase Four, they continue their phonics groups from Reception, following the Little Wandle Rapid Catch Up programme.

Children are given books to take home that match the sounds they have been taught that week to provide further opportunities to consolidate their learning at home.

At the end of each half term, children are assessed to test their recall of GPCs, blending and segmenting skills with these GPCs as well as recall of tricky words using Little Wandle's assessments. This assessment data is analysed with the Phonics Subject Leader to decide what next steps each child has. This information should be used to plan future phonics groups and to inform parents of their child's progress in phonics.

Children will undertake a mock phonics screening check in Spring term to enable teachers to identify children who need additional support and to familiarise children with the resources they will see in the Phonics Screening Check. They will undertake the Phonics Screening Check in Summer One term in the allocated week with an adult they are familiar with. These results are shared with parents when the pass-mark is released.

Phonics in Year Two

Phonics continues in Year Two for children who did not pass or did not take the Phonics Screening Check in Year One. Teachers should be given information about the results of the Phonics Screening Check for new entrants who have attended another school in the UK when they join the class. This small number of children need to continue to be taught phonics daily following an assessment of their recall of GPCs and ability to use these to blend monosyllabic and polysyllabic words. The assessment should be carried out by the EYFS phase leader who will then allocate the children to groups who follow the Little Wandle scheme.

Children are given books to take home that match the sounds they have been taught that week to provide further opportunities to consolidate their learning at home.

At the end of each half term, children are assessed to test their recall of GPCs, blending and segmenting skills with these GPCs as well as recall of tricky words using Little Wandle's assessments. This assessment data is analysed with the Phonics Subject Leader to decide what next steps each child has. This information should be used to plan future phonics groups and to inform parents of their child's progress in phonics.

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Reading with children in Nursery

Each new starter is given a book bag containing a book at their Home Visit. During their transition days, each child is given a Reading Record that they take home in their book bag along with a book they have chosen from the book corner.

Children read once per week with either the Teacher or Teaching Assistant. In these sessions, children have the opportunity to change their book if they wish. The adult reads with each child, focusing on developmentally-appropriate objectives drawn from our Reading curriculum. A positive comment should be written in the child's reading record which highlights one thing the child is doing successfully and one thing they should practise.

Children should take the following books home each week;

-Book to match Phonics being taught (Phase One books or Phase Two books) – chosen by an adult

-Book from book area to promote love of reading – chosen by child

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Children should take the following books home each week;

-Book to match Phonics being taught (Phase Two, Three or Four books) – chosen by an adult

-Book from book area to promote love of reading – chosen by child

Towards the end of the year, children in Reception are assessed against the Reading Early Learning Goals – Word Reading and Comprehension. These judgments are based on the child's reading and phonics sessions. The results of these assessments are shared with parents.

Reading with children in Year One

Guided Reading sessions take place daily. In Autumn One, Children are organised into Guided Reading groups based on the assessment data the class teacher receives from their Reception teacher. These groups are not fixed and children move between groups throughout the year as necessary.

In a daily Guided Reading session, the teacher leads a Guided Reading group. The children all read the same book, selected by the teacher with a specific objective taken from the Reading curriculum. A positive comment is written in the child's reading record which highlights one thing the child is doing successfully and one thing they should practise. The other groups complete a pre-reading task, a follow-up task and read in the book corner. In Year One, this may include activities to familiarise children with the resources used in the Phonics Screening Check.

Children take home the following books;

- Book that contains new phonemes being taught this week to allow them to practise new skills – chosen by adult
- Book from book area to promote love of reading – chosen by child

Reading with children in Year Two

Guided Reading sessions take place daily. In Autumn One, Children are organised into Guided Reading groups based on the assessment data the class teacher receives from their Year One teacher. These groups are not fixed and children move between groups throughout the year as necessary.

In a daily Guided Reading session, the teacher leads a Guided Reading group. The children all read the same book, selected by the teacher with a specific objective taken from the Reading curriculum. A positive comment is written in the child's reading record which highlights one thing the child is doing successfully and one thing they should practise. The other groups complete a pre-reading task, a follow-up task and read in the book corner. In Year Two, this may include activities to familiarise children the Reading SATs papers as they prepare for these tests.

Children take home the following books;

- Book that contains new phonemes being taught this week to allow them to practise new skills – chosen by adult – for children who have **not** passed the Phonics Screening Check in Year One
- Book that matches a child's book band – chosen by adult – for children who have passed the Phonics Screening Check in Year One
- Book from book area to promote love of reading – chosen by child