



Early Reading Overview

Our approach to early reading and phonics is aspirational yet achievable. We aim for children to learn to read as quickly as reasonably possible, so that they can move from learning to read to reading to learn, giving them access to the treasure house of reading.

Foundations to Phonics	Synthetic, Systematic Phonics	Reading Practice Sessions	Reading for Pleasure	Home Reading	Assessment	Intervention
<p>Develop focused listening skills, learning to listen to longer stories and engaging in story talk.</p> <p>Develop an understanding of the key concepts of print.</p> <p>Develop an early enjoyment and understanding of books and stories.</p> <p>Develop an understanding of what a word is and begin to recognise words with the same initial sound.</p> <p>Develop phonological awareness – clap/ count syllables and spot/suggest rhymes.</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Whole class sessions delivered daily in Reception and Year 1.</p> <p>Oral blending is taught and modelled in every lesson in every phase.</p> <p>Phase 2, Phase 3 and Phase 4 graphemes are taught alongside mnemonics to support retention.</p> <p>Children begin to 'Grow the code' as they begin Phase 5.</p> <p>Review lessons on Fridays help children to become fluent readers.</p> <p>Year 2 pathway – from phonics to spelling.</p>	<p>Children in Reception and Year 1 and those still receiving the phonics programme in Y2, take part in reading practice sessions in small groups, using a book matched to their secure phonic knowledge.</p> <p>Each practice session has a clear focus to include Decoding, Prosody and Comprehension.</p> <p>All reading skills sessions begin with GPCs, tricky words and decodable words that children will be exposed to in the book they will be reading, in order to set them up for success.</p>	<p>In EYFS and KS1, adults read to children daily, where the focus is on the enjoyment of reading and sharing stories.</p> <p>High quality texts (that are regularly refreshed) are available for children to take home and enjoy with their family.</p> <p>Each classroom displays their class author termly.</p> <p>Strategically placed books that link with curriculum topics and interests are in all classrooms.</p>	<p>EYFS and Year 1 children take home decodable books that are matched to their independent reading ability.</p> <p>Year 2 children currently receive book banded texts which are organised according to Phonics phases. Beyond phonics phase 5 children continue through the banded books, following assessments of miscue analysis, comprehension and fluency.</p>	<p>Formative assessments takes place in all Phonics sessions, review lessons and reading practice sessions.</p> <p>Summative assessments take place in week 6 of each half termly cycle using the Little Wandle assessment tool.</p> <p>Following a review in September, Year 1 children complete an assessment to form a baseline. New starters also complete these.</p> <p>Year 1 complete phonics screening checks, PIRA Reading Test in the autumn term and NFER Reading Tests in the spring and summer terms during whole school assessment weeks.</p> <p>Year 2 complete termly NFER tests in reading.</p>	<p>Placement assessments are used to track and monitor progress and identify specific phonics gaps.</p> <p>Children receiving keep up support are reassessed at three week intervals.</p> <p>Children receive precision teaching for GPCs and tricky words in each phase where the need is identified.</p>