



# Early Reading in EYFS and KS1 @ Airy Hill Primary School

Airy Hill Primary School is committed to:

- Teaching **EVERY** child to read
  - Closing the word gap
- Developing a love of reading

September 2019

## Phonics overview

- All phonics teaching follows the Letters and Sounds programme using LCP planning and the five-part lesson structure (review, teach, practise, apply). There is total fidelity to this programme at all times
- All phonics teaching begins on day 1 in Reception
- Phonics lessons are taught daily in Reception, Y1 and Y2 without exception, continuing for pupils in KS2 when required
- 4 sounds are taught each week with a review lesson taught on the fifth day
- Where possible, phonics is taught to the whole class. Individual children who require extra support have small group sessions additional to these lessons to ensure a keep-up not catch-up approach
- All phonics teaching is discussed daily between both class teacher and teaching assistant to ensure that all phonics is applied across the whole curriculum
- Children are assessed half-termly and the lowest 20% of pupils are identified and support put in place immediately
- The teaching of phonics is monitored weekly by the leadership team

## Progression

Expected outcomes throughout the year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1				Some children begin phase 2	
Reception	Phase 2	Phase 3		Consolidating and applying phase 2 and 3		Phase 4
Year 1	Consolidate phase 3 and 4	Phase 5 Part 1	Phase 5 Part 2		Phase 5 Part 3 Phase 6	
Year 2	Phase 6 No nonsense spelling and daily reading					

**Below is a chart showing the order that children will be taught the sounds**

Phase 1	<ul style="list-style-type: none"> <li>• Listening to and for sounds.</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>• Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, ll, ss</li> <li>• Tricky words: the, to, go, no,</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>• Sounds taught: j, v, w, x, y, z, zz, qu</li> <li>• ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>• Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>• Recap all previous sounds.</li> <li>• Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>• Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>• Learn new phoneme zh</li> <li>• Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>• Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>• Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>• Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>• Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>• Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>• Investigate how adding suffixes and prefixes changes words</li> <li>• Introduce the past tense</li> </ul>
<p><b>Glossary.</b>  <b>Phoneme-</b> the smallest unit of speech-sounds which make up a word.  <b>Grapheme-</b> the written representation of sounds.  <b>Tricky word-</b> word which cant be sounded out  <b>Keywords-</b> high frequency words  <b>vc word-</b> vowel consonant word (it, as)  <b>cvc word-</b> word made up of a consonant, vowel, consonant (cat, dog)  <b>Initial sound-</b> first sound in word</p>	

**Daily session structure** (LCP planning supports this)

**Revisit and Review**

- Practise previously learned phonemes, graphemes and red words.

**Teach**

- Investigate new phonemes, graphemes.
- Include one or two red words.
- Consolidate how to blend and segment to read and spell - **sound buttons are the agreed method to support the teaching and learning of segmenting and blending. You cannot sound button red words as they are non-phonetically decodable.**

**Practise**

- Provide opportunities to practise the knowledge and skills taught in this session.

**Apply**

- Provide opportunities to read and write words, sentences or questions using the day's graphemes and red words.
- If writing, ensure that handwriting expectations are in line with writing across the curriculum.

**Assess**

- Provide an opportunity for the children to independently apply the skill they have developed
- Plan future sessions and activities to observe application of phonics skills

\* Red words are taught to all children within each phase. The children must refer to these words as red words. On displays and on flash cards, these words must be either in red font or on red paper / card. Children must learn that a red word cannot be sounded out. We do not use the phrase tricky word as we are promoting a culture of success within reading.

### Environments

- All classrooms have an interactive phonics working wall, which supports all taught sessions and provides support for independent follow up work - complex speed Y1 upwards / simple speed sounds reception
- All children have immediate access to a large speed sound chart which should be next to the whiteboard and at a useable height.
- All provision areas are text rich to promote a love of reading
- Y1 - access to speed sounds always
- All labels / key words are sound buttoned within all areas and all displays to support independent use for the children

### Resources

- Every phonics area has a set of P2 -5 sounds for teacher use
- Blank phoneme frames available to all pupils
- Phonics book after Christmas in Y1 (1 per child)
- Interactive and accessible display board (see environment)

### Assessment

- Every child's phonics booklet is updated half-termly with an adult
- Phonics whole class tracker is updated electronically every half term, in English file on server. On here, the lowest 20% of pupils and pupil premium children are identified separately and immediate support is planned.
- Termly phonics screening check completed by Y1 class teacher for Y1 pupils and Y2 pupils who did not pass the PSC the previous year
- Children requiring extra support are provided with a 'more of the same approach' with intensive phonics teaching which is additional to the class sequence

Reading at school - please see each year group's reading offer at the end of this document.

- All children develop their phonic ability during 1:1 reading time each week where the phonic approach to decoding is reinforced. This is using a book which has been selected by the class teacher based on the week's phonic teaching (fluency focus)
- Daily reading session occurs with a phonically decodable text linked to each child's ability

- EYFS grouped reading for pleasure

Each group shares an engaging text challenging for their ability

Each group has a planned, adult led, reading session each weekly

- Book should have been read in advance by the class teacher
- Teacher reads the text to the children / with the children
- Questions planned for retrieval and comprehension
- Assessment notes made by the class teacher

**Grouped reading will support children in developing the following areas and skills**

**ELG 01 Listening and attention** - children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**ELG 02 Understanding** - They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**ELG 09** - They demonstrate understanding when talking with others about what they have read

**Exceeding**

**Listening and attention** - They listen attentively with sustained concentration to follow a story without pictures or props.

**Understanding** - After listening to stories children can express views about events or characters in the story and answer questions about why things happened.

**Reading** - They can describe the main events in the simple stories they have read.

**Focus Questions (choose one area to focus on or a range – use as discussion prompts)**

Vocabulary –

Inference –

Prediction –

Explain –

Retrieve –

Summarise –

Sequence –

Date:

Teacher leading the session:

Child's name

Comments on progress towards statements  
(Please write the ELG number and any  
comments next to it when evidence is found)

○ Year 1 grouped reading

The teacher leads decoding sessions on a Monday, Tuesday and Wednesday.

On Thursday and Fridays, the children take part in whole class reading sessions with an engaging text. Their comprehension is then developed through the whole school approach of VIPERS.

○ Year 2 reading approach

During the Autumn term, children will have guided reading carousel Mon- Thu and take part in the Schofield and Sims comprehension activity as a whole class on a Friday

- Termly visit to the local library where a selection of age-appropriate and recommended texts are available for the children (reading for pleasure)
- Daily story time (reading for pleasure)
- A cosy, inviting and well-organised reading area for children to enjoy is within each classroom which is part of the carousel approach to teaching reading (reading for pleasure)
- Recommended reads (taken from 100 books list) displayed in the reading area

Reading at home

- Phased books are chosen by the class teacher based on each child's phonics knowledge and given to the child for the week to encourage re-reading and practise (fluency)
- All children choose and take home books to read for pleasure with their families. These are chosen from the library and are able to be changed at the child's discretion (reading for pleasure)

- All children are expected to read every night of the school week and record this in their reading record.
- Annual parent's meeting to discuss phonics, progression and strategies to support their child's learning

## Our Reading Offer

### **Reception Reading Offer**

Parent's meeting

Each day - parent's join the class for decoding time and phonics games (this is modelled and explained)

Daily letters and sounds phonics with sentence reading

Daily individual readers

Weekly comprehension development with enriching text

1:1 and small group boosters for the lowest 20% of pupils

### **Year 1 reading offer**

Twice daily letters and sounds phonics

Daily reading for fluency and decoding

2 x a week whole class reading for comprehension building

1:1 and small group boosters for the lowest 20% of pupils

### **Year 2 reading offer**

Daily whole class reading

Daily reading for fluency and decoding

Weekly whole class reading diet

Weekly individual readers

1:1 and small group boosters for the lowest 20% of pupils

### **Year 3 reading offer**

Whole class reading daily

Daily decoding and fluency time

Weekly individual readers

Weekly reading diet lesson

1:1 and small group boosters for the lowest 20% of pupils

### **Year 4/5 reading offer**

Whole class reading daily

Weekly individual readers

Weekly reading diet lesson

1:1 and small group boosters for the lowest 20% of pupils

### **Year 6 reading offer**

Whole class reading daily

Weekly individual readers

Weekly reading diet lesson

1:1 and small group boosters for the lowest 20% of pupils

Daily reading booster 8:30 - 9

**For all**

High quality texts in class with daily story time

High quality texts to loan from the school libraries - age and content appropriate  
not banded

Phonically decodable texts

See reading for pleasure offer in brochure



