



# Early Reading Approach at Primrose Hill Primary

## Early Reading Intent

Reading underpins the Primrose Hill curriculum children develop a love of and enthusiasm for storytelling. Our class reading sessions ensure immersed in a wide range of fiction, non-fiction Children read independently for pleasure and in directed guided reading small groups to develop comprehension skills. Books are carefully ensure a clear progression of skills and challenge. Class texts are selected from Centre in Literacy's Core Book list to ensure quality, and linked to cross curricular topics to ensure embedded across the curriculum. Our library has a wide range of non-fiction books to promote reading and research in all subjects.



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This policy looks at how we support children to develop the knowledge and skills to become fluent readers in their Early Years and KS1. At Primrose Hill we believe that phonics must be taught through a systematic and structured phonics programme from the outset.

## Early Reading and Systematic Phonics

The Little Wandle Letters and Sounds Revised programme is followed across EYFS and KS1 to implement and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet each represent a different sound, that these sounds can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Our phonics teaching starts from the outset in Nursery and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our children will be able to tackle any unfamiliar words that they might discover. At Primrose Hill we also model these strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum - choosing core texts to help with this. We have a strong focus on the development of language skills for our children because we know that oracy is crucial skills for reading and writing in all subjects. If children cannot say it, they will be unable to read and write it.



## How we will teach phonics

Grow the code grapheme mat Phase 2, 3 and 5

S s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h
b bb	f ff ph	l ll le al	j jg dge ge	v vv ve	w wh	x	y y	z zz s se ze	qu
ch tch ture	sh ch ti ssi si ci	th	ng	nk	a	e ea	i y	o a	u o-e ou

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- In the Nursery, children will follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance. The focus here will be on daily oral blending and language development through high quality stories and rhymes.
- In Reception and Year 1, children will follow the progression within the Little Wandle Letters and Sounds Revised programme. Phonics will be taught daily with a review session on a Friday.
- Phonics starts in Reception in week 4 to ensure the children make a strong start.
- By the end of Reception, children will have been taught up to the end of phase 4.
- By the end of Year 1, children will have been taught up to the end of phase 5.
- Reception lessons will start at 15 minutes, with daily additional oral blending – increasing to 30 minutes as soon as possible.
- Year 1 lessons will be 30 minutes long.
- In Year 2 phonic lessons will be taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment. (This will also occur in Year 3 as needed)
- In Year 2 - Year 6 there will be phonic 'keep-up' sessions following a set model to address specific reading/writing gaps. These will be short, sharp sessions lasting 10 minutes in length and taking place at least three times a week.

### Reading practice sessions

- Children across Reception, Year 1, Year 2 (and beyond if appropriate) will apply their phonics knowledge by using fully matched decodable readers in small group reading practice sessions.
- These sessions will be 10 - 15 minutes long and happen three times a week. There are approximately 6 children in a group.
- The sessions will follow the model set out in Little Wandle Letters and Sounds Revised.
- The children will then take the same book home at the end of each week to ensure success is shared with the family.
- In Reception these sessions will start in week 5. Children who are not decoding, will have 'keep up' sessions, following the model set out in Little Wandle Letters and Sound Revised.

### How do we assess phonic knowledge?

- In Reception and Year 1, at the end of each week there will be a review session which recaps the learning. There will also be whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment).
- Children identified in Reception and Year 1 as in danger of falling behind will be immediately identified and daily 'keep up' sessions put in place – sessions will follow the Little Wandle Letters and Sounds Revised programme.
- In Reception and Year 1, the children will be assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker.
- The children in Year 1 will continue to sit the Phonics Screening Check in the Summer Term.
- Children who do not pass the Phonics Screening Check in Year 1, will re-sit this in Year 2.
- Children who are in Year 2 - Year 6 and need 'keep up' sessions will be assessed through teacher's ongoing formative assessment as well as half termly summative assessments.

## HOME READING

Across Reception and KS1, alongside our daily phonics lessons, each child will take part in 3 reading practice sessions as detailed above. The reading sessions will have 3 different foci:

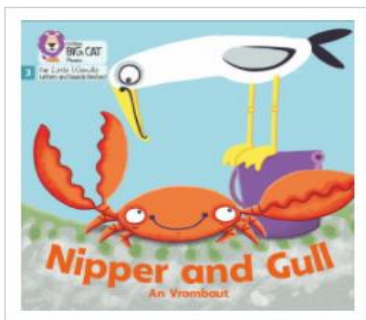
- Decoding
- Prosody - reading with rhythm, stress and intonation
- Comprehension

Children take home their reading book to 'show off' the skills they have learnt and to practise and embed their newly acquired skills. ALL children will be bringing home two books each week (a reading practice book that they have read at school, and a sharing book to develop their love of stories). We expect children in EYFS and KS1 to read every day with their parents/carers as per the advice below.

### Parent Information: A reading practice book

This will be at the correct phonic stage for your child. They should be able to read this fluently and independently as it is matched to their phonics stage and what they have learnt that week (hence it may seem too easy, but it will help to develop your child's fluency and confidence in reading).

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together. You will know which book it is as it will have '**Collins Big Cat Phonics for Little Wandle Letters and Sounds Revised**' in the top



left corner.

Please look at the **instructions on the inside cover** to help you support your child's reading at home.

The book will then need to be returned **every Monday** so that the sets can be collected. A new book will be sent home before the end of each week. Please continue to bring in your book bag every day.

It is really important that you look after the book and return it. Each book is part of a set that is needed for a group of readers. If you lose the book we will ask for a payment of **£5.00** so we can replace it. Until the book is returned (or paid for if lost) we will not be able to provide a new book.

### Parent Information: A sharing book

Your child will not necessarily be able to read this on their own, particularly children from Reception to Year 2. This book is for you both to read and enjoy together.

In order to encourage your child to become a lifelong reader, it is important that they learn to **read for pleasure**. The sharing book is a book they have chosen from either their class or school library for you to enjoy together.

You can discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters; explore the facts in a nonfiction book.

The main thing is that you **have fun!** REMEMBER children are never too old to be read to!