



## What does **Early Reading** look like at **Humberston Cloverfields**?

### **Intent/Implementation**

Reading is a key priority of Humberston Cloverfields . We reflect in our ethos the vision that all children, regardless of their background and needs should be able to read by the time they leave our academy and use regular assessment to provide support and first quality teaching to ensure children do not fall behind and have the experiences and support they need to achieve. We develop phonological awareness in our everyday teaching approach in Nursery to ensure children learn the pre-skills required to move onto our Systematic Synthetic Phonics programme in Reception. From this our language-rich curriculum allows children to be able to develop their communication and language skills in order to aid their reading comprehension. The children then transition to Monster Phonics on their entry to Reception. Teachers use half-termly AFL tool (Monster Phonics Tracker) to assess and plan for all children from Foundation Stage to KS1 and is then carried on within KS2 to support those children who have not mastered phonics.

Daily phonic interventions are taught by teachers in KS2 for those children who require extra support to achieve their potential and coincide with the school ambition that all children at Humberston Cloverfields will learn to read.

Dependent upon their admission to Humberston Cloverfields, the majority of children begin their phonetic journey in Foundation Stage 1 (Nursery). As they enter the Foundation stage they are greeted with an outstanding learning environment that promotes curiosity, communication and the promotion of the Characteristics of Effective Learning. The Continuous Provision has been set up to provide children with the vital learning skills they will need to become successful and literate individuals with a heavy focus on Communication and Language development as this is a key development point for the academy. To complement this environment, children are taught to develop their phonological awareness through a tailored and bespoke programme, focussing

on the developmental aspects of pre-reading before moving onto our SSP Monster Phonics.

Their phonic journey starts with the discrimination of sounds, to allow children to develop their listening and attention skills and this becomes the basis that they build upon to become successful learners. The lessons are matched to the curriculum however, the focus is on development to help these vulnerable children succeed. The routine within the whole of Foundation Stage is carefully planned to ensure the children master the language needed for phonetic success and this is weaved in purposely to address both the language gap and the heavy focus on receptive and expressive language. They do this through listening for environmental and instrumental sounds, alliteration, rhythm and rhyme and voice sounds ultimately allowing the children to orally blend and segment words e.g. hearing that c-a-t makes 'cat'. Children will then move onto Monster Phonics at the start of the reception year. In the first term, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters (digraph), but in Term 1, children focus on learning the 19 most common single letter sounds. By the end of Term 1 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.'

Term 2 comes next with children being introduced to the remaining, more difficult and/or less commonly used phonemes mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/. Alongside this, children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'. They learn the names of the letters, as well as the sounds they make. Activities might include learning mnemonics (memory aids) for tricky words, practising writing letters on mini whiteboards, using word cards and singing songs like the Alphabet Song. By the end of Term 2, they should be able to say the sound made by most, or all, single sounds and graphemes/ digraphs and trigraphs, blend and read CVC words made from these graphemes and read 12 new tricky words.

### **Key Stage One**

Children in Year 1 continue their phonic journey building on the success of the Systematic Synthetic Phonic Programme in Reception. Year 1 concentrates on

consolidating and refining the children's knowledge, introducing more spelling patterns and more common exception words. Children will practise reading and spelling CVCC words, read and spell high frequency words, practise reading and writing sentences and learn more tricky words including have and like. This allows children to become more confident when blending words together. During Year 1 the words are designed to contain consonant clusters and work alongside the grammar, punctuation and spelling objectives from the National Curriculum. Where needed, children take part in phonics intervention at the appropriate level for their ability delivered by a strong phonics teacher. This is offered as bespoke, high quality sessions to give children the opportunity to revisit and consolidate learning from the morning phonics session.

Children will then move onto Term 2 (Y1) where they learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'. They learn about split digraphs such as the a-e in 'name.' They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.' As they transition through from Year 1, to further build on the success of our phonics programme, phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers and this continues throughout the whole of Year 2 to ensure children can consolidate their understanding of phonics to decode words and this transitions when appropriate to more spelling, punctuation and grammar objectives, exploring different word-types etc. Children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Within the final phase of the Systematic Synthetic Phonics programme children will learn how to use prefixes, suffixes, about past tense, new spelling rules and when to use apostrophes. As you will see (and hear) as you walk around our academy, reading is a huge priority at Humberston Cloverfields and underpins everything we do, allowing children to access the full curriculum offer.

All children who are accessing phonics sessions take home a phonic decodable book which is precisely matched to their phonic ability. These books are

changed on a weekly basis which allows parents and children to celebrate their reading success. All parents are invited to take part in workshops so they can support their children's learning at home and to have an understanding of the Year 1 phonics screening check.

## **Key Stage Two**

Where needed, children take part in phonics intervention at the appropriate phase for their ability. This is offered as bespoke, high-quality sessions ensuring that all children leave our academy as fluent readers. All children who are accessing phonics sessions take home a phonetically decodable book which is precisely matched to their phonic ability. These books are changed on a weekly basis which allows parents and children to celebrate their reading success.

As you will see (and hear) as you walk around our academy, reading is a huge priority at Humberston Cloverfields and underpins everything we do, allowing children to access the full curriculum offer.

## **Impact**

At Humberston Cloverfields, phonics is held as the beacon of teaching children to decode successfully, allowing their first step to reading fluency being a strong start and the transition from Early Years to Key Stage One and beyond to ensure no children falls behind in being able to decode. The ability to decode is allowing the children within our school to access and read a variety of high-quality texts and genres then combined with our rich reading curriculum this allows children to have a rich and balanced reading experience and diet.

Regular practice of decoding is throughout the curriculum both directly and indirectly allowing children to further enhance their ability to read with accuracy, speed, fluency, and confidence. This means that by the end of Year 1, the number of children at Humberston Cloverfields passing the phonics screening check is in line with national average.

Due to the alignment of home reading books to the taught sounds this allows children to further enhance and embed the taught skills from the dedicated phonic sessions at home, thus creating an amazing atmosphere of learning to read both in school and at home.