



Approach to Early Reading



Overview

At Moorside, Phonics is taught through the *systematic, synthetic phonics* programme outlined in Read, Write Inc. *Fidelity to the programme* is key and all staff understand the benefits of a clear and consistent programme of SSP.

Throughout the programme; children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters; they need to represent them, in three sets of *Speed Sound Lessons*. Simple mnemonics help children grasp the letter-sound correspondences. This knowledge is taught and consolidated every day. This will begin in Nursery and continue through to Year 2.

High frequency words that are not phonetically regular are taught as 'Red Words'.

Once ready, children are given phonic books within the lessons that are closely matched to children's increasing knowledge of phonics and red words so that, early on, they experience of success and as a result they grow in confidence. Repeated readings of the same book throughout the week increase their fluent decoding. Children will read this book at least three times throughout the week.

The first read, children focus on accurate word reading. The second, on developing fluency, and the third, on comprehension. Fluency and comprehension increase with each repeated reading.

Each book includes and recaps Speed Sounds to practice, Red words, a thought-provoking introduction, and comprehension prompts to discuss with the teacher.

Each Phonics lesson will include spelling, and an appropriate writing task.

Grouping & Assessment

Children are assessed and grouped according to their phonic knowledge. We aim to group children into the fewest groups as possible meaning that we are not limiting children's progress. Ongoing assessment means that groups are adjusted accordingly to ensure the best progress for each child.

Additional intervention may be put in place for individual children/groups where appropriate.

Phonics is revisited throughout the day through 'Pinny Time' whereby sound cards are flashed at the children.



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Year group sequence

Each year group has a strategic programme of study which maps out which phase and sounds are taught weekly so that every child can be closely tracked; ensuring that no one is at risk of falling behind. For those children who do struggle to keep up, a catch up plan is identified and implemented as a matter of urgency so that any gaps are diminished as quickly as possible.

Nursery

- Teachers to teach environmental sounds through small group sessions. Exposure to letters within continuous provision.
- Teachers then teach set one sounds, following the Read Write Inc. sequence. Activities to include initial sound recognition. Children to be sent home with these new sounds daily.
- Reinforce knowledge of set one sounds, and begin to blend CVC words. Children sent home with lilac sound blending books.



Reception

- Teachers to re-cap & teach all set one sounds, and to be reading 'Photocopy master' sheets in groups when ready. Children taught corresponding Red Words alongside daily sound.
- Children to build up from phonics session to incorporating 'Red Ditty Books' and writing activities.
- Children to be secure in Set 1 & Set 2 sounds, and be reading Green Reading books in lessons by the end of the year. Children should be working within the full 45 min - hour RWI lesson sitting on tables and recording in books



Year One

- To recap set 2 sounds and teach set 3 sounds. To expose as many children to these as possible. Start on pink books; aim to finish first term on orange books.
- Children to be secure in set 3 sounds. Aim to be reading yellow books by the end of spring.
- Children should be secure in all sounds and be aiming to read blue/grey books by the end of the year.



Year Two

- Children who did not pass the phonics-screening check need to carry on learning all sounds (according to assessments).
- Small group in yr2 who still need to access the reading books as their English lesson to do so if appropriate.
- Children who have finished the Read, Write Inc phonics scheme to move onto the Read, Write Inc spelling scheme.



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Phonics at home

Children will practise reading speed sounds and red words and will be given a corresponding Read, Write Inc. book bag book which is matched to their phonic knowledge. Children will also be exposed to a range of other reading books, which are still matched phonetically to their appropriate phonic level, however will provide children with a variety of vocabulary and genres known as our challenge books.

Book Bag Books

Review of sounds and Story Green Words from the corresponding classroom Storybooks

Beth's chip shop has lots of chips.

Big, fat fish and chips
Yes.

Beth's chip shop, Set 1 Green

Accessible texts, thematically linked to the classroom writing tasks

The twins fight – in the night!

Big feet stamp and crash.
But I need to sleep!

Then the twins hit the punchbag – in the night!
Thump! Bump!

But I need to sleep!

Retell the story
Use your writing for very quiet.

Up all night, Set 3 Pink

Comprehension activities, 'Retell the story' and 'Questions to chat about', in each book

At other times, Bill can forget about being brave. He can just be normal. Bill the volunteer. He goes into schools to teach children about sea safety.

Bill adores being a volunteer lifeboat crew member. "I can save lives," he says. "What could be better than that?"

Questions to read and answer
Put your hand to read the question and choose the correct answer.

1. Bill had rescued a swimmer the day before / a fishing crew the day before / a fishing crew the night before.
2. When Bill gets a phone call from the Coastguard he has to wait until he has finished at the bank / can leave straight away / leaves when it's 3 o'clock.
3. The helicopter had to get the man to hospital quickly, as he had to get back to fishing / was ill / had to meet someone there.
4. Bill adores being a lifeboat crew member as he can save lives / can spend lots of time at sea / gets paid very well.

The lifeboat crew, Set 7 Grey

BOOK BAG BOOKS

Supportive notes for parents and carers

How to use Book Bag Books

1. **READ PHONICS STORYBOOKS IN CLASS**
Children read a levelled Read Write Inc. Phonics Storybook in class.
2. **TAKE HOME STORYBOOKS**
Children take home a black and white version of the levelled Read Write Inc. Phonics Storybook.
3. **TAKE HOME BOOK BAG BOOKS**
Children take home a carefully matched Book Bag Book, after reading the black and white Storybook at home, and finishing the Get Writing activity in class.