

Townhill Infant and Nursery Curriculum- Subject leadership Reading

Rationale- The curriculum has been designed to meet the skills and knowledge outlined in the Early years – Development Matters and the National Curriculum so that children are equipped and ready with the competencies and understanding needed for the next stage of their education.

Reading for pleasure and wider reading:

Book themes have been selected by the staff which reflect our children’s interests for example Julia Donaldson is a key author focus across the school as our children have a real love for the rich language, rhyme and storylines in her books. Books have also been chosen to reflect our locality and the local community and the wider culture we serve, for example choosing books that celebrate diversity and being different – books such as “The same but different” in year R , “The mega hair swap” in year 1 and “Julian is a mermaid” in year 2. We have also ensured that books have been selected to teach children key SMSC skills such as building high aspirations, friendships, resilience, looking after our planet and being kind to others- for example, “ Dear Greenpeace” in year 2 , “Be more Bernard” in year 1 and “The rainbow fish” in year R. We have also selected books that widen our children’s knowledge about the diverse cultured community of Great Britain for example “Perfectly norman” in year 1 and “Sulwe” Year 2. We have also selected books that encourage reading around the foundation subjects selected for each year group. This enhances the link between reading and curriculum subjects, for example for example, “Katie Morag Islands stories” links to the Islands topic in geography in year 2 or, “you wouldn’t want to sail on the Titanic” links to the Titanic history topic.

Across the school, learning has been designed to build on prior knowledge so children can make links and build on their knowledge of stories, language and authors. For example; simple books with repetitive language are chosen in Nursery, books with patterned language and familiar themes are chosen in year R (eg. The pigeon has to go to school or Each peach pear plum). This is then built on in year 1 with a focus on traditional tales (E.g. little red riding hood) and then expanded on in the quality and richness of text in year 2 with Roald Dahl and Michael Rosen.

Every classroom has an inviting book corner that encourages a love for reading. In EYFS, children have access to the reading corner every day in their free flow time. Each term the classes swap book boxes within their year groups so that children have the opportunity to read and are read to with a wide range of books.

Reading time:

Daily reading is a priority at Townhill Infant and Nursery. Reading time is allocated for 15-20mins daily so children can be read to and enjoy books. In line with the Reading Framework (2023) children at Townhill will learn to decode using a SSP programme (Little Wandle) and children will expand their vocabulary by listening and talking about stories; making critical links between these to develop their vocabulary and language. Reading time will develop children’s store of words because books give children the opportunity to meet words they would rarely hear or use in every day speech. Reading time will develop language comprehension – making meaning from something that is heard – because children will listen to rich and varied texts. Hearing these words then encourages reading comprehension when word meaning is derived from print. Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so far all pupils’ wider learning and progress.

Alongside this, children in the EYFS are exposed to a wide range of poems, songs and rhymes daily using resources from the Poetry Basket and Little Wandle Rhyme Time.

The main aim of storytelling during our Reading Time is to breathe life into the words, capturing the children's attention rather than simply entertaining them. Reading aloud therefore requires preparation. How to emphasise particular words, phrases and sentences needs planning, so that children understand the story as a whole. Our staff consider the following when preparing reading:

- *Voices*
- *Pauses*
- *Word meanings*
- *Asides*
- *Memorable words and phrases*
- *(further guidance appendix 4 The Reading Framework)*

We use these strategies to excite and engage children in our reading time – inspiring them to develop their language comprehension.

Our Reading Time books have been chosen because they elicit a strong response (curiosity/anger/excitement/laughter/empathy), they have a strong narrative, they extend children's vocabulary, they have illustrations which are engaging and reflect children from all backgrounds and cultures, they help children to connect with who they are and they help children to understand the lives of people whose experiences and perspectives may be different from their own. Children thrive on repetition, becoming more familiar with a story enables them to have greater emotional engagement which is why we have one book for the week so children can listen to it again and again.

Systematic Synthetic Phonics:

Intent: We have chosen to use Little Wandle Letters and sounds revisited because it was the closest scheme of work to Letters and Sounds and our staff already had a wealth of knowledge around this. We also had already used the Big Cat books so our children were used to seeing these books in their learning. It has a clear progression which ensures that children systematically build on their growing knowledge of the alphabetic code, enabling them to master phonics as they move through the school.

Implementation:

Daily phonics lessons in Nursery, Reception and Year 1

- We teach phonics for 20 minutes a day. In Nursery, children have 2 short sessions a day encompassing Rhyme time and Phase 1 games and activities. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. This is in line with Little Wandle.
- We follow the [*Little Wandle Letters and Sounds Revised*](#) expectations of progress:
 - Children in Nursery are taught phonemic awareness and oral blending building on listening and attention skills.

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Daily Keep-up lessons ensure every child learns to read
- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading. We will also be following the year 2 spelling and bridging phonics programme once this has been released by Little Wandle in September 2023.
- The lowest 20% receive small group nurture provision to give them specialised support with skilled practitioners. They also receive additional daily reading and phonics keep up catch up.

Guided reading

Comprehension

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. In line with Little Wandle we share focus words from the book daily before children read.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression

- comprehension: teaching children to understand the text.
- Children who are not yet decoding and the bottom 20%, have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books. This will follow Little Wandle's programme in September for year 2
- This ensures children have frequent opportunities to use and embed these skills.

Embedding knowledge

Teaching guided reading three times across the week, teaching Little Wandle and using the termly assessments in phonics ensures children are given opportunities to practise and recall words and language and phonics knowledge.

This is based on EBBINGHAUS curve about how to support retention of information.



Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

- Every three weeks to do the half termly assessments for children in interventions in line with Little Wandle.
- Summative assessment for [Reception](#) and [Year 1](#) is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through an assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

As a product of this systematic synthetic scheme, our reading data end of year R is 66% at age related expectations, phonics screening year 1 is 79% and end of key stage is 68%.

SUBJECT LEADERS;

Group conferencing

Data

Policy

Planning

Work scrutiny

Discussion with year teams

Lesson drop ins

Appendix 4

Preparing a reading	
Anticipation	<p>Before story time, think of how to build up pupils' anticipation through the day. Say things such as: 'Today, I've got a new story by ...'; 'I'm going to read later'; 'I don't want anyone looking into my drawer for the new book.'</p> <p>Give clues to the new book you'll read later – reveal them gradually throughout the day.</p> <p>Hold their eyes with yours and gain their attention. Tell them the name of the author, reveal the title and then start to read.</p>
Pace	<p>Adjust the pace of the reading to match the sense of the story/ poem, as tension builds, and to reflect characters' ways of talking</p>
Voices	<p>Choose the best voice for:</p> <ul style="list-style-type: none"> • the narrator: a neutral voice that won't detract from the characters' voices or a voice that gives away what the narrator is thinking • the main characters: high- or low-pitched? quick or slow? <p>Not everyone can imitate accents successfully, but real life offers a multitude of voices to draw on: the 'trying to impress' voice, the 'listen closely, I've got a good piece of gossip' voice, the 'I will say this only once/firm voice', the 'Oh, I agree (even when you don't)' voice.</p> <p>Remember, the voices have to be maintained for the whole story. If there are too many, it can be difficult for the pupils to identify and recall them.</p>
Pauses	<p>Decide on the best places to pause to convey shock, concern or, sometimes, just to tease. Pausing builds anticipation.</p>
Cliff-hangers	<p>Decide the moment to stop each reading. Leave pupils wanting more. Dickens was a master at this; directors of TV mini-series do this at the end of every episode.</p>

Preparing a reading	
Word meanings	<p>When reading shorter books or poems, wait until the second reading to explain words.</p> <p>Tell the pupils what a word means: if they already know it, there is no point in asking; if they don't, the question is pointless and encourages only guessing. If only a few pupils guess, it will distract others from the story. Even if some pupils know the meaning, it might not be, in any case, the correct meaning in the context of the story.</p> <p>Use short asides to explain a word or a specific use of a familiar word to avoid disrupting the flow, such as "self-satisfaction" – Mole is pleased with himself; "sculling" – that means "rowing".'</p>
Asides	<p>Use asides to show reactions to particular events:</p> <p>- 'I don't think this is appropriate!'</p> <p>- 'Oh, no. This isn't looking like things will turn out well for him.'</p>
Illustrations	<p>Decide which pictures, if appropriate, to show – and when.</p> <p>If you have decided to show a picture, give the pupils enough time to look at it.</p>
Memorable words and phrases	<p>Colour your voice to give words meaning: whooped, wondered, wailed, or to convey an action: sprouted, quivered, squirmed.</p> <p>Emphasise memorable words and phrases. These will feed into pupils' vocabulary and awareness of the syntax of literary texts and increase their comprehension.</p>
Joining in with poetry and stories	<p>Recite the poems pupils have read and discussed during English lessons.</p> <p>Choose the poem carefully – and, as with stories, get to know it before you read, taking into account the actions above.</p>