



St Thérèse of Lisieux Catholic Primary School EYFS Reading & Phonics Vision



Date	Review Date	Responsible Persons
<u>January 2019</u>	<u>January 2020</u>	<u>C.Stott</u>

At St Therese of Lisieux RC Primary School all our policies and practices are based on our school mission statement: 'To Live in Love'

In order to '*Live in Love*' we are called:

- To Love God
- To Love Each Other
- To Love Ourselves

Our mission states that at St Therese of Lisieux RC Primary school all members of the school community 'Know that we are loved by God and we are perfect and precious in His eyes' and 'we enjoy relationships that are rooted in love, trust and mutual respect'

Aims

Our aim is to provide children with a sound knowledge of the basic skills required to develop into confident readers, who have a lifelong love of books and reading.

Reading Schemes

The core reading scheme used in Early Years is Oxford Reading Tree with a variety of branching out books, from the Story World and Project X collections, to give children variety and a range of genre. Children begin with the 'illustrations only' books. These provide essential practice in book handling skills, whilst developing descriptive vocabulary. They also provide a fun start to sharing books with parents at home.

The scheme books progress in the level of difficulty, developing children's sight vocabulary and phonic skills. The scheme is used throughout lower school providing continuity as the children progress. Teachers also have access to a range of fiction and non-fiction books that can be used to supplement the core scheme.

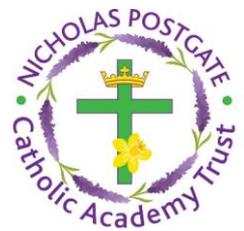
Early Years Reading Programme

The Early Years Reading Programme begins in Nursery. Children are encouraged to take home storybooks to share with their family in order to develop a love of books and reading. The children are also given a sound book containing the Phase 2 letter sounds and actions that can be practised at home. More able children are given key word flash cards and reading books when appropriate.

In Reception Class, and in Nursery with those who are able, the children will read their Oxford Reading Tree book individually to a member of the EY team at least once a week and every child will take home an Oxford Reading Tree book twice a week. A reading record is sent home with the books in which parents and teachers can comment as the children practice their reading in class and at home.



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Parents are asked to keep the reading books for two days and spend time with their children every night reading the stories, predicting what might happen next, recalling main events and segmenting and blending words.

Children who are not yet able to read books containing words will be given a sound pack to take home every Monday. The sound packs contain flashcards, phonics activities and worksheets to help the children recognise the Phase 2 phonemes and begin to segment and blend words.

In addition, during the spring and summer terms, the children will join in structured small group guided reading once a week.

Guided Reading

Group reading allows teachers to target specific ability groups or to focus on specific reading skills. Teachers will use a variety of fiction and non-fiction books from the Project X scheme in order to broaden children's experiences of reading. These sessions develop vocabulary, along with important discussion and reasoning skills. Children are able to practise their phonic skills and strategies such as use of picture clues, or prediction of story endings.

Shared Reading

These sessions are either whole class or small group reading sessions often using a class text, 'Big Books' or text on the interactive whiteboard. The aim of such sessions is to promote enjoyment of reading whilst focussing on key skills and strategies for reading. They are often closely linked to writing or creative tasks that are going on in class at that current time.

Phonic Teaching

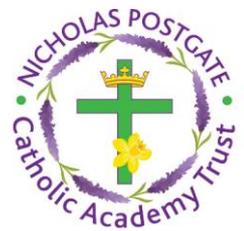
Phonic teaching is delivered in line with the 'Letters & Sounds' phonics programme from the beginning of Nursery. The able children in Nursery and children in Reception class use Jolly Phonics and the Phonics Play scheme to support the delivery of daily phonics sessions. Children in Nursery are also taught the phase 2 and 3 sounds using the Jolly Phonics actions, stories and songs to support their phonic knowledge. A 10-15 minute phonics session will be taught daily throughout the Foundation Stage, with children grouped depending on ability of the cohort. The children are formally assessed half termly, and if required, regrouped in accordance to their ability. The Phonics Play scheme and Jolly Phonics is also used throughout Year 1 to ensure the continuity of progress.

High Frequency Words

When we feel that children are ready, they will also be given sets of high frequency and 'tricky' words to take home and learn by sight. Children will progress through the sets of high frequency and 'tricky' words, and once they become confident in reading all Reception words they will then move onto the Year 1 words. Children are also encouraged to identify and read high frequency words through individual, shared and guided reading, as well as during phonics sessions. Words are also displayed in the classroom and in working areas for children to access during independent and guided activities.



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Recording

All children have reading logs and reading records noting their individual reading progress, along with a group guided reading record which records key objectives and the individual child's contribution to the session. Whole class reading session objectives are recorded on the weekly planning format. Staff may also make observation notes for the Foundation Stage profile during these sessions.

Assessment

Children's on-going development is indicated by their progress through the reading scheme, along with teacher observations in whole class sessions and carefully planned criteria for objectives during group sessions. Phonic knowledge is assessed on a daily basis and formally assessed half termly; children are then grouped accordingly. High frequency word knowledge is checked on an ongoing basis when staff or parents notice an improvement in the children's sight vocabulary. These words are also formally assessed half termly by the EY team.

Differentiation

Methods of teaching in the Foundation Stage allow naturally for differentiation. In some cases, very able readers will be accelerated through the reading scheme, after consultation with the class teacher and the parents of the child. Children who find reading more difficult will be supported by use of alternative books to provide further practice and by targeted small group work.