

## Subject Rationale – Early Reading

### Purpose of study

By the end of the **EYFS** children can read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

During **Year 1**, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

By the beginning of **Year 2**, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

### Intent

At Landscape our intent is to ensure all children develop the ability to read and understand text as quickly as possible. We follow a systematic phonics approach with fidelity across EYFS and KS1. Our Intent is that 95% of children pass the phonics screening in Year 1. If this is not achieved children are supported, through additional teaching, to develop the necessary phonic skills in order to pass the screening as soon as possible.

### Assessment schedule

<b>Order</b>	<b>Reception</b>	<b>Year 1</b>
1	Baseline	Phase 4 Assessment
2	Phase 2 Assessment	Phase 5 Assessment
3	Phase 3 Assessment	Year 1 Screening

Any children who join the school are assessed by the teacher on entry to ascertain their current level and provide any support needed, as quickly as possible. Children will be re assessed on any assessment they do

not secure 80% in. Assessment results are recorded on a central system to aid transitions and allow leaders to support teachers.

### **Implementation**

We use the **'Phonics Bug'** scheme to teach synthetic phonics to children at the early stage of Reading. In EYFS and Year 1 this is explicitly taught in a daily session.

Children identified as needing additional support also receive phonics intervention, once again delivered using bug club and as an additional session to the classes phonics lesson. Children's progress is assessed using ongoing teacher assessment and with termly assessments. Adults leading the intervention make ongoing daily teacher assessments as well as half termly assessments. Children who have made good progress may then no longer need intervention and in some cases, a need for further or more specific intervention or SEN support identified.

Children are issued phonically decodable books at the correct level for each individual child and these are read at both home and school. We teach children that this book should be read multiple times (minimum of three) in order for them to develop automaticity in their reading. These books are read throughout EYFS and KS1 until children no longer rely on phonetically decodable books and are able to move onto 'Accelerated Reader'. Teacher judge this readiness by ensuring children are confident and have the stamina reading books at bug club band of orange and above as well as their guided reading notes. Children then carry out a 'Star Test'.

For children with significant SEN needs, who are making slow progress in their phonics, we seek specialist advice and follow their guidance. We also use evidenced based intervention includes programmes like Nessy. We do not regard SEN as a barrier that cannot be overcome in order for children to become successful readers.

### **Impact**

**Our intent is to reach 95% in the Year 1 phonics screening.**

Each term the Reading Lead and Early Reading Lead monitor the teaching of phonics and analyse the assessment data. This is used to so we effectively allocate school resources in order to ensure that children are developing the necessary Early Reading skills as quickly as possible.