

Early Reading

Intent

Early reading is the cultivation of providing a solid foundation and provision to enable children greater success in literacy. Through high quality teaching and learning, a literary-rich environment and a positive culture of reading, children have regular opportunities to develop and apply their reading skills.



The use of the DfE approved Read, Write Inc. programme in the Early Years and KS1, our phonics provision, is a systematic approach to the teaching of reading based on synthetic phonics. Daily Read, Write Inc. sessions develop children's ability to decode by using phonemic awareness and phonic skills enabling children to meet or exceed their Early Learning Goals (ELG) in Reception and the expectations of reading outlined in the National Curriculum as they move through KS1. Alongside the teaching of phonics, children in KS1 have class reading sessions to develop early skills of fluency and comprehension. In KS2, the phonics based approach already embedded in the early years continues and a whole class reading approach is used, where the learning is focussed on developing fluency, vocabulary and the elements of comprehension.

Implementation

At Heathfield Academy we teach phonics every day. Following the Read, Write Inc. format, phonics reading helps to increase a child's fluency in reading. It is also necessary for the improvement of a child's reading comprehension. Phonetical reading helps the child in understanding and acquiring more vocabulary on daily basis. Read Write Inc. provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

Lesson Structure Reception and Year 1

Phonics session

New graphemes (written letters or groups of letters) are introduced and previously learnt graphemes are re-capped. Decodable words, alien words (not real words) and polysyllabic words are also segmented and blended by the children.

Reading session

'Ditties' and story books are read by the children using partners. Partner work is key in delivering Read Write Inc. phonics; one child will point to the text for their partner to read, before the children swap roles.



This is heavily modelled to ensure it is successful. Comprehension questions are asked and the children are taught to read with expression.

Writing session

The children will orally hold sentences to support and improve their understanding of full sentences in preparation for writing. The children will then write the sentence.

Lesson Structure Years 2 - 6

Phonics/Spelling session

New graphemes are introduced and previously learnt graphemes are re-capped and applied to common exception words.

Reading session

The new grapheme taught is then applied to a reading activity.

Writing session

The children will write sentences containing words taught containing grapheme introduced.

Can you correct my Marvellous Mistakes?

imagine Suppose you had a magical street to be able to make things
 medicine appear and disappear. Imagine the fun you could have.
 knowledge Perhaps you were sitting opposite a smelly appalling
 reign creature. With the click of the fingers the beast would
 length vanish and another click and a unicorn would arrive.
 strength **Task: Write out the sentences correctly.**

suppose _____
 approach _____
 appear _____
 disappear _____
 arrive _____



Applying new sound to reading and writing

Dictation

• _____

• _____

Can you write a meaningful sentence using the word **disappear**?

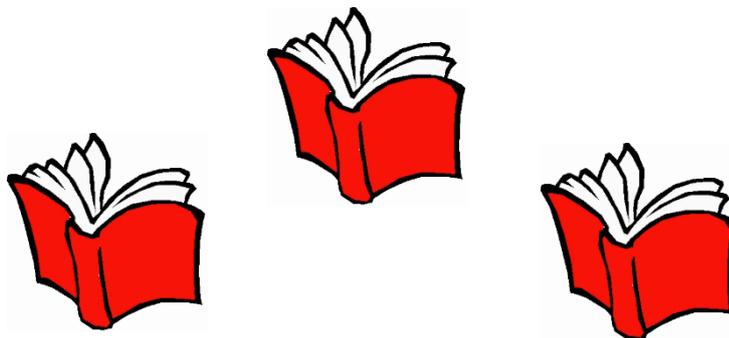


Assessment

Children are set from EYFS – Year 1 in appropriate groups according to their speed of grasping. Each half term, assessments are carried out to highlight any gaps in learning. The children are regrouped, where appropriate, for the start of the next half term. Children from Year 2 – Year 6 are tested weekly online via google classroom quizzes. As a result, parents can monitor what their children are learning at home and the teachers receive an instant assessment that they can track and revisit as needed.

Whole Class Read

Our afternoon session in Reception and Year 1 start with an extra boost of phonics to improve their literacy outcomes and success in their phonics assessments. Children from Year 2 – 6 enjoy a whole class approach to reading as the children become more independent. Whole Class Reading ensures maximum engagement from all children as they take turns reading. High quality, decodable texts continue to support the vocabulary and language development of our children. Whole Class Reading is about developing reading mileage and fluency, which in turn supports the children understanding, and comprehension of texts. The books are pitched at a challenging level and a mixture of classic texts, recommendations from research, children's interests, culturally diverse and modern texts are selected.



Spelling Quiz - er and est & exception words

Choose the correct spelling, good luck!

<p>My brother was fast but I was _____! *</p> <p>1 point</p>  <p><input type="radio"/> faster</p> <p><input type="radio"/> faster</p>
<p>I am the _____ when I'm home with my family. *</p> <p>1 point</p>  <p><input type="radio"/> happiest</p> <p><input type="radio"/> happiest</p>