

## **Early reading at Thames View Primary**



For pupils to succeed in education, reading has got to be a priority. Our aim is for all pupils- irrespective of their needs, abilities or backgrounds- to learn to read fluently, with understanding and enjoyment so that they become lifelong readers. Once children can decode effectively, we aim to build word recognition and develop comprehension skills in order to produce secure, confident, independent readers who enjoy the benefits of reading. We will let them experience all the doors learning in English opens.

At Thames View Primary School, we use ELS – Essential Letters and Sounds – as our phonics programme. It is a whole class teaching programme which is based on the principles of consistency and fidelity. The programme aims to offer the children the experience of joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

### **Phonics in Reception**

- Phonics is taught daily from the beginning in Year R. This is taught through discrete teaching sessions. Interventions are carried out in the lesson, and outside of phonic teaching time using ELS resources to ensure children do not fall behind.
- Phonetically plausible books closely matched to taught sounds changed weekly by the teacher. These commence once children have sufficient knowledge of enough GPCs.
- Phonetically plausible books are introduced to the children through specific reading sessions, both whole class and at an individual level.
- Children will have the opportunity to practise and apply their developing phonic knowledge through workbooks. These will offer opportunities to practice letter formation, decoding and encoding.
- Assessments are carried out termly: sounds, blending and segmenting. Assessments also focus on harder to read words. These assessments are tracked and used to identify gaps and support needed.

### **Comprehension development in Reception**

- As part of the ELS early reading structure, comprehension and reading for meaning is central to learning on the Friday of each week.
- Daily storytime is planned in and uses books from book list, and children's own choices. Repetition and drama are incorporated into our storytime sessions.
- Opportunities to borrow books from the school's reading areas.
- Book corners in classrooms with specific texts.
- Core texts are also used to plan termly learning opportunities and support continuous provision learning.

### **Phonics in Year 1**

- Phonics is delivered daily with children in whole class with smaller intervention group where appropriate for 25-30 minutes every day. Additional sessions are planned for children at risk of not making progress.
- Phonetically plausible books closely matched to taught sounds changed weekly by the teacher based on guided reading lessons. These are matched to children's working knowledge of GPCs.
- Phonetically plausible books are introduced to the children through one-to-one reading sessions, group sessions.

- Children will have the opportunity to practise and apply their developing phonic knowledge through workbooks. These will offer opportunities to practice letter formation, decoding and encoding.
- Assessments are carried out termly: sounds, blending and segmenting. Assessments also focus on harder to read words. These assessments are tracked and used to identify gaps and support needed.

### **Comprehension development in Year 1**

- Daily story time, linked to school's reading spine and children's interest.
- Opportunities to borrow 'grapple' books from the school's reading areas.
- Book corners in classrooms with selected texts
- Discussions around story is initial work around comprehension, discussion within 1-1 reading
- VIPERS reading characters introduced to support teaching of reading skills and are developed through English lessons, where a key text is used. Core reading skills are also taught and applied through guided reading sessions daily. They have opportunities to answer a variety of question types, discuss texts and respond to texts in a variety of ways.
- Termly assessments carried out and tracking systems used to identify successes and areas for development.

### **Phonics in Year 2**

- Throughout Year 2 – discrete teaching of spelling using school's spelling scheme and systems.
- Children who did not pass phonics screen in Year 1 access teaching sessions through ELS adult led sessions and Reading Wise interventions. These children will still read phonetic decodable texts where required.
- Phonetically plausible books closely matched to taught sounds changed weekly by the teacher based on guided reading lessons. These are matched to children's working knowledge of GPCs.
- Phonetically plausible books are introduced to the children through one-to-one reading sessions, group sessions.
- Assessments are carried out termly: sounds, blending and segmenting. Assessments also focus on harder to read words. These assessments are tracked and used to identify gaps and support needed.

### **Comprehension development in Year 2**

- Story time sessions planned for at least 3 times a week, linked to school's reading spine and children's interests.
- Opportunities to borrow 'grapple' books from the school's reading for pleasure book hives.
- Book corners in classrooms with selected texts
- Daily whole class reading linked to high quality and engaging texts.
- VIPERS reading characters further developed to support teaching of key reading.
- Termly assessments carried out and tracking systems used to identify successes and areas for development.

### **Reading in KS2**

- Whole class reading is taught discretely four times per week – this includes opportunities to read aloud, listen to modelled read and paired reading. Texts will be either class texts or extracts.
- VIPERS reading characters used to support teaching.

- Individual colour band book linked to assessments, where necessary. For children who can decode they will choose a book from the class library section with support from teacher in making relevant choices.
- Assessments carried out termly: reading age tests, fluency tests, NTS Reading tests and teacher assessment against tracking statements.
- Where children are at risk of falling behind and need further support, this will be provided through a range of strategies. Phonics interventions include ReadingWise, one-to-one reading, small group discrete ELS phonics teaching and continuation of using school's book match system. Further reading support is also identified and used where appropriate e.g. Toe-by-Toe, precision teaching, reading fluency intervention and small group comprehension support.

### Progression within ELS

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<i>Reception Autumn 1</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<i>Reception Autumn 2, Spring 1 and Spring 2</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception Summer 1</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<i>Reception Summer 2</i> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <i>Year 1 Autumn 1 and 2</i> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <i>Year 1 Spring 1 and 2</i> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<i>Year 1 Summer, Year 2 and Key Stage 2</i> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>