



A Guide to Reading



Early Years Foundation Stage

2021-22

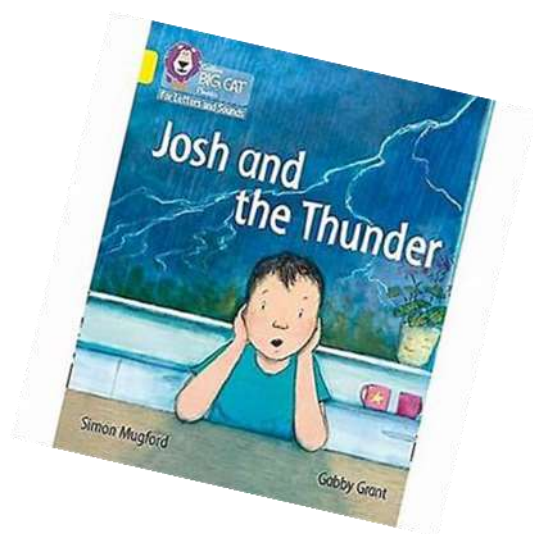
My Book Bag

Every child in school receives a clear, plastic book bag with their name on. These bags are provided to protect our books; please do not use these to carry or store water bottles. We have invested a great deal of money in brand new books and need your help to keep them in good condition for all children to enjoy. **Damaged or lost books will incur a replacement fee of £5 per book. Please send your child's book bag in every day along with their yellow reading record.**

Reading Records

Reading records are used to communicate between home and school. Please write the date, the name of the book and any comments in the boxes provided. Comments are not needed every day; a signature is sufficient to evidence home reading.

These records are only for communication about reading. If you wish to leave the teacher/s a message about any other aspect of school life, please use Tapestry, school email or leave a message at the gate.



Early Years Foundation Stage

“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”

EYFS Statutory Framework Educational Programme

By the end of their Reception year the children are expected to meet ‘Comprehension’ and ‘Word Reading’ Early Learning Goals.

<p>ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;- Anticipate – where appropriate – key events in stories;- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<p>ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Say a sound for each letter in the alphabet and at least 10 digraphs;- Read words consistent with their phonic knowledge by sound-blending;- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Phonics

At Overchurch Infant School, we have developed our own planning and resources based on the government approved programme 'Little Wandle Letters and Sounds Revised'. Some of you may be familiar with the 2007 Letters and Sounds but the revised programme is much more challenging and is delivered at a faster pace than in previous years. All children are expected to be confident, fluent readers by the middle of Year One so a strong foundation in phonic skills is essential in Reception.

We teach the children using a systematic, synthetic approach. This means that children are taught to say the sounds in order through a decodable word and then blend to read it (e.g. c-a-t cat). Tricky words are words that cannot be sounded out and are taught by identifying the tricky part of the word (e.g. to where the o makes an *oo* sound rather than an *o* sound).

If you require more information about how we teach Phonics, please see our videos on the Phonics section of our website.

The programme is sequenced into five phases. Phase One is an ongoing phase throughout EYFS and KS1 and is focused on developing rhyme, alliteration and listening skills. Oral blending and segmenting in Nursery pave the way for early reading and spelling in Reception. The children use Robot Rex to sound out words before attempting to read or spell them.



Expected Phonics progression in Reception

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words 	Review all taught so far

Children are assessed on entry and then half-termly throughout the year. Any children who are 'off track' and falling behind with our Phonics programme will be offered 1-1 or small group intervention to catch up with their peers as quickly as possible.

Letter names are taught separately to letter sounds using an alphabet display and song. These are taught in the second half of the Autumn term.

Letter formation is taught alongside the letter sounds.

Reading at school and home

Reception children will be placed in reading groups from mid-October and will be given new sounds on a keyring to learn each week. Please ensure the keyring is **in your child's book bag every Friday as this will be the day new sounds learned** that week will be added. When they are ready, they will be assessed using our book banding assessment and given a colour banded book which is matched to their reading ability. The matched reading books at Overchurch Infants are *'Big Cat for Letters and Sounds'* and the phonically decodable ones are coloured from Pink to Turquoise.

Pink A – Early Phase 2	Yellow - Phase 4
Pink B – Later Phase 2	Blue – Phase 4
Red A – Early Phase 3	Green – Phase 5A
Red B – Later Phase 3 (digraphs)	Orange – Phase 5
Turquoise– Phase 5 and beyond	

All children in Reception read in a group with an adult twice a week. The first session is focused on decoding the words. The adult tunes into each child individually to determine how they are applying their phonics skills to read new words. The second session is focused on developing fluency and understanding. **The teacher will stick a slip in your child's yellow record to indicate the book your child has read in school. You will then be able to log on to your child's online reading account to access this book and assist your child in reading it confidently. This book will change weekly but older books will remain on your child's account to return to.**



Our online reading portal is Big Cats for Letters and Sounds eBooks and your **child's log in details** will be stuck in the front of their yellow reading record.

In addition, your child will bring another phonically decodable book from their colour band every Monday but these will not necessarily be a perfect match and will not have been practised in school beforehand.

Reading Stars

A child receives a reading stamp on the class reward chart each time they have read (home reader or online book) at home and had their book signed by an adult. There is a maximum of one stamp per day and children will receive one stamp for weekend reading. Teachers **check the children's yellow reading books each day and will tick the parent's comment and/or signature when a stamp has been awarded.**

When a child receives their fifth stamp, they are awarded a golden star on the chart. The star system then develops as follows and children will receive certificates in a special Reading Stars assembly which we hope to welcome parents into school if restrictions allow.

You will be contacted to attend the celebration assembly via Parent Mail.

5 STARS BRONZE AWARD

10 STARS SILVER AWARD

15 STARS GOLD AWARD

25 STARS PLATINUM AWARD

OVER 25 STARS – SPECIAL BADGE

Reading for Pleasure

At Overchurch, we place good quality story, non-fiction and poetry books at the heart of our curriculum. Books are carefully chosen for each topic to engage and inspire the children to develop a passion for reading. We want children to move from 'learning to read' to 'reading to learn' and for enjoyment as soon as possible. In this regard, children will bring home a 'Book Box' book each day with their banded phonics book. These books are clearly marked with a neon orange sticker and are for you to read to your child; they are not at a suitable level for your child to read themselves. We always encourage you to snuggle up with a book in a comfortable way when reading so the experience is pleasurable and memorable for children. Children will develop preferences and favourite books so may bring the same book home more than once. The 'book box' books are chosen by your child each morning as part of their daily routine.

In school, children have Read Aloud time each day and this can be a story, poem or non-fiction book which has been selected for the class from their special box. The children also listen to and join in with rhymes each day as they have their snack. These experiences are beneficial as reading aloud to children allows them to relax, enjoy the text and absorb the language they are hearing.



Please remember to make use of the amazing local libraries across the Wirral. They offer a fantastic range of books, games and resources for you to borrow and use at home - free of charge with your library card.