

# READING AND PHONICS

## Principles behind teaching of reading at Heathfield:

- Reading is our main priority within the Infant School in terms of the children's learning.
- Our aim is for the vast majority of children to leave Year 1 as fluent readers.
- We believe that reading involves a complex integration of skills, including phonological awareness, whole word recognition, fluency and understanding of text, along with developing a love of reading and an identity as a reader (being able to choose and express a preference about books)
- We promote synthetic phonics as the main route to reading, using Letters and Sounds as the basis for planning phonological development. Our Systematic Synthetic Phonics Programme (SSP) has been developed within school and is designed to be responsive to the needs of our children and reactive to ongoing individual and year group assessments whilst meeting all the validation criteria for a published SSP.
- We are committed to providing a wide range of reading opportunities and reading materials to all children every day.

## The teaching of reading at Heathfield includes:

### Early Years:

#### *Nursery*

- Daily story or rhyme time
- Phase 1 phonics sessions (tuning in to every day sounds)
- Books freely available within indoor and outdoor environment
- Promotion of rhyme and alliteration through poetry and nursery rhymes
- Library visits to familiarise the children with a wider range of texts

#### *Reception*

As above, plus:

- Daily taught English input (based on a text, using the Power of Reading approach) 20 minutes per day, with follow up work in the continuous provision
- Daily phonics session (phases 2, 3 and 4) followed by small group and 1:1 phonics interventions for consolidation
- Individual reading in school (Oxford University Press) starting with wordless texts and Little Blending Books and moving to simple, phonetically decodable texts (e.g. Floppy's Phonics); these texts are taken home when the children can read them fluently to share with a parent/carer

- Environmental print to develop early reading and vocabulary
- Weekly library visits to promote a love of reading

## **Key Stage One:**

### *Year One*

- Daily story time
- Daily phonics session (revision of Phases 3 and 4; teaching of Phase 5)
- Daily taught English lesson is extending to 60 minutes per day (continuing to follow Power of Reading)
- Individual reading with an adult in school; phonetically decodable book taken home
- Guided reading introduced during the year
- Stories shared within assemblies
- Weekly visits to the library and poetry library promote the love of reading and familiarity with the layout of a library
- Visits to the poetry library to develop children's familiarity with our poetry canon

### *Year Two*

As above, plus:

- Extended phonics session (revision of Phases 3,4 and 5; teaching of spelling rules and patterns)
- Greater opportunities for reading across the curriculum (e.g. within non-core lessons)
- Guided reading further established as a daily activity
- More formal comprehension sessions introduced during the year (written responses to questions)

## Reading at home

All children are expected to share a book with an adult at home each day, as follows:

Nursery	Picture book sent home weekly for parents to share with child from January. Poetry packs sent home from May.
Reception	Wordless texts sent home weekly from September to share with an adult. Phonetically decodable texts sent home weekly when the child is able to blend known sounds. Poetry packs sent home from May. Reading Diary introduced and signed weekly by CT/TA.
KS1	Book changed 2 - 3 times a week. The child starts on a highly decodable book chosen by their teacher to match their phonological knowledge. As children's reading fluency continues they are exposed to a wider range of reading matched to their level. Texts sent home continue to be those the children can read confidently and with a high level of fluency. More challenging texts are read in school with the teacher. Poetry packs sent home from September. Reading Diary signed daily by CT/TA.

### Reading at home: Oxford Reading Buddy

We sign all children up for an Oxford Reading Buddy account to enable the children to access a wide range of phonetically decodable texts. These can be used in addition to the decodable texts which the children bring home, especially during the holiday period.

# Quick guide for parents and carers



Oxford Reading Buddy helps your child to get better at reading. It contains hundreds of books that your child will enjoy, all matched to their reading level. Special 'Coaching eBooks' help your child to understand what they read. Quizzes check how they are doing and send results back to their teacher.

Oxford Reading Buddy can be used on desktops, tablets and mobiles.

For more information please visit [support.oxfordreadingbuddy.com/parent-support/](http://support.oxfordreadingbuddy.com/parent-support/)




**1** Your child enters their details to begin.

Go to [www.oxfordreadingbuddy.com](http://www.oxfordreadingbuddy.com)

**2** You can see a list of books your child is reading.

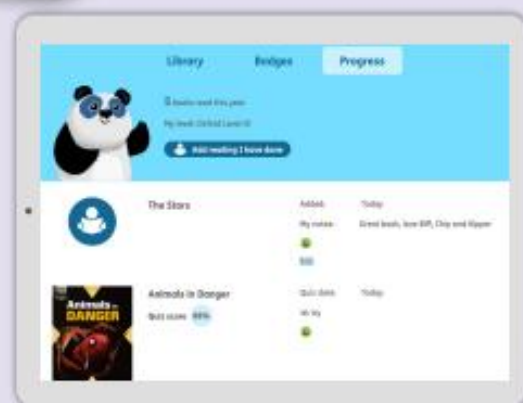
**3** You can see all the books at your child's Oxford Level here. Click on a book to start reading or take the quiz.

**4** In this tab you can find quizzes. Quizzes are available for Oxford print books as well.

**5** Books with this sign on  are 'Coaching eBooks' and have a buddy to help your child.



**6** This is where your child's badges are saved. They can earn badges for working hard.



**7** Click on the Progress tab to see the books your child has read and their quiz scores. You can add extra reading your child has done by clicking on the 'Add reading I have done' button.

OXFORD

## Phonics at home: Reception sound mat


































s ss	a 	t 	p 	i 	n 	m 	d 
g 	o 	c ck 	e 	u 	r 	h 	l ll 
f ff 	b 	j 	v 	w 	x 	y 	z 
qu 	ch 	sh 	th 	ng 	nk 	ai 	ee 
igh 	oa 	oo 	ar 	or 	ur 	ow 	oi 

## Phonics at home: Year 1 sound mat

s ss	a 	t 	p 	i y 	n gn kn 	m mb 	d 
g 	o a 	c ck ch 	e 	u o 	r wr 	h 	l ll 
f ff ph 	b 	j g dge 	v 	w wh 	x 	y 	z se zz 
qu 	ch 	sh 	th 	ng 	nk 	ai 	ee 
igh 	oa 	oo 	ar al a 	or er 	ur 	ow ou 	oi oy 

ai ay a_e 	ey eigh a eigh	ee ea ey 	ie y ie y	igh ie lightbulb y
oa ow o_e 	oe o u_e 	ue u oo er ur ir 	ear or	
or ow au our ough fork ore al augh	s ss st c se	ch tch ture sh c sh ss tion cia 		
ear deer here ere  	air pear are ere chair  pear 	There ere rabbit 		

# Phonics at home: Year 2 sound mat

 s ss se c ce st	 n kn gn	 m mm mb	 c k ck ch	 r wr	 l ll le el il al	 z zz s se	 j g dge	 w wh	 t tt	 qu  f ff ph
 ch tch c sh ture	 sh tion cia ch ss	 th	 ng	 e ea	 o a	 ai ay a-e a ey eigh	 ee y ea e e-e ie ey	 igh i-e ie i y	 oa ow o-e o oe	 ue oo u-e ew u
 oo u-e ue ew u	 oo	 ar al a	 or al au aw	 our ore ough augh	 air are ear ere	 er ear ir or ur	 ou ow	 oy oi	 ear eer ere	