

Phonics and Early Reading

At Naburn, reading is at the heart of our curriculum. The use of carefully planned texts are the driver for our curriculum, and this ensures that all children have access to a wide range of high quality, relevant and engaging books that enables them to become enthusiastic, confident, fluent and motivated readers. Reading provides the tools to enable access to a wider curriculum and enriched learning.

Part 1 – information about how we teach phonics

Part 2 – information about how we teach reading

New DFE Guidance for Early Reading and Phonics

The journey to independent reading and writing begins with Phonics



littlewandlelettersandsounds.org.uk

Why Little Wandle?

Excellent training for all staff to ensure consistency,

Every aspect of phonics and reading included in a detailed, thorough and systematic approach.

Engaging resources without distracting from the learning.

Comprehensive system for identifying and supporting children requiring extra help and useful support for parents.

How we teach phonics

Daily short sessions

Specific order of teaching

Synthetic phonics

Correct pronunciation is vital

Videos on LW

Repeated practice

Revisit previously taught sounds at start of each lesson

Practice makes permanent

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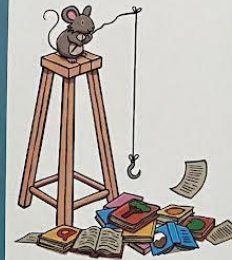
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sheep in a jeep



zoom to the moon



hook a book

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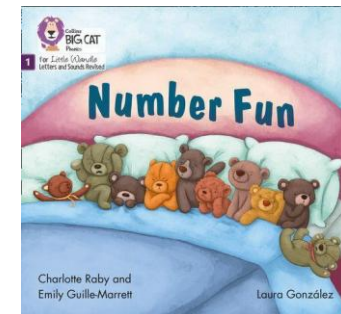
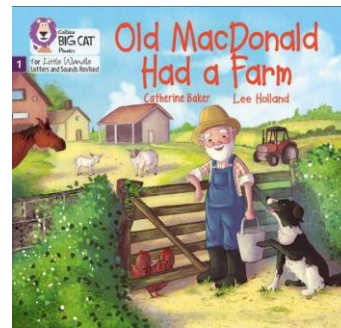
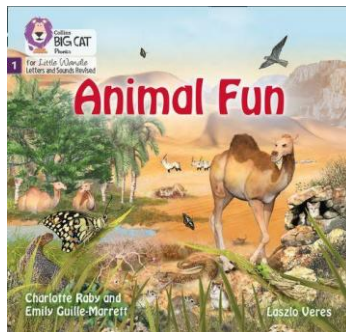
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Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

Prior to this they may have wordless books which develop great language skills and teach children the layout of books and how to handle books.



Reading

We want children to love reading

Reading should be enjoyable

Reading underpins children's access to the curriculum and clearly impacts on their achievement

Learning to read should be a positive experience

We want children to read for pleasure





How we teach reading

Reading practice sessions are :

Timetabled 3 or more times a week

Taught by a trained teacher or teaching assistant

Taught in small groups

Books are :

Matched to children's secure phonic knowledge and word reading

Read three or more times a week

Sent home on a Thursday

Reading Practice Books carefully matched so children can read fluently and independently

Three reads – each one begins with some quick sounds and word practice

1. Decoding
2. Prosody
(intonation, expression)
3. Comprehension



When children take their book home to read, they should be 95% fluent.

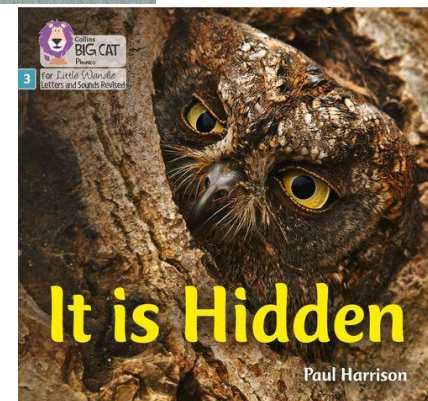
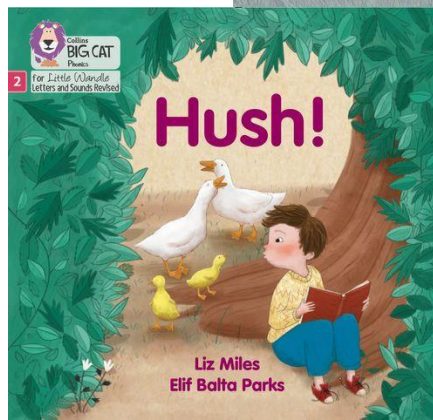
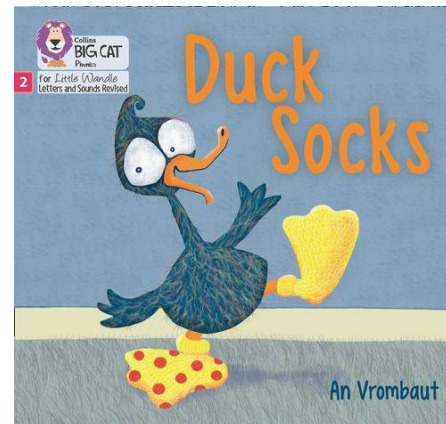
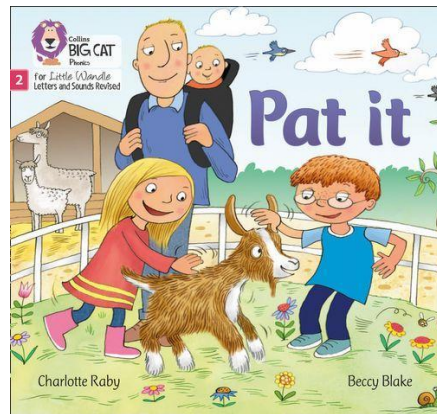
Children need to develop fluency and confidence in reading.

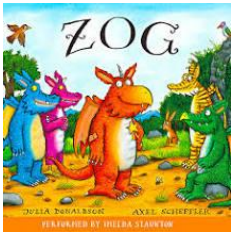
Re-reading a book they have had before helps develop fluency – this is the goal.

How will this work?

Children are assessed every 5 weeks and books are carefully matched to children's **secure** phonic knowledge.

Children will take their Reading Practice Book home on a Thursday (after reading it 3 times in school and is returned on a Tuesday to be changed.)





Sharing Book

Children also take home a 'sharing book' from the mobile library or our new school library each week.

To become lifelong readers, it is essential that they read for pleasure.

Children shouldn't be expected to read this alone. We suggest you read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book.

In addition, after reading the book pick out some words and help them to expand their vocabulary by discussing alternatives for these words.

Have fun!

