Early Reading at Bligh- September 2024

Intent

It is the schools intention to ensure that **all** children receive the best possible education. Reading is a key to accessing future education and giving children the opportunities to make positive life choices. Therefore, our intent is that **every child** at Bligh will become a **fluent** and **skilled reader.**

Implementation- The Overview:

To become an effective reader children require good **language comprehension,** and **word decoding skills** (Gough and Tunmer).

- **Language Comprehension**

Communication and Language is vital for developing the skills of a reader. It is a priority across the curriculum in EYFS and KS1. Talk and stories play an important role in developing young children's vocabulary and understanding of language.This focus on language comprehension underpins the later skills needed for comprehension in reading.

At Bligh, all children are immersed in stories; listening to and talking about them throughout the school day. Both fiction, and non-fiction texts are deliberately used within the planned school curriculum to offer, and environment exposing children to new and everyday vocabulary.

- **Teaching word reading and spelling**

For beginning readers the skill of decoding is paramount and evidence shows that teaching phonics through a systematic, synthetic phonics programme is the most effective way to teach most children to read. Therefore, at Bligh, this is taught using fidelity to the Essential Letters and Sounds Scheme and all children will receive daily high quality phonics teaching until they are securely decoding words using all sounds within the synthetic phonics code.

As children become secure in their word decoding skills, with increased automaticity teachers will focus on fluency, prosody (reading with expression) and comprehension.

- **A love of reading for all children.**

Reading is an opportunity for children to immerse themselves in new experiences and vocabulary. At Bligh, it is vital that all children develop a love for reading.This is

achieved through exposure to multiple texts a day- poetry, fiction and nonfiction. There are also opportunities for children to visit the school library, and regular parent "reading together" sessions. It is the role of all staff to be "influencers" for children to drive on this love of reading.

The importance of reading is shared with parents and clear guidelines and expectations given through meetings, workshops and video's.

Children at risk of failure

Research states that children who have difficulties reading early on start to dislike reading. At Bligh, we aim to ensure all children develop a love of reading from an early age and are taught decoding skills. To ensure no child falls behind we have a rigorous system of assessments to identify those at risk. This includes regular phonics assessments, individual reading records, summative assessments, AR and fluency assessments.

Key Skills for developing Early Reading

1. **Language Comprehension in Reception and KS1.**
   The way in which we make sense of words, sentences and wider language we hear or read.

   Developing Talk:
   Language provides the foundation of thinking and learning. At Bligh, all children start school with varying levels of vocabulary and comprehension. With this in mind children are exposed to lots of new vocabulary, both planned, and incidental, this is of great importance for children's language development and is prioritised.

   At Bligh we have a language rich environment, promoting children to take part in conversations, and discussions in different contexts. Staff talk to children throughout the day, using high quality dialogue, extending their vocabulary and sentences, through various interactions. Additionally, children are encouraged to work collaboratively providing opportunities for children to learn and hear language, broadening their vocabulary, and developing problem solving and social awareness skills.

   For successful development of talk, children need to know how to listen, and what good listening skills look like. Staff model good listening skills to all children, and reinforce these within the environment.

   Assessment
   Early assessments,such as baseline, speech and language link and NELI(language screen) are undertaken to assess children's starting points. Some pupils, including those with English as an additional language, require more explicit teaching of vocabulary through the use of visuals. These are used to support their understanding with deliberate planning and opportunities for repetition.

Poetry and Rhyme:
At Bligh, exposure to poetry and rhymes supports the development of children's word knowledge. The predictability of rhymes and poems helps young children to reuse new words and phrases in correct contexts. For early readers, immersion in nursery rhymes heightens children's awareness of individual sounds within words. This supports their good word decoding skills. Each year group has a core set of rhymes and poems.

Story Times:
Teachers are the best people to promote a love of reading because young children care about what their teachers think about a text. All staff model their love for reading, through their enjoyment and excitement. Story times are planned deliberately into the daily timetable, and the texts are specifically chosen to support the needs of the children in the moment, and for their continuous development. At Bligh, we know that reading is vital for success. Children have the opportunity to choose a whole class, or small group text to be shared, this is part of children developing a love for reading.

For children to have a secure understanding of vocabulary, the repetition of language rich texts is crucial for fluency and comprehension. Encouraging children to join in with familiar phrases, enables them to develop confidence to retell the story and share it with peers. In the early reading stages, children will be exposed to language rich texts every day for a week to support their language development.

2. **Word Reading and Spelling**

Reading unfamiliar words by blending the phonemes together to say the word, reading familiar words accurately and silently "at a glance", no longer sounding out consciously. Spelling unfamiliar words by segmenting the whole word to identify the sounds in it.

Decoding:
Prior to decoding, following the ELS scheme, all children are taught the pure sound to ensure developing fluency when reading. All children are taught to look at graphemes in written words from left to right, and say each corresponding phoneme in turn. The children then blend the phonemes together to say the whole word. This comes before children begin to encode words.

Encoding:
To encode words children are taught to identify the phonemes in spoken words first (segmenting). Then they write the graphemes that represent the phonemes.

Essential Letters and Sounds (Synthetic Phonics):
Synthetic phonics is necessary for children to learn to read and spell. At Bligh we teach high quality phonics daily through the use of Essential Letters and Sounds (ELS). This is taught from the beginning of reception, and throughout KS1, all staff are trained to ensure fidelity to the scheme, teaching children confidently focusing on

the pure sounds, decoding and encoding. Within these daily high quality phonics sessions, children are expected to:

- Participate through phonics sessions, using call and response, echo reading and dictation.
- Be given the opportunity to practise the knowledge they have previously been taught to develop their automaticity.
- Be given the opportunity to apply what they already know.
- Be positive and praised for their learning.

Decodable books are used at school and at home for all children to develop their fluency in reading. Children are expected to read these books 3x a week at home to develop their fluency. These books are carefully selected in line with their individual phonics knowledge, ensuring that children feel a sense of achievement when asked to read a book, developing a love for reading.

Assessment:
Misconceptions are identified during the lessons, and in the children's learning, teachers adjust their teaching in the moment to eradicate misconceptions the children may have. A Keep up, Catch up approach is undertaken in response to those who are at risk of falling behind. At Bligh, termly phonics assessments are conducted using the ELS Phonics Tracker highlighting areas of misunderstanding to direct the teaching for individual children, ensuring that the gap between students remains closed.

At the end of Year 1 all children are assessed through the 'Phonics Screening Check'. Its purpose is to assess children's reading accuracy of words.

3. **Developing Fluency**

Fluency allows children to understand what they are reading. Once children are fluent, their motivation to read increases, and they are more willing to read.

Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content. The aim of fluency practice is to support pupils to read at a pace that allows all pupils to flourish in comprehension.

Teachers modelling oral reading is vital for fluency practice so that pupils have the opportunity to hear what fluent reading sounds like. Using the gradual release of responsibility, from modelling to independent reading is crucial for fluent readers.

At Bligh, we teach a progressive approach to fluency by:

1. **Guided Oral Reading**- Reading modelled by an adult, modelling pronunciation, phrasing and prosody.
2. **Echo Reading**- Teacher models reading a sentence, children copy.
3. **Choral Reading**- Teacher and children read together.
4. **Paired/ Independent Reading**.

All year groups used a repeated reading approach when pupils re-read a short and meaningful passage until they reach a suitable level of fluency. This is achieved by using some of the strategies above.

Assessment;

Staff will use formative assessment to assess automaticity and fluency. Children should be able to read an age appropriate text without overtly decoding words.

Children who know all phonics phases and can apply these securely to reading will be assessed on Star reader (this will give a reading age). Children will then progress onto Accelerated Reader which includes weekly online assessments to identify children's understanding of the text.

If children are at risk of falling behind assessments will be undertaken to identify where the gaps lie to deliver swift, timely interventions.

4. A love for reading

Teachers inspire pupils and engage them in reading widely.

At Bligh, we embed a school culture that values and supports reading for pleasure. The teachers aim to inspire pupils and engage them in reading widely. To nurture a love for reading we have a strategic approach to encourage reading in different ways:

- Adults read 2 stories a day to the whole class; one chosen for pleasure by a child, and one strategically planned for language development.
- All staff share their love for reading with children, and talk about their favourite texts and why they like them. (Staff as role models).
- Children visit the school library once a week to choose a book.
- Local Library book boxes in Reception and Year 1 to develop a love for reading, with new and exciting texts termly.
- Quiet spaces in the classroom for children to access to read together and share books.
- A range of books are shared with the children promoting diversity e.g. poetry, non-fiction, chapter books, and picture books.
- Weekly reading together sessions with parents.
- Second Hand Book Box for Reception.
- Children are given time to read.

At Bligh we aim for all children to become capable, confident readers across the curriculum. As they journey through EYFS and KS1 the emphasis for teaching will change. See below.

Phonemic Awareness			
Nursery	Reception	Year 1	Year 2
Hearing environmental sounds *Initial sounds* *Oral blending and segmenting* *Singing phonics/phase 1 phonics*	*Hearing environmental sounds* *Initial sounds* *Oral blending and segmenting*	*Oral blending and segmenting*	*Oral blending and segmenting*
Phonemic Instruction			
	ELS daily lessons *Phonics within environment* *Incidental phonics* *Targeted intervention linked to assessment*	*ELS daily lessons* *Additional ELS phonics session daily.* *Incidental phonics* *Targeted intervention linked to assessment*	*ELS daily phonics lessons* *Additional ELS phonics session daily.* *Incidental Phonics* *Targeted phonics interventions linked to assessment*
Comprehension			
Book talk *To join in with repeated refrains in a story* *To retell a familiar story* *Asking 'what?' questions*	*Book talk* *To answer 'what?' 'where?' 'how?' 'who?' questions* *To answer 'why?' questions linked to feelings, pictures and text.*	*To answer questions about a text they have heard or read* *To retrieve information from sentences.* *To make an inference from a text. (Orally)*	*To answer questions about a text they have heard or read* *To retrieve information from a sentence text.* *To make an inference from text . orally first - then in writing.*

Vocabulary			
Vocabulary linked to the environment. *Deliberately picked vocabulary to themes in preparation for YR R,1 and 2 learning* *Book vocabulary*	*Vocabulary linked to environment and school* *Deliberately picked vocabulary for themes in preparation for KS1 curriculum* *Book vocabulary*	*Vocabulary linked to environment and school* *Deliberately picked vocabulary fo themes in curriculum* *Book vocabulary*	*Use dual coding and definitions to explicitly teach vocabulary from the texts in a daily session.*
Fluency			
	Recognition of sounds and sight vocabulary (HTRW) when reading *Echo reading* *Modelling reading with prosody and phrasing*	*Automaticity in reading HFW and HTRW* *Rereading of texts to develop fluency* *Choral/Echo reading*	*Automaticity in recall of words.* *Rereading of texts to develop fluency* *Choral/Echo reading*

The next section outlines the teaching of early reading in each year group. This includes links to detailed curriculum for progression of sequenced steps over the year.

Implementation by Year group

Reading in Nursery

Intent: All children will be able to read by leaving reception.

Implementation: Children to enjoy books and reading by frequent opportunities to share and talk about texts together. Alongside this the awareness of print and book handling skills will be discreetly taught to help children on their journey to becoming a reader.
This will be alongside daily phonics sessions.

Assessment: ongoing and within daily setting by staff. Recorded as summative assessment three times a year.

Decoding	Reading for Pleasure	Focus teaching of reading	Home/school	Parents
Oral blending Listening and attention Singing phonics Phase 1	Two books shared a day Planned small groups reading in CP Book /story talk Book browsing Story of the week - props etc Books in the environment relating to children's interest	nursery curriculum overview	Story on tapestry Share a story termly Home to school book	Workshops modelling talk and reading

	Weekly visits to the school library During the year juniors read books to children in the nursery.			

Reading In Reception

Intent: All children will be able to read by leaving reception.

Implementation: Children enjoy books and reading by frequent opportunities to share and talk about texts together. Alongside this the awareness of print and book handling skills will be discreetly taught to help children on their journey to becoming a reader.

This will be alongside daily phonics sessions.

Assessment: Termly phonics assessments via ELS, observation within environment and summative assessments by teacher judgement 3 times a year.

Decoding	**Reading for Pleasure**	**Focus teaching of reading**	**Home/school**	**Parents**
Phase 1 - baseline Oral blending and segmenting ELS Daily Sessions Opportunities to read for a purpose in environment Incidental phonics during the day	Two books shared a day; 1 for pleasure, 1 strategically planned weekly. Planned small groups reading in CP Library books School Library Visits Voting station Book /story talk Book browsing	Modelling book handling Teach letter/ word/sentence /gap Year R curriculum overview	Children to take home a library book at least once a week. Reading books - once a week Parents to complete reading record Children to read at home 3x a week.	Guide on home visit and clear expectations Learning Together - Term 1 and 2. Reading Together weekly session - Term 2 onwards Video's on how to share a story and listen to child read

Reading In Year 1

Intent: All children will be able to read with developing automaticity.

Implementation: Children enjoy books and reading by frequent opportunities to share and talk about texts together. To begin to develop comprehension skills. Focus teaching on progressive fluency.

This will be alongside 2x daily ELS phonics sessions delivered.

Assessments: Termly phonics assessments via ELS, 3x a year phonics screening,

Decoding	**Reading for Pleasure**	**Focus teaching of reading**	**Home/school**	**Parents**
ELS - Autumn 1 Assessments completed on Phonics Tracker Keep up group 2 x phonic sessions - ELS Incidental phonics throughout the day	Two story times a day - Picture book (Individually chosen) - Chapter book School Library Library Books Book/Story Talk Small group stories.	Sentence structure Progressive Fluency Blending and segmenting applying phase 3 sounds Digraph detectives Year 1 curriculum offer	Reading books - once a week Parents to complete reading record Children to read at home 3x a	Home visit sharing of expectations Learning Together -Term 1 Reading together session weekly term 3 onwards

Reading In Year 2 - KS1 Reading Structure

Intent: All children will be able to read with secure automaticity, stamina and confidence.

Implementation: Children to enjoy books and reading, being given frequent opportunities to share and talk about texts together. Children will be taught reading skills daily; Securing comprehension skills through conversations, Focus teaching on securing fluency consistency and Developing Collaboration and Communication Skills. This will be alongside Daily Phonics Sessions.

Assessments: termly phonics assessments via ELS as necessary, 3x a year phonics screening of those who need to retake screening, AR tests , summative assessments 3 x a year.

Decoding	Comprehension	Reading for Pleasure	Focus teaching of reading	Home/school	Parents
Daily Phonics with CT Extra Daily Phonics Daily Phonics intervention Daily Reading Session;	Teach the skills discreetly and orally through daily reading sessions. Teach meaning of Who, What, Why, When, Who, How? Teach what type of answer you would expect from a question.	Daily storytimes - Picture book or - Chapter book Reading Together - Love of Reading book School library sessions	Sentence structure Reading fluently Blending and segmenting applying phase 3/5 sounds Digraph detectives Comprehension	Expectations 3 x reading at home of texts	Reading Together (Weekly option)