

# Phonics and Reading in Early Years at Fairfield's: Progression of knowledge and skills

## Early Years Foundation Stage

### Reading

In Early Years at Fairfield's, children are encouraged to read at home every day. All children in our Early Years visit the library once a week and choose books to take home and share with their family. These visits are popular and as soon as the children join us, they are introduced to our school Library. In our Nursery, daily story times are integral to the routine and our children enjoy learning traditional Nursery Rhymes and favourite songs. We have daily 'Foundation for Phonics' sessions for all children in Nursery.

In our Reception class, children begin by exploring wordless books, to allow them to spend time talking about the book, without being constrained by the necessity to read words. In the first half of the Autumn term, children will take home 'Decodable books'. These books have been specifically designed to support parents and children with the early skills required to read simple words and texts. The children move through the book sets as they gain in confidence, skill and fluency. The books are organised into phonic sets and support our teaching in school. Our phonetically decodable books allow the children to achieve success at reading using the knowledge they have acquired.

Alongside their reading at home, each child is listened to by the teacher and other adults within class individually and they take part in guided reading sessions on a weekly basis. These will form part of the teacher's assessment, and ongoing monitoring of every child in class.

Daily story times are integral to life in our Early Years. We support the '**love of reading**' through carefully chosen texts, which provide provocations for child-initiated times and support topic themes throughout the year. Our reading environment in class is rich with picture books, stories and non-fiction texts, where there is something for everyone. Books are displayed with care and authors celebrated. We also use story sacks to bring books to life. The Reception and Nursery classes have a little library in the classroom, with a range of high-quality picture books. We also include books shared in class, so that children have the opportunity to re-visit a book. In Early Years and throughout the school, books and reading are seen as joyful experience, where we can get lost in different worlds or places, taking our imaginations beyond what we see on paper.

### Phonics

At Fairfield's School we follow the '**Little Wandle Letters and Sounds**' programme. This is a systematic approach for teaching children to read, using phonics. The progression in Little Wandle has been organised so that children are taught from the simple to more complex grapheme–phoneme correspondences (GPCs), as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. We know that children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are high for all children in our Foundation Stage. Children who are not keeping up with their peers will be given additional practice immediately through keep-up sessions.

Little Wandle '**Foundations for Phonics**' sets out the provision that should be in place to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception. We deliver this in our Nursery with a provision that includes a balance of child-led and adult-led experiences. We develop the important aspects of Foundations for Phonics by sharing high-quality stories and poems with children, learning a range of nursery rhymes and action rhymes alongside activities that develop focused listening and attention, including oral blending. We focus on the use of high-quality language and vocabulary expansion with our children right from the very start.

In Nursery and Reception children take part in short, daily phonic sessions, these provide a systematic approach including opportunities to re-visit prior learning, teach new sounds and to practise and apply skills. We also ensure that the children have ample opportunities to apply their phonics skills within a range of contexts throughout the week. These linked provision activities are often child led but may also form part of an intervention alongside an adult. Please see the Phonic Progression for children in Reception below.

**In Term 1 of Reception and Nursery we offer a parent workshop to support reading and phonics, followed by workshop in Term 3 of Reception. Our teachers are always available to answer any questions a parent may have about their child's progression and learning.**

Autumn	Spring	Summer
<p><b>Term 1 and 2</b> – Ongoing support for children's developing speaking and listening skills and linking of sounds and letters. Activities are based on Little Wandle ‘Foundation for Phonics.’</p> <p>We quickly begin to teach Phase 2 grapheme–phoneme correspondence and blending at the start of Reception as soon as our children are settled in their transition into school.</p> <p><b>Week 1:</b> s, a, t, p  <b>Week 2:</b> i, n, m, d  <b>Week 3:</b> g, o, c, k.      <b>Tricky word:</b> is  <b>Week 4:</b> ck, e, u, r      <b>Tricky word:</b> l  <b>Week 5:</b> h, b, f, l      <b>Tricky word:</b> the  <b>Week 6:</b> ff, ll, ss, j      <b>Tricky words:</b> put, pull, full, as  <b>Week 7:</b> v, w, x, y      <b>Tricky words:</b> and, has, his, her  <b>Week 8:</b> z, zz, qu, ch and words with ‘s’ added at the end. <b>Tricky Words:</b> go, no, to, into  <b>Week 9:</b> sh, th, ng, nk      <b>Tricky Words:</b> she, push, he, of  <b>Week 10:</b> Words with ‘s’ added at the end.  Words ending in ‘s/z’ (his) and with ‘s’ added at the end.  <b>Tricky Words:</b> we, me, be</p>	<p><b>Term 3 and 4 – Phase 3</b>  Children build on the Phase 2 grapheme–phoneme correspondence and begin to learn Phase 3 graphemes and commonly encountered tricky words.</p> <p>They read and write simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Week 1:</b> ai ee igh oa  <b>Week 2:</b> oo oo ar or      was you they  <b>Week 3:</b> ur ow oi ear      my by all  <b>Week 4:</b> air er words with double letters: dd mm tt bb rr gg pp are sure pure  <b>Week 5:</b> longer words</p> <p><b>Week 1:</b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far and secure spelling.  <b>Week 2:</b> review Phase 3: er air words with double letters and longer words  <b>Week 3:</b> words with two or more digraphs  <b>Week 4:</b> longer words and words ending in –ing compound words  <b>Week 5:</b> longer words  words with s /z/ in the middle  words with –s /s/ /z/ at the end  words with –es /z/ at the end</p>	<p><b>Term 5 – Phase 4</b>  Following Spring assessments, we use this term to fill any gaps within the cohort s they move into Year 1. They will read and write longer phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Most children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants, for example <b>trap</b>, <b>strong</b>, <b>milk</b> and <b>crept</b>.</p> <p><b>Week 1:</b> short vowels CVCC said so have like  <b>Week 2:</b> short vowels CVCC CCVC some come love do  <b>Week 3:</b> short vowels CCVCC CCCVC CCCVCC were here little says  <b>Week 4:</b> longer words compound words there when what one  <b>Week 5:</b> root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today</p> <p><b>Term 6 – Phase 4</b>  <b>Week 1:</b> long vowel sounds CVCC CCVC Review all taught so far Secure spelling  <b>Week 2:</b> long vowel sounds CCVC CCCVC CCV CCVCC  <b>Week 3:</b> Phase 4 words with –s /s/ at the end  Phase 4: words with –s /z/ at the end  Phase 4: words with –es /z/ at the end longer words  <b>Week 4:</b> root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/  <b>Week 5:</b> root words ending in: –er, –est longer words</p>

<p><b>Assessment:</b>  At the end of term 1 and 2 every child is individually assessed using the Little Wandle assessment criteria. Each parent receives an update of where their child is in terms of progress and targets/sounds to learn at home with their child.</p>	<p><b>Assessment:</b>  At the end of term 3 and 4 every child will be assessed individually using the Little Wandle assessment criteria. Parents will receive an update of where their child is terms of progress and targets/sounds to learn at home with their child.</p>	<p><b>Assessment:</b>  At the end of term 5 and 6, each child will be assessed individually to ascertain their end of year achievement. This information is then passed onto parents and the year 1 teachers for their transition into KS1. Data collected will inform the next teachers planning for each individual child.</p>
<p><b>Interventions:</b>  We intervene early and make links to parents in the cases of children who we feel are at risk of falling behind at any point.</p> <p>Children who are not keeping up with their peers will be given additional practice immediately through keep-up sessions.</p>	<p><b>Interventions:</b>  Children who are not keeping up with their peers will be given additional practice through keep-up sessions.</p>	<p><b>Interventions:</b>  Children who are not keeping up with their peers will be given additional practice through keep-up sessions.</p>