

EARLY READING AT ELEANOR PALMER

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Reading is at the heart of all we do at Eleanor Palmer and a love of reading and a rich diet of story, rhyme and song are central to children's learning from their very first day. From Nursery to Year 6, all children experience lively and engaging reading of high quality texts daily.

Well planned systematic phonics teaching supports children's progress towards independent reading and a "phonics first and fast" approach is the basis for teaching of early reading in Reception. As children secure their ability to read phonically decodable texts and develop as independent readers, we widen their understanding of reading using guided reading sessions to teach the use of a wider range of reading skills including comprehension and inference. Any children who are not making progress are identified rapidly and small group or individual tailored support is provided.

We have broken the teaching of early reading at Eleanor Palmer into six key areas set out below.

LIBRARY



IN NURSERY

PHONICS

- Little Wandle Letters and Sounds revised - 'Foundation for Phonics'.
- Engaging games and activities to teach oral blending and phonemic awareness.
- Little Wandle Letters and Sounds Revised. Phase 2-4.
- A strong start to daily whole class.

IN RECEPTION

- Little Wandle Letters and Sounds Revised. Phase 2-4.
- A strong start to daily whole class teaching as early as possible.
- Children are taught to blend, segment and identify sounds from the earliest opportunity.

TEACHING

- Children share a book 1:1 with a key adult weekly.
- This time fosters both an interest in and love for a range of books.
- Adults model reading and story listening behaviours and give children a special time to talk about books and stories.
- Daily class story, singing and rhyme.
- Core stories are supported by visuals such as small world play scenarios in order to embed a deep understanding of the characters, language and story structure.
- Weekly individual reading sessions with class adults.
- Once children are settled and initial assessments completed, guided reading sessions begin.
- Whole class daily phonics teaching begins as soon as possible. Lessons include segmenting and blending for reading and writing from the start, making phonics a meaningful tool from the outset.
- Tricky words are taught systematically to enable readers to access texts successfully.
- Reading sessions begin as mixed attainment grouping to provide peer motivation and positive language role models for less confident children.
- There are 3 guided reading sessions a week with the same phonetically decodable book matched to the taught grapheme secured by children.
- Each session focuses on a different element of reading as follows: decoding, prosody, comprehension.
- After the third read children take the book home and share their fluent reading with adults at home.
- Staff write a comment in the reading record to share progress with adults at home.
- Shared reading books are also taken home to enable a wide reading habit.
- Daily class story, singing and rhyme.
- Core stories are supported by visuals such as story and small world play scenarios in order to embed a deep understanding of the language and story structure.

BOOK SELECTION

- Children are supported to choose picture books from the book corner.
- Books are rotated by staff to reflect new topics and interests. This ensures varied exposure to a range of diverse books.
- Carefully matched phonetically decodable books are selected for the reading group to work on in school and take home.
- Children take home shared books that are chosen by the class teacher, appropriate to the child's confidence and interest.
- Books are changed weekly allowing children adequate time to read, re-read and improve fluency with their shared books.
- Children also select 2 picture books to take home each week from a wide range of high-quality picture books in the class book corner.

HOME LEARNING

- Children take home picture books from school to share at home.
- Parents and carers are sent Book Trust packs that include guides to reading with their child.
- Children take their book bag home and return it to school daily.
- Children share their phonics book, shared reading book and picture books at home.
- Parents are encouraged to write a weekly comment in the reading record right from the start of the year.
- Children take home a "Reading Rocket". Each time a book is shared at home and parents write a comment, a section is coloured in. When all 15 sections are completed a comment is added into the 'Golden Book' to be celebrated in achievement assembly.

ENRICHMENT

- Music and singing activities embed understanding of rhythm and rhyme.
- Topics are developed and enhanced through carefully chosen, high quality books.
- Parents and carers volunteer to read a range of stories that may be favourites from home or traditional to their cultural heritage.
- Music and singing activities to embed understanding of rhythm and rhyme.
- Topics are centred on carefully chosen books, drawn from CLPE, Camden literacy specialist recommendations and teacher expertise.
- Talk for Writing activities are embedded in each writing unit, for example reading a high quality model and imitating language features of the genre.
- Story readers - parents and carers are welcomed into school to read a range of stories that may be favourites from home or traditional to their cultural heritage.

ADDITIONAL SUPPORT

- Parents and carers are supported to establish reading for pleasure at home through workshops at school.
- Targeted keep up interventions for children not securing new phonemes or graphemes taught in daily lessons.
- Daily 'small story' for children who benefit from the additional talk around a story with a class adult.
- Targeted 1:1 storytime and extra reading opportunities for those who have fewer opportunities to read at home and/or in English with school adults or reading volunteers.
- Early Talk Boost and Talk Boost sessions.
- Time to Talk interventions to develop language and communication skills.
- Intervention from SALT team at an early stage.



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YEAR 1

PHONICS

- Little Wandle letters and Sounds revised.
- Review of phase 3 and 4.
- Phase 5 taught from Autumn 2.
- Daily whole class phonic lessons from the start of Year 1.

YEAR 2 & BEYOND

- Little Wandle Letters and Sounds revised.
- School adults continue to teach and use phonics to underpin spelling, reading and writing strategies.

TEACHING

- Differentiated guided reading session with a minimum of 3 sessions per week per group.
- Decodable texts chosen to match the group's secure phonetic level.
- 3 reads of the same text to build fluency and success of reading at the child's secure phonetic level.
- The 3 reads work on decoding, prosody and comprehension to build confident fluent readers.
- Additional shared reading sessions work on reading skills and extend talk around books to build a deep love of reading.
- Staff write a daily comment in the reading record to share progress with adults at home.
- Daily class story moving towards short novels in Spring and Summer Terms.

- Daily guided reading sessions which develop further reading skills.
- Weekly whole class reading modelling reading behaviour by teacher.
- Daily class storytime across all classes with carefully chosen, high-quality books.

BOOK SELECTION

- Carefully matched phonetically decodable books are selected for the reading group to work on in school and take home.
- Two shared books are also taken home daily for children to explore with adults at home. These are matched to the child's confidence and interests to build their love of books and reading for pleasure with home adults.
- Children also select 2 picture books to take home from a wide range of high quality books curated by adults in the class book corner.

- As children become secure readers, they change their books independently from our extensive collection of high-quality, diverse shared reading books.
- Where needed, children are helped to make an appropriate selection and take a picture book or early chapter book to be read to them at home.

HOME LEARNING

- Children take home picture books from school to share at home.
- Parents and carers are sent Book Trust packs that include guides to reading with their child.

- Children take their book bag home and return it to school daily.
- Children share their phonics book, shared reading book and picture books at home.
- Parents are encouraged to write a weekly comment in the reading record right from the start of the year.
- Children take home a "Reading Rocket". Each time a book is shared at home and parents write a comment, a section is coloured in. When all 15 sections are completed a comment is added into the 'Golden Book' to be celebrated in achievement assembly.

ENRICHMENT

- Weekly session with the Year 5 Reading Buddies developing decoding skills, deepening love of reading and providing older children as reading role models.
- Storyteller Xanthe Gresham visits and enhances topic stories with immersive storytelling.
- Teachers plan a range of drama workshops across the year to enhance storytelling - retelling and innovating well-known stories.
- Music and singing activities embed understanding of rhythm and rhyme.
- Each term's topic is developed and enhanced through carefully chosen books, drawn from CLPE, Camden literacy specialist recommendations and teacher expertise.
- Storyteller Xanthe Gresham visits and enhances topic stories with immersive storytelling.
- Teacher's set in role as characters to bring stories alive.
- Music and singing activities embed understanding of rhythm and rhyme.
- Each term's topic is developed and enhanced through carefully chosen books, drawn from CLPE, Camden literacy specialist recommendations and teacher expertise.

ADDITIONAL SUPPORT

- Targeted keep up interventions for children not securing new phonemes or graphemes taught in daily lessons.
- Daily Targeted catch up for children who have gaps in phase 2 and 3 sounds.
- Individual closely targeted support from phonics intervention teacher.
- Children in need of extra practice have a weekly session with a reading volunteer.
- 1:1 targeted support from classteacher, TAs and reading volunteers.
- Individual closely targeted support from phonics intervention teacher.
- Children's home reading is closely monitored and those not reading at home are followed up to help support the development of a reading habit.
- Children in need of extra practice have a weekly session with a reading volunteer.

