

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.



IN NURSERY

- Letters and Sounds : Phase 1
- (s/a/t/p/i/n introduced in late summer term if appropriate)

TEACHING

- Each week children have 1:1 reading session with a key adult, sharing books.
- Daily story and rhyme sessions three times each day
- Build children's familiarity with a core of excellent picture books.
- 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 select 2 books to take home each week from a wide range of good picture books in the class book corner.
- Children are encouraged to think carefully about the books they choose and supported in their choice.

HOME LEARNING

- Children take their book bag home and return it to school daily. Children share their chosen books at home.
- Parents are encouraged to write a comment in the reading record right from the start.

ENRICHMENT

- Music and singing activities to embed understanding of rhythm and rhyme
- Throughout EYFS topics are centred on carefully chosen books. This places stories and reading at the heart of the curriculum at Eleanor Palmer, right from the start.

ADDITIONAL SUPPORT

- Extra reading opportunities for those who have fewer opportunities to read at home and/or in English
- Early Talk Boost

IN RECEPTION

- Letters and Sounds : Phase 2, 3 and 4
- Daily phonic teaching session
- Children are encouraged to blend and segment sounds from the earliest opportunity

- Autumn 1: Individual reading sessions with teacher and nursery nurse, one group each day.
- Phonics teaching: segmenting and blending for reading from the start, making phonics a powerful, meaningful tool from the outset
- Autumn 2: classteacher begins guided reading with one group each day. This increases as groups of children learn the phonics skills and become ready to focus on a group text.
- Spring term: whole class guided reading. Three groups read daily with an adult
- Children's developing phonic skills are assessed regularly and any gaps in learning or progress are addressed.
- Adult writes a comment in the reading record
- Reading is regularly assessed using PM Benchmarks running records
- Daily class story, singing and rhyme
- Extend children's familiarity with a core of excellent picture books.
- 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

- The classteacher selects an appropriate phonically decodable book from the colour coded banded book boxes. Initially this is one 'reading' book, once children have been taught the majority of Phase 2 sounds, increasing to two 'reading' books
- Reading books are changed weekly allowing children adequate time to practise and consolidate using the sounds taught in class
- Children also select 1 picture book to take home each week from a wide range of high quality picture books in the class book corner.

- Children take their book bag home and return it to school daily. Children share their books at home.
- Parents are encouraged to write a comment in the reading record right from the start.
- In Autumn 2 children take home a "Reading Rockets". One of a series of ten sections is coloured in every time a book is read to the parent and the parent writes a comment. When all ten sections are completed the child is entered into the Friday assembly 'Golden Book'.

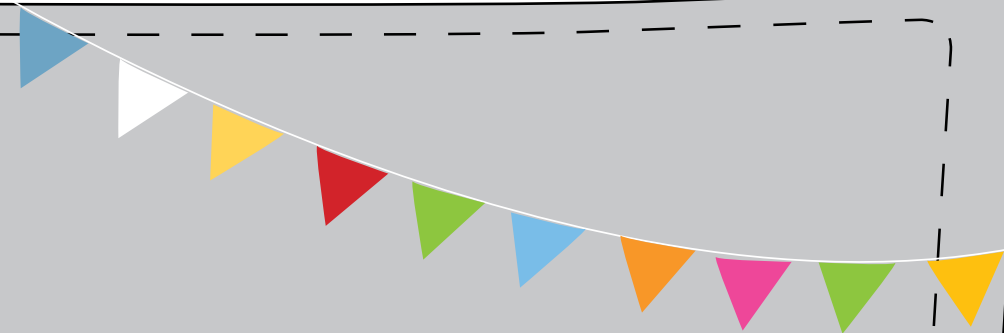
- Music and singing activities to embed understanding of rhythm and rhyme
- Topics are centred on carefully chosen books
- Talk for Writing activities with traditional tales
- Story readers - parents read a range of stories that may be favourites from home or traditional to their cultural heritage.

- Daily 'small story' for children who benefit from either a smaller group of the emotional closeness of sharing a story on a smaller scale.
- Targeted 1:1 story when appropriate
- Extra reading opportunities for those who have fewer opportunities to read at home and/or in English
- 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



EARLY READING

AT ELEANOR PALMER



PHONIC STRAND

TEACHING

BOOK SELECTION

HOME LEARNING

ENRICHMENT

ADDITIONAL SUPPORT

IN YEAR 1

- Letters and Sounds: Phase 4 and 5
- Daily phonic teaching session

- Daily differentiated guided reading session - each group works with an adult
- Reading is regularly assessed using PM Benchmarks running records
- Daily class story moving towards short novels in Summer Term
- In Guided Reading, new graphemes that have not been taught to the whole class are picked up as a teaching point for more confident readers.

- Children change books independently daily from colour coded book bands.
- Children who need support in book choice are assisted by an adult
- Early stage readers are supported to choose books that are phonically decodable to them

- Children take their book bag home and return it to school daily.
- Children read their books at home daily.
- Parents are expected to write a comment in the reading record daily and children are rewarded with a sticker in their reading record.

- Weekly session with Year 5 Reading Buddy developing decoding skills and deepening love of reading.
- Storyteller Xanthe to enhance topic stories.

- Re-cap Letters and Sounds Phase 2 and 3 as necessary.
- Individual closely targeted support from phonics intervention teacher.
- Children in need of extra practice have a weekly session with a reading volunteer.

IN YEAR 2

- Letters and Sounds : Phase 5 re-capped and Phase 6 covered in the context of writing and the Y2 spelling curriculum.

- Daily guided reading session
- Weekly whole class reading
- Daily class story session with rich high quality picture books during Ancient Greece topic and then class novels from Spring term

- Children reading independently change books as they complete their books.
- Children needing support are helped make an appropriate selection and take a picture book or early chapter book to be read to them at home.

- Children take their book bag home and return it to school daily.
- Children read their books at home daily.
- Parents are expected to write a comment in the reading record daily.

- Xanthe - a visiting storyteller
- Teacher in role drama activities to bring stories alive (Greek myths)

- 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'.

