

Early Reading at Beaumont Primary School

Rationale

In Reception, staff teach children to read systematically by using synthetic phonics (see below) and books that match the children's phonic knowledge. Staff develop children's love of reading through reading aloud and telling stories and rhymes and immersion in books through the other areas of learning. There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. At Beaumont, we read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.

PHONICS



Phonics teaching in Reception is consistent, well-structured and multi-sensory. All children will be taught using a validated, systematic phonic programme – Bug Club Phonics. This is a progressive phonic scheme that we implement from Reception class. Children are initially taught daily, as a whole class, then they are grouped according to which phase they are working within. Those children who have not successfully completed all phases by the end of Key Stage One will be taught at Key Stage Two within focused intervention groups. Assessments take place every term in Reception in order to track progress, identify children who need further support and identify gaps in learning for specific groups of children.



The Teaching of Reading

Quality, age-appropriate texts are used to teach reading and inspire children to be life-long readers. The reading spine chosen is linked to the topics taught in Reception and is the focus for most activities planned in all the other areas of learning/the EYFS curriculum. The teaching of reading at Beaumont Primary School takes into account the following:

- A phonics first approach to reading (reading materials closely match the children's phonic knowledge.)
- Reading for pleasure
- The mechanics of reading
- Reading for understanding
- A focus on vocabulary and language comprehension/acquisition



Reading for pleasure is developed further through regular visits to our school library, an introduction to the Reading dogs and their different jobs within reading, reading buddy events, independent reading time, story time at the end of the school day and whole school reading events such as; A visit from Ruby the reading dog, taking home the Reading dog book box for the weekend, visiting authors, "Spellathons", and reading challenges etc...



Independent reading

Our main reading scheme is Bug Club which supports the delivery of our phonics programme. This is complemented by other schemes such as; ORT, Songbirds Phonics and Rigby star. In Reception, the children are provided with two reading books each week, a phonic book which compliments the phonic phase the child is working at and another high interest story book. The children will be heard read one-to-one each week. The books are replenished regularly and are of high quality and variety. The phonic books show clear progression, as they are organised into phonic sets that relate to the phonic Bug scheme. The children are also encouraged to access the online Bug Club reading programme which is monitored closely by the class teacher to support the reading done in school.



Reading intervention

At all stages, reading attainment is assessed and any gaps are addressed quickly and effectively for all children. Those children requiring extra support in reading participate in additional sessions to close gaps. Support in Reception may be:

- Additional 1:1 reading sessions (lowest 20% attainment in reading)
- Additional phonic intervention
- Tricky word intervention (focusing upon phase two & three high frequency words)
- NELI Language intervention (focusing on early vocabulary/language acquisition)
- WELCOMM language intervention programme (assesses language acquisition and provides programme of activities)



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READING AT HOME

The teaching of reading is further helped when there is a strong communication and support between home and school. Each child has a reading record where reading both in and out of school is noted and it enables staff and parents to exchange information about individual children's reading progress. Children are given two books each week and are encouraged to access/read the online Bug Club ebooks. Children are rewarded with 5 Dojos when they read 5 times per week with their parents. During parent consultation evenings, reading progress and next steps are shared with parents/carers and concerns discussed. In addition, book recommendations and tricky word keyrings are provided for parents/carers to consolidate learning. Information is shared with parents at key points in the year to promote reading – e.g. World Book Day. The Summer Reading Challenge led by the School Library Service is supported in school each year.

A CHILD
WHO READS
WILL BE AN ADULT
WHO THINKS.

Parent Information

All parents are invited to a Phonics Workshop in the first term. This is a practical workshop where parents are introduced to our phonics scheme and taught the basics on how they can support their child with their reading journey. The parents are provided with a resource pack that they can use to support their child at home. Reception parents receive half termly medium term planning and knowledge organisers to support learning at home as well as a weekly newsletter which support home learning. Parents are informed about their child's reading attainment and progress each half term via a parent conference and/or report. If their child is off track to reach their Reading Early Learning Goal, parents will be informed about the extra support/interventions that will be in place for their child and how they can further support at home.

EYFS: Knowledge Organiser – People who help us!	
Vocabulary	
Community	A group of people who live in the same area.
Doctors	A public set of doctors who work in a hospital.
Emergency Services	Public organisations that deal with emergency problems such as fire, police and ambulance.
Care	Someone who looks after you when you are ill or need help.
Hospital	A place where people go to get medical help and other medical staff.
Safety	Being protected from danger or harm.
Rescue	To save someone or something from danger.
Occupation	A job.

Recommended reads:



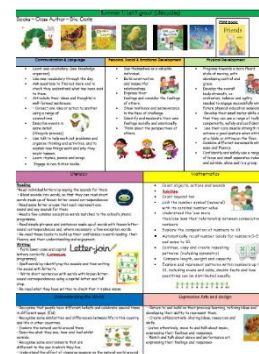
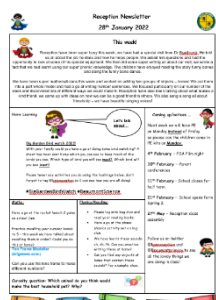
Optician

Sticky knowledge!

Emergency services

Police officers

Firefighters



Beaumont's EYFS Reading Journey



Additional interventions introduced if needed e.g. daily 1-1 reading with an adult, additional phonic intervention



High quality texts used each week linked to overarching topic. Most activities linked to the book.



Daily whole class/small group phonics sessions taught in a multisensory way using Bug Club phonics.

Reading dogs introduced in Reception



Home learning- two reading books sent home each week (one phonic book and one storybook)



1-1 Reading with a teacher/TA each week.
1-1 tricky word flashcard practice



EYFS Topic Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I am Special!	Let's Celebrate! (Festivals)	People who help us	Superheroes to the rescue!	Let it grow! (Lifecycles)	Things that go! (Travel & Transport)

EYFS Reading Spine

