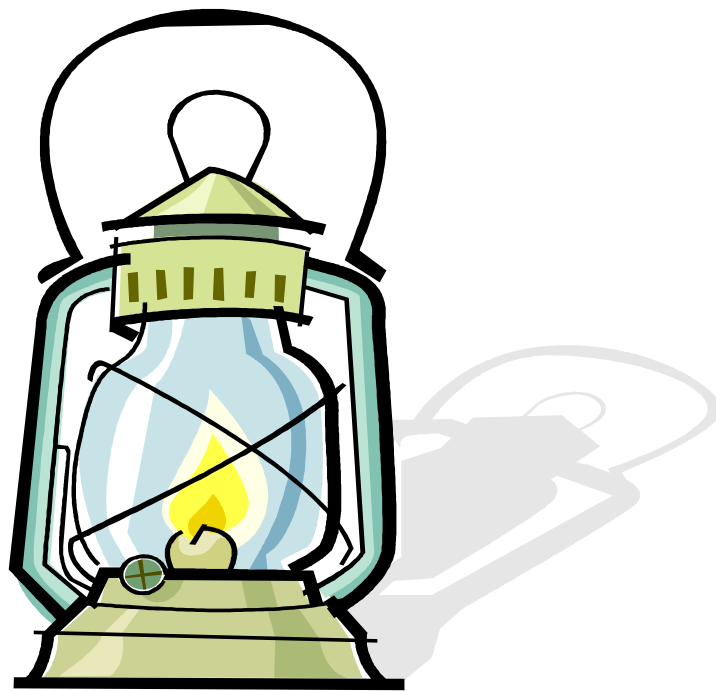





EARLY YEARS READING AND WRITING POLICY



“Shine like a Lantern in the presence of the Lord”

Approved by:	Head Teacher	Date: 04 – 09 – 2023
Signed		
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	

CONTENTS

1. OUR VISION	2
2. AIM AND OBJECTIVES	2
3. KEY REQUIREMENTS	2
4. PHONICS	2
5. READING	5
6. EYFS ASSESSMENT.....	5
7. WRITING.....	5
8. AIMS AND OBJECTIVES.....	5
9. KEY REQUIREMENTS.....	5
APPENDIX	
1.....	4

1. OUR VISION

At St Bede's we aim to provide our children with the support that will enable them to fulfil their potential and become independent learners. We understand that each child is unique and will develop at an individual rate. Our priority is that our EYFS provision offers a high level of engagement, exploration, challenging and active learning, through a range of differentiated activities. The EYFS team strive to meet every child's entitlement to develop a love for learning and enabling them to have the best possible future for life chances.

2. AIM AND OBJECTIVES

We aim to support and provide a positive and enabling environment with a well-balanced curriculum. For this to happen the EYFS team will:

- To ensure that the delivery of phonics is of high quality and is systematic as outlined in the Rose Review.
- To ensure there is a consistent approach to the teaching of phonics during short carpet sessions.
- To give the children the most enriching phonics sessions allowing them to apply their phonic knowledge to both reading and writing.
- To differentiate the teaching of phonics to enable outstanding progress to be made by all children.

3. KEY REQUIREMENTS

We use the following key documents to underpin our practice and guidance in the Early Years

- Statutory Framework for the Early Years Foundation Stage (DfE, 2017)
- Early Years Foundation Stage Profile handbook (DfE, 2016),
- Development Matters (Early Education, 2012) and
- Little Wandle Letter and Sounds phonics programme
- Oxford Owl Handwriting programme

4. PHONICS

In 2006 Jim Rose completed an independent review into the theory of early reading. The 'Rose Review' reports highlights the importance of teaching phonics, he states that should be taught systematically and discreetly. He goes on to explain that this should be the prime approach in the teaching of early reading.

Phonics starts in the Early Years at St Bede's where we follow these principles and strategies to ensure that the children get off to the best start in their reading journey.

At St Bede's we follow Little Wandle Letter and Sounds systematic and synthetic phonics programme which suggests a fast pace approach to the teaching of phonics:

Introduction to the sound

Teach

Practise

Apply

Review and revisit

Assess learning against criteria

Teachers will plan for short carpet sessions, which are phonics based sessions. These activities will be mainly hand-on experiences, as this will allow the children to take ownership to their learning. The order in which we teach the sounds are taught in line with 'Little Wandle Letter and Sounds Programme' – at the end of each week we will recap the sounds we have learnt that week. Our children will learn how to blend the sounds together to read the words. At the end of the week the children will be provided with a set of letters that they have learnt enabling them to use them at home to practise the sounds.

5. READING

At the beginning, the children will be issued with picture books. Picture books enables your child to explore the pictures and encourages them to talk about what they see, talk about the characters and what they are doing. Your child will begin to understand who, where why and what questions. The children move onto books with words once they begin to learn the letter sounds. The books will follow the order of the sounds that they learn and will contain phase 2 and phase 3 words. Parents are expected to read with their child at least 5 times a week and to sign their child's reading record book. Both reading book and reading record book should be in your child's book bag everyday.

6. EYFS ASSESSMENT

Children are assessed every half term in Reception, they will be based on the sounds they have learnt and their ability to blend the sounds together to read the words.

Parents will be informed of their child's progress through a comment in their child's reading record book.

At the end of the Reception, all children will partake in a final assessment which will then be passed onto the year 1 teachers.

For comprehension - at the end of Reception the children will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

For word reading – at the of Reception the children will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

APPENDIX 1

Terminology

- **Phoneme** – a single sound made by a grapheme, also known as a letter sound.
- **Digraphs** – Two letters that together make one sound, for example; sh – **shop**.
- **Trigraphs** – Three letters that together make one sound, for example; igh as in **light**.
- **Grapheme** – A letter or a number of letters that represent a sound (phoneme) in a word.
- **Segmenting** – The process of splitting up the individual sounds that make up a word to help with spelling.
- **CVC words** – A word that is made up of a consonant sound, a vowel sound and another consonant. For example; c-a-t.
- **Tricky words** – A common word that is difficult to sound out using simple phonics, for example; **the**
- **Blending** – The process of saying the individual sounds that make up a word and then merging them together to say the word.
- **Decoding** – The process of using phonic knowledge to read words.

7. WRITING

INTRODUCTION

At St Bede's we understand that Literacy is a significant life skill essential for communicating in school, in public life and internationally. We aim to use a rich body of literature, reflecting a variety of experiences.

Through English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

8. AIMS AND OBJECTIVES

We aim to support and provide a positive and enabling environment with a well-balanced curriculum. For this to happen the EYFS team will:

- Listen to the children to provide topics of their interests.
- To provide opportunities for the children to mark make both indoors and outdoors.
- To provide opportunities to support the children's fine motor skills.
- To enable the children to partake in role play and small world play to enhance their ability to use their imagination.
- To engage the children with a variety of books both fact and fiction.

9. KEY REQUIREMENTS

We use the following key documents to underpin our practice and guidance in the Early Years

- Statutory Framework for the Early Years Foundation Stage (DfE, 2017)
- Early Years Foundation Stage Profile handbook (DfE, 2016),
- Development Matters (Early Education, 2012) and
- Oxford Owl Handwriting programme

The journey of writing for a child in Early Years begins with mark making. The children are encouraged to engage with this during 'Discovery Time' where they are able to access a variety of resources. In Reception we have daily handwriting sessions where the children will learn the letter patten when practicing the letter formation.

Early spelling consists of general sound discrimination, speech sound discrimination, rhythm, rhyme and alliteration, visual discrimination and print recognition. Pupils spell emergently and a sight vocabulary of high frequency words which they learn to spell through games and modelled writing. Once the children have built up their confidence and knowledge with the letter sounds they will receive weekly spellings.

By the end of Reception the children will be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.