



Reading in EYFS and KS1 at St Breock

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.

The Reading Framework, DfE July 2023



Your child's reading journey at St Breock starts the minute they join us.



We immerse the children in the world of books. Our classrooms have **cosy reading corners** filled with **carefully selected books**. Adults read **high-quality stories, poems** and **nursery rhymes** on several occasions every single day.

In our **Nursery**, we focus on **pre reading** skills. We develop children's **familiarity with handling books**, as well as their **speaking and listening skills**, which are all crucial for learning to read.



We explore **sounds, alliteration, rhythm** and **rhyme**.

We play lots of games to develop the children's **phonological awareness**. We attune children to the **sounds of language** before they connect them to letters.

In Reception (FS2), we move on to teaching the children how to link the **sounds of spoken language** (phonemes) with **written letters** or groups of letters (graphemes).

m 	a 	s 	d 	t 	i 
n 	p 	g 	o 	c 	k 
u 	b 	f 	e 	l 	h 
r 	j 	v 	y 	w 	z 
x 	sh 	th 	ch 	qu 	ng 

We teach the children to read by **sounding out words**. This teaching method is called **phonics**.

At St Breock, we have chosen to follow a high quality, government accredited **systematic synthetic phonics programme** in order to give your children the best phonics teaching.

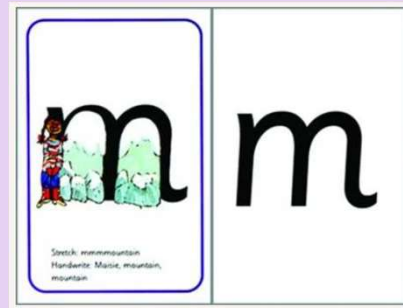


Our phonics programme is called **Read, Write Inc.** (RWI) and we follow it very precisely. We have a team of well trained, expert reading teachers and phonics is taught to a very high standard. We have a shared ethos at St Breock that all children can be taught to read.

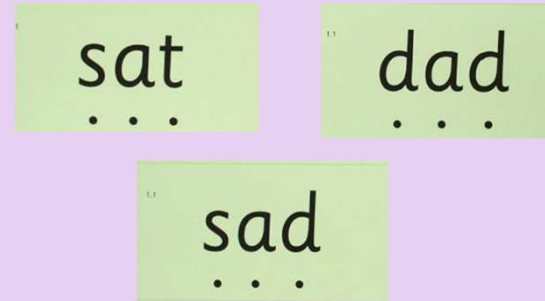
There are **four stages** to our teaching of phonics.



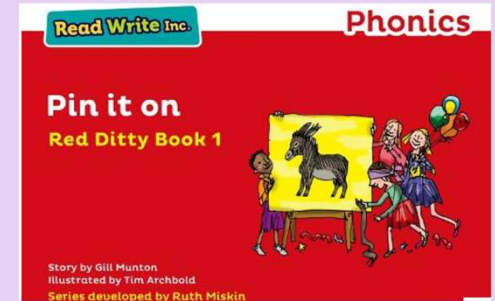
**Oral
blending**



**Learning
sounds**



**Blending
sounds to read
words**



**Reading
phonically
decodable books**

We start by teaching the children **oral blending**.

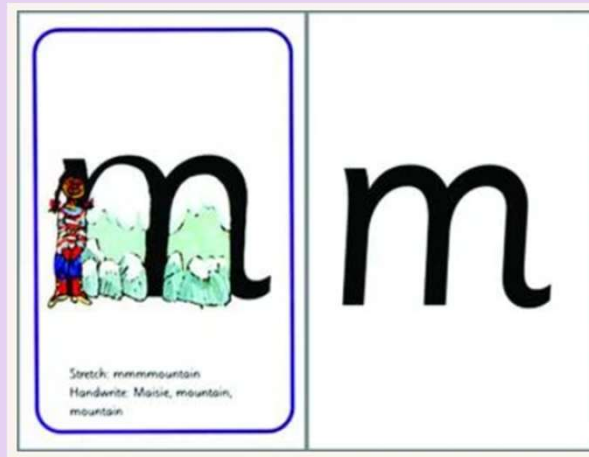
We introduce the children to Fred. Fred is a frog who can only **speak in sounds** (s-a-t). We call this **Fred Talk**.



We play lots games with Fred to enable to the children to **hear the different sounds in the words** then **blend** them together to say words (c-a-t, cat).

We then move on to looking at **letters** and teaching the **sounds** that letters make.

We use flashcards to teach the **sounds** along with **memorable rhymes**.



There are **3 sets of sounds** (Set 1, 2 and 3). As the children progress, they move on to learning digraphs - 2 letters that make one sound. We call these **special friends**. For example, **sh**.

We teach the children to say **pure sounds** without the additional 'uh' sound at the end.

It is important that children say the correct sounds for the letters to help them when blending to read words.



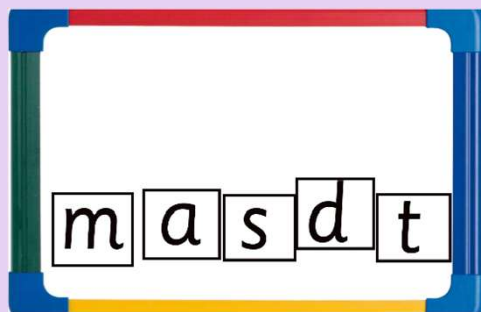
<https://schools.ruthmiskin.com/training/view/6RCIWcxV/au3a840q>

Once the children are secure in recognising **Set 1 sounds speedily**, we begin to teach **sound blending**. This is where we **blend sounds together** to make **words**.

m

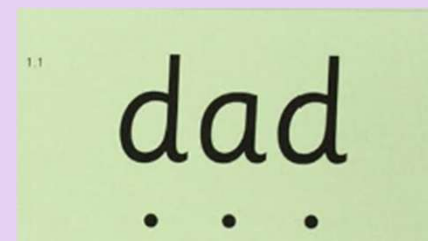
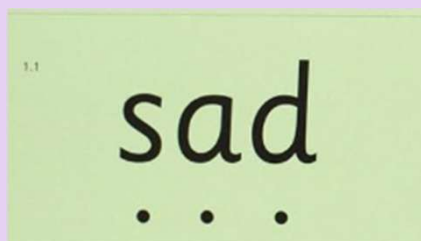
a

t



The children use magnetic letters to physically move the sounds to create words. They say the **sounds**, then **blend** together to say the **word**.

Whilst still **learning to blend**, we move on to **reading words** using Green Word cards.



The children learn to use the strategy, **Fred Talk, Read the Word** to support them in reading.

They use **sound buttons** (the little dot under each letter) to indicate where each sound is.

Children read by **pointing to each sound** as they say it then **swiping** under the whole word to blend the sounds together.

This video clip demonstrates how to **blend sounds** to read words.



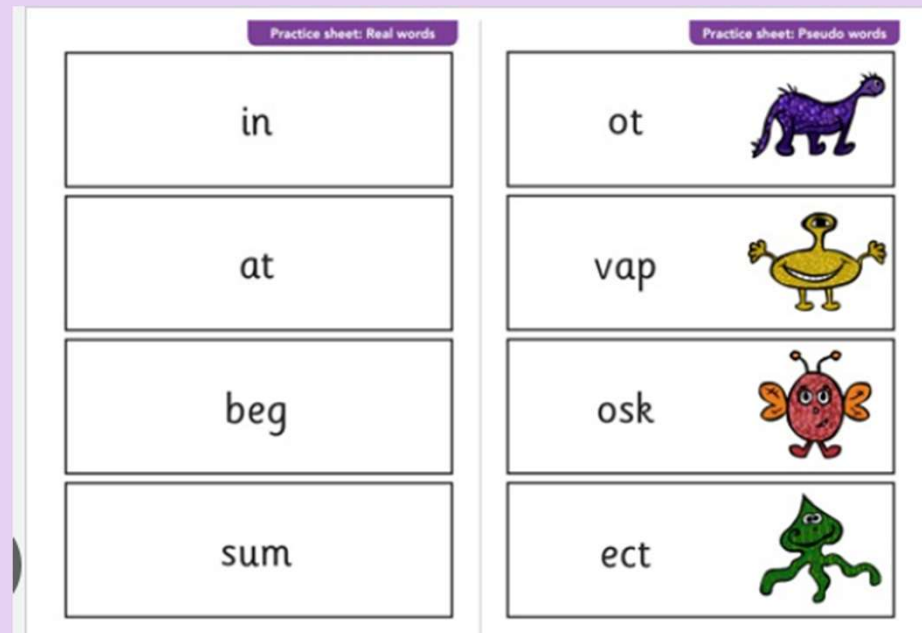
<https://schools.ruthmiskin.com/training/view/jj9138Vo/AHn3RbKF>

Once the children are secure with blending sounds to read words, they then move on to **reading phonically decodable storybooks**.



They read books that are suited to their phonics ability starting from Red and working their way through all the colours until they reach Grey.

In the summer term of Year One, all children sit the government's
Phonics Screening Check.



Every child will be asked to read a list of **40 real and nonsense phonically decodable words**. The check assesses their **sound knowledge**, and their final score will determine if they have passed the check.

So, we know how phonics is taught. But **when** do we teach phonics?

Phonics is taught **daily** as a **priority**.

8:35 – 8:55	
9:00 – 9:30	PHONICS
9:30 – 9:45	SPELLING
9:45 – 9:50	
9:50 – 10:45	ENGLISH
10:45 – 11:00	
11:00 – 11:55	MATHS

Sessions begin right from the start of Reception and continue throughout Key Stage 1, up until the end of Year 2.

Each lesson begins with a **Speed Sounds** focus. In this, children recall **sounds previously taught** and learn **new sounds**.

Simple Speed Sounds Chart

Simple Speed Sounds Chart

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u
---	---	---	---	---

Vowel sounds – stretchy

ay	ee	igh	ow
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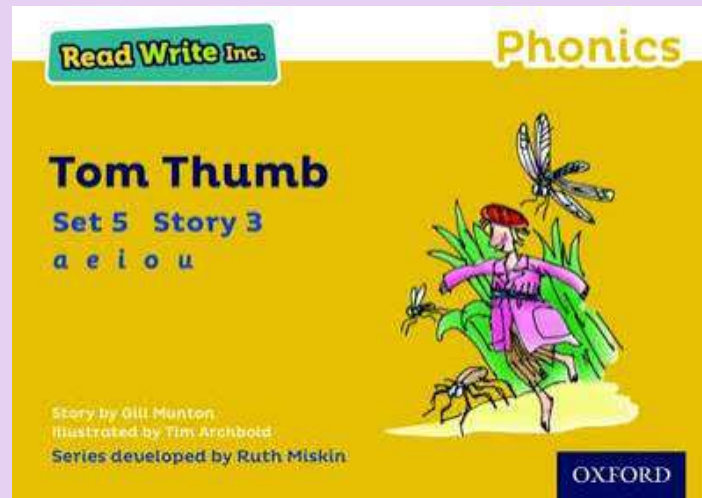
Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Complex Speed Sounds												
Consonant sounds												
f	l	m	n	r	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk		
ph	le	mb	kn	wr	se		s	ci				
					c		se					
					ce							
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	y	i-e	o-e				
					ai	ea	ie	oa				
						e	i	o				
							y					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u-e					ur	ow	oi					
ue					er							
ew					aw							
					au							

They then **read real words** and **nonsense words** containing these sounds.

The lesson then moves on to reading the **storybook**.



A storybook is taught over 3 sessions. The children work on **speedy sound** and **word recognition** as well as **fluency** and **comprehension**. At the end of the 3 days, the children take a paper copy of the book home, plus a new book linked to the text.

How do we know which **groups** to put the children in?

Read Write Inc.
Phonics

Assessment 1

Assessment 1 individual record

Pupil Date

Set 1 Sounds Group A	m a s d t i n p o c k u b f e
Set 1 Sounds Group B	t h r j v y w z x
Set 1 Sounds Group C	d-o-g ch-a-t i-a-n p-o-t t-i-n
Ditty Group	in am red ten yes
Red Group	ch ng nk qu sh th chip shop sunk that fas gip guk nab
Green Group	flat pink help thick put dimp criff stom
Purple Group	with off thin will his them that have
Pink Group	ay ee igh ow oo ee tray creep sight blow skay spoon smolt fleep lets black long this them went that stop
Orange Group	ar or ar ir ou oy start horse stair house boy hory out fib stoy rect smell soft play fool stay which about
Yellow Group	dorp pight clow thoob hoy nair ploun gart thing right night sleep boy quick little think know smart
Blue Group	z-e ea i-e o-e u-e ot staab gruit grafe stime duke vuke sneap shoop So Greta sat on a stool.. words per minute (write the child's total here) errors (keep a tally as the child reads)
Grey Group	as oa aw ur er the ear ure ew are ow jolp zewn nair choag zaip frabe smipe onoke He reached up and put the jar of oil on the high shelf.. words per minute (write the child's total here) errors (keep a tally as the child reads)

The children are **assessed every six weeks** and placed into groups according to their stage of development.

Children with **SEND** are taught RWI phonics **1-1 with an adult** during phonics time. We have several 1-1 sessions taking place all over school during phonics time. Each child receives **tutoring** that is suited to them.



In addition, extra **1-1 tutoring** sessions take place throughout the school day for any children identified as requiring additional support outside of their phonics group.

What can you do at **home to support** your child with reading?
Reading is a skill that requires lots of **practice**. We will be sending home the following resources to support you with this.



Sounds Books

Video links

**Phonics Book
Bag Books**

Children have their phonics books for **three days**.
This is to support their **fluency**, **expression** and **comprehension**.

★ **Speed Sounds** ★ ★

Ask your child to say the sounds (not the letter names) clearly and quickly, in and out of order. Make sure he or she does not add 'uh' to the end of the sounds, e.g. 'f' not 'fuh'. Each box contains one sound. Focus sounds for this story are circled.

Consonants

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll		nn		ss	ve	zz			nk
							s			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k		gg			pp		tt	wh			tch
	ck											

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★ **Speedy Green Words** ★

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

yellow	know	show	jump
slow	yellow	know	show
jump	sat	swim	stay
tree	then	help	throw

Red Words ★ ★

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

the	of	to
no	my	I
said	are	your
you	be	put

1 Write Inc. Phonics © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl.

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They should read the story every day for three days. They start by reading the **Speed Sounds**, **Speedy Green Words** and **Red Words** at the start of the book. The book contains guidance to explain the process.

How often should your child practice?



As often as possible! Just a few minutes every day will really help to develop these skills.

You, as **parents and carers** can make the **biggest difference** if you help your children to practice regularly.

Where can you find out more information?

Our school website has a page dedicated to phonics that contains many useful links and further details.

The screenshot displays the St Breock Primary School website. The header features the school's logo, name, and tagline "Learning, love and laughter". A navigation bar includes links for HOME, ABOUT US, STATUTORY INFORMATION, CALENDAR, NEWSLETTERS, PARENTS, CLASSES, and CONTACT. The left sidebar lists various sections under "STATUTORY INFORMATION", with "Phonics & Spelling" currently selected. The main content area is titled "Phonics & Spelling" and contains two links to curriculum maps: "Reading & Phonics Curriculum Map" and "Spelling Curriculum Map". Below this, a section titled "Phonics at St Breock" provides information about the importance of reading and the school's goals for its students.

St Breock Primary School
Learning, love and laughter

HOME | ABOUT US | **STATUTORY INFORMATION** | CALENDAR | NEWSLETTERS | PARENTS | CLASSES | CONTACT

STATUTORY INFORMATION

- Admissions
- Curriculum
 - Aspire Curriculum Statement
 - Our Curriculum Statement
 - Phonics & Spelling**
 - Reading
 - Writing
 - Maths
 - Science
 - EYFS
 - PE, School Sport & Physical Activity

Phonics & Spelling

- Reading & Phonics Curriculum Map
- Spelling Curriculum Map

Phonics at St Breock

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners as reading is the key to many areas of the curriculum.

At St Breock we aim for all our children to become fluent, confident readers who are passionate about reading.

We want to **support** you and your children with this very exciting **reading journey**.



Please do come and ask us if you have any questions or queries.



Thank you