

## PHONICS AND READING

### Principles behind teaching of reading at Heathfield:

- Reading is our primary focus within the Infant School
- Our aim is for the vast majority of children to leave Year 2 as fluent, comprehending readers.
- We believe that reading involves a complex integration of skills, including phonological awareness, whole word recognition, fluency and understanding of text, along with developing a love of reading and an identity as a reader (being able to choose and express a preference about books)
- We promote synthetic phonics as the main route to reading, using Letters and Sounds as the basis for planning phonological development. Our Systematic Synthetic Phonics Programme (SSP) has been developed within school and is designed to be responsive to the needs of our children and reactive to ongoing individual and year group assessments whilst meeting all the validation criteria for a published SSP.
- We are committed to providing a range of reading opportunities and reading materials to all children every day

### The teaching of reading at Heathfield includes:

#### Early Years:

##### *Nursery*

- Daily story time
- Phase 1 phonics sessions (tuning in to every day sounds)
- Books freely available within indoor and outdoor environment
- Promotion of rhyme and alliteration through poetry and nursery rhymes

##### *Reception*

As above, plus:

- Daily taught English input (based on a text, using the Power of Reading approach) 15-20 minutes per day
- Daily phonics session (phases 2, 3 and 4)
- Reading books (Oxford University Press) starting with wordless texts and moving to simple, phonetically decodable texts; these texts are then taken home to read to a parent/carer
- Increase in environmental print to develop early reading and vocabulary
- Weekly library visits to promote the love of reading.

## Key Stage One:

### Year One

- Daily story time
- Daily phonics session (revision of Phases 3 and 4; teaching of Phase 5)
- Daily taught English lesson is extended to 60 minutes per day (continuing to follow Power of Reading)
- Individual reading with an adult in school; phonetically decodable book taken home
- Guided reading introduced during the year
- Stories shared within assemblies
- Weekly visits to the library and poetry library promote the love of reading.
- Visits to the poetry library to develop children's familiarity and love of poetry

### Year Two

As above, plus:

- Extended phonics session (revision of Phases 3,4 and 5; teaching of spelling rules and patterns)
- Greater opportunities for reading across the curriculum (e.g. within non-core lessons)
- Guided reading further established as a daily activity
- More formal comprehension sessions introduced during the year (written responses to questions)

**Reading at home: all children are expected to share a book with an adult at home, as follows:**

Nursery	Story sent home weekly for parents to share with child from January. Poetry packs sent home from May.
Reception	Wordless texts sent home weekly from September to share with an adult. Phonetically decodable texts sent home weekly when the child is able to blend known sounds. Poetry packs sent home from May. Reading Diary introduced and signed weekly by CT/TA.

KS1

Book changed 2 - 3 times a week.  
The child starts on a highly decodable book chosen by their teacher to match their phonological knowledge. As children's reading fluency continues they are exposed to a wider range of reading matched to their level.  
Poetry packs sent home from September.  
Reading Diary signed daily by CT/TA.

## Reading at home: Oxford Reading Buddy

### Quick guide for parents and carers



Oxford Reading Buddy helps your child to get better at reading. It contains hundreds of books that your child will enjoy, all matched to their reading level. Special 'Coaching eBooks' help your child to understand what they read. Quizzes check how they are doing and send results back to their teacher.

Oxford Reading Buddy can be used on desktops, tablets and mobiles.

For more information please visit [support.oxfordreadingbuddy.com/parent-support/](http://support.oxfordreadingbuddy.com/parent-support/)



1 Your child enters their details to begin.

Go to [www.oxfordreadingbuddy.com](http://www.oxfordreadingbuddy.com)

2

You can see a list of books your child is reading.


3

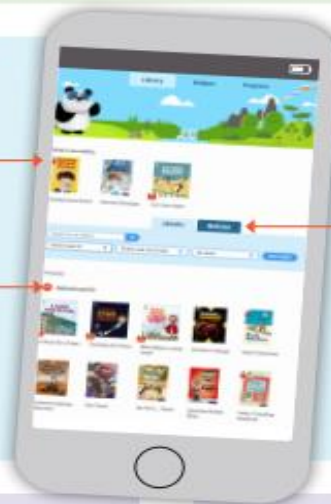
You can see all the books at your child's Oxford Level here. Click on a book to start reading or take the quiz.

4

In this tab you can find quizzes. Quizzes are available for Oxford print books as well.

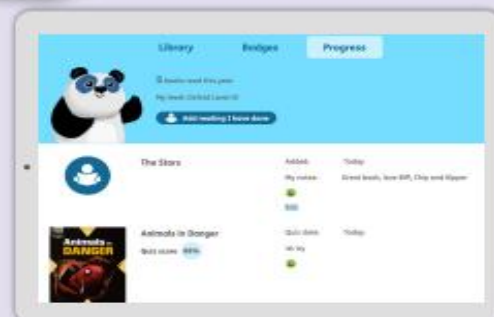
5

Books with this sign on  are 'Coaching eBooks' and have a buddy to help your child.



6

This is where your child's badges are saved. They can earn badges for working hard.



7









































Click on the Progress tab to see the books your child has read and their quiz scores. You can add extra reading your child has done by clicking on the 'Add reading I have done' button.

OXFORD

## Phonics at home: Reception sound mat


































s ss		a 	t 	p 	i 	n 
m 	d 	g 	o 	c k ck 	e 	
u 	r 	h 	l ll 	f ff 	b 	
j 	v 	w 	x 	y 	z 	
q u 	ch 	sh 	th 	ng 	nk 	
ai 	ee 	igh 	oa 	oo 	oo 	
ar 	or 	ur er 	ow 	oi 	ear 	air 

## Phonics at home: Year 1 sound mat

s ss 	a 	t 	p 	i y 	n gn kn 	m mb 	d 
g 	o a 	c k ck ch 	e 	u o 	r wr 	h 	l ll 
f ff 	b ph 	j g dge 	v 	w wh 	x 	y 	z se zz 
qu 	ch 	sh 	th 	ng 	nk 	ai 	ee 
igh 	oa 	oo 	ar al 	or er 	ur er 	ow ou 	oi oy 

ai ay a_e 	ey eigh a eigh	ee ea e_e ey 	ie y e y	igh ie light 	y i	
oa ow o_e 	oe o oe	ue u u u 	ew er ur ir 	ear or		
or aw au ore our al ough	s ss 	c st se	ch tch 	ture sh c	sh ch ss 	tion cia
ear 	eer 	here ere	air 	ear 	are 	There ere

# Phonics at home: Year 2 sound mat

 s ss se c ce st	 n kn gn	 m mm mb	 c k ck ch	 r wr	 l ll le el il al	 z zz s se	 j g dge	 w wh	 t tt	 qu  f ff ph
 ch tch c sh ture	 sh tion cia ch ss	 th	 ng	 e ea	 o a	 ai ay a-e a ey eigh	 ee y ea e e-e ie ey	 igh i-e ie i y	 oa ow o-e o oe	 ue oo u-e ew u
 oo u-e ue ew u	 oo	 ar al a	 or al au aw	 our ore ough augh	 air are ear ere	 er ear ir or ur	 ou ow	 oy oi	 ear eer ere	