

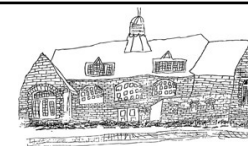
Intent: all children learn to love to read, this will be supported by their secure understanding of the phonetic code, which we aim to teach them by year 2. Children to be read to, and enjoy a wide range of reading materials, and to engage with these in many ways.



Early Reading at  
Kentish Town C of E Primary School

	Phonics	Reading comprehension	Parents/Carers	Support/ Enrichment
Acorns (Nursery)	<p><b>Phase 1</b></p> <p>Develop their phonological awareness, through a range of phase 1 phonics activities throughout the year, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Books sent home weekly; high-quality books for pleasure</p> <p>Sharing learning on Tapestry</p> <p>Mystery readers</p>	<p>Opportunities to watch live performances; pantomimes, plays, storytellers</p> <p>A range of engaging and exciting activities throughout the provision</p> <p>Performing in class assemblies</p> <p>Trips in the local area</p> <p>Parents and other visitors to read stories in class</p> <p>World Book Day dressing up</p> <p>Dance and music workshops</p>

Intent: all children learn to love to read, this will be supported by their secure understanding of the phonetic code, which we aim to teach them by year 2. Children to be read to, and enjoy a wide range of reading materials, and to engage with these in many ways.



Early Reading at Kentish Town C of E Primary School

	Phonics (word reading)	Reading comprehension	Parents/ Carers	Enrichment
Oak Reception	<p>Phonics is taught through GES Simply Letters and Sounds; Phase 2, 3, 4</p> <p>Children should...</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul>	<p>Children should...</p> <ul style="list-style-type: none"> <li>• Be read to frequently, actively engaged in stories, non-fiction, rhymes and poems, and then provided with extensive opportunities to use and embed new words in a range of contexts.</li> <li>• Become comfortable using a rich range of vocabulary and language structures. Through conversation, storytelling and role play, children share their ideas with support, modelling and sensitive questioning from their teachers. We use the Talk For Writing Structures to support this as well.</li> <li>• Engage in frequent story times</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>Books sent home weekly; high-quality books for pleasure, decodable books for phonics.</p> <p>Sharing learning on Tapestry</p> <p>Coffee morning to discuss Phonics and Early Reading</p> <p>Mystery readers</p> <p>Reading mornings</p>	<p>Opportunities to watch live performances; pantomimes, plays, storytellers</p> <p>A range of engaging and exciting activities throughout the provision</p> <p>Performing in front of parents and whole school in story-based assembly shows</p> <p>Trips in the local area</p> <p>Dance and music workshops</p> <p>World Book Day</p>

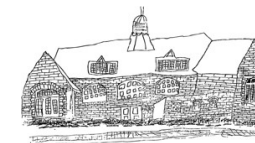
Intent: all children learn to love to read, this will be supported by their secure understanding of the phonetic code, which we aim to teach them by year 2. Children to be read to, and enjoy a wide range of reading materials, and to engage with these in many ways.



Early Reading at Kentish Town C of E  
Primary School

	Phonics (word reading)	Reading comprehension	Parents/Carers	Enrichment
Ash Year 1	<ul style="list-style-type: none"> <li>Children learn phonics through GES Simply Letters and Sounds Phases 4, 5</li> </ul> <p>Children should...</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul>	<p>Books sent home weekly; high-quality books for pleasure, decodable books for phonics.</p> <p>Coffee morning to explain and discuss Phonics and Early Reading</p> <p>Mystery readers</p>	<p>Opportunities to watch live performances; pantomimes, plays, storytellers</p> <p>Performing in class assemblies</p> <p>Trips in the local area</p> <p>World Book Day</p> <p>Dance and music workshops</p>

Intent: all children learn to love to read, this will be supported by their secure understanding of the phonetic code, which we aim to teach them by year 2. Children to be read to, and enjoy a wide range of reading materials, and to engage with these in many ways.



Early Reading at Kentish Town C of E  
Primary School

	Phonics (word reading)	Reading comprehension	Parents/Carers	Enrichment
Willow Year 2	<ul style="list-style-type: none"> <li>Children learn phonics through GES Simply Letters and Sounds Phase 5</li> </ul> <p>Children should...</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done □ answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Books sent home weekly; high-quality books for pleasure, decodable books for phonics.</p> <p>Coffee morning to explain and discuss Phonics and Early Reading</p> <p>Mystery readers</p>	<p>Opportunities to watch live performances; pantomimes, plays, storytellers</p> <p>Dance and music workshops</p> <p>Library trip</p> <p>World Book Day</p>

Intent: all children learn to love to read, this will be supported by their secure understanding of the phonetic code, which we aim to teach them by year 2. Children to be read to, and enjoy a wide range of reading materials, and to engage with these in many ways.



Early Reading at Kentish Town C of E  
Primary School

	Phonics	Key learning	Parents/Carers	Support/ Enrichment
Acorns Nursery	Phase 1	Developing phonological awareness  See Phonics Curriculum Map	Books sent home for pleasure	Storytelling focus  Talk for Writing  Singing, rhymes
Oak Reception	Phase 2, 3, 4	See Phonics Curriculum Map	Books sent home for pleasure  Decodable books sent home	Daily keep up sessions  Sustained intervention sessions  Nuffield Early Language Intervention (NELI)
Ash Year 1	Phase 4, 5	See Phonics Curriculum Map	Books sent home for pleasure  Decodable books sent home	Daily keep up sessions  Sustained intervention sessions
Willow Year 2	Phase 5, alternative spellings and alternative pronunciations	See Phonics Curriculum Map	Books sent home for pleasure  Decodable books sent home	Daily keep up sessions  Sustained intervention sessions
Beyond Year 2	Children who need to secure the phonetic code will receive Sustained Intervention as per GES Simply Letters and Sounds.			