

**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 will be read to, and enjoy a wide range of reading materials, and engage with these in many ways.



## Early Reading and Phonics at Kentish Town C of E - EYFS

### Key Learning

#### **Acorns (Nursery) Children will:**

Develop their phonological awareness, through a range of phase 1 phonics activities throughout the year, so that they can spot and suggest rhymes, count or clap syllables in a word , and recognise words with the same initial sound, such as money and mother .

Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing

Engage in extended conversations about stories, learning new vocabulary.

Enjoy listening to longer stories and can remember much of what happens.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

#### **Enrichment:**

Opportunities to watch live performances; pantomimes, plays, storytellers

Performing in class assemblies

Trips in the local area

Parents and other visitors to read stories in class

World Book Day dressing up

Dance and music workshops

#### **Parents / Carers:**

Books sent home weekly; high-quality books for pleasure

Sharing learning on Tapestry

Mystery readers

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## Early Reading and Phonics at Kentish Town C of E - EYFS

### Key Learning—Phonics

Phonics is taught through GES Simply Letters and Sounds; Phase 2, 3, 4

**Oak Class (Reception)** Children should...

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school’s phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Spell words by identifying the sounds and then writing the sound with letter/s

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Enrichment:

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World Book Day

Dance and music workshops

**Parents / Carers:**

Books sent home weekly; high-quality books for pleasure, decodable books for phonics.

Sharing learning on Tapestry

Coffee morning to discuss Phonics and Early Reading

Mystery readers

Reading mornings

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## Early Reading and Phonics at Kentish Town C of E - EYFS

### Key Learning—Reading

Phonics is taught through GES Simply Letters and Sounds; Phase 2, 3, 4

**Oak Class (Reception)** Children should...

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.

Become comfortable using a rich range of vocabulary and language structures. Through conversation, storytelling and role play, share their ideas with support, modelling and sensitive questioning from their teachers, supported by Talk For Writing structure.

Engage in frequent story times

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Enrichment:

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Trips in the local area

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## Early Reading and Phonics at Kentish Town C of E - KS1

### Key Learning—Phonics

Children learn phonics through GES Simply Letters and Sounds Phases 4, 5

**Year 1 (Ash):** Children should ...

Apply phonic knowledge and skills as the route to decode words

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

Read other words of more than one syllable that contain taught GPCs

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

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

Re-read these books to build up their fluency and confidence in word reading.

Enrichment:

Key Vocabulary:

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## Early Reading and Phonics at Kentish Town C of E - KS1

### Key Learning—Reading

**Year 1 (Ash)** Children should ...

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### Enrichment:

Opportunities to watch live performances; pantomimes, plays, storytellers

Performing in class assemblies

Trips in the local area

World Book Day

Dance and music workshops

### Parents and Carers:

Books sent home weekly; high-quality books for pleasure, decodable books for phonics.

Coffee morning to explain and discuss Phonics and Early Reading

Mystery readers

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## Early Reading and Phonics at Kentish Town C of E - KS1

### Key Learning—Phonics (Word Reading)

Children learn phonics through GES Simply Letters and Sounds Phase 5

**Year 2 (Willow)** Children should...

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

### Enrichment:

Opportunities to watch live performances; pantomimes, plays, storytellers

Performing in class assemblies

Trips in the local area

World Book Day

Dance and music workshops

### Parents and Carers:

Books sent home weekly; high-quality books for pleasure, decodable books for phonics.

Coffee morning to explain and discuss Phonics and Early Reading

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## Early Reading and Phonics at Kentish Town C of E - KS1

### Key Learning—Reading Comprehension

**Year 2 (Willow)** Children should ...

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done ☐ answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Enrichment:

Opportunities to watch live performances; pantomimes, plays, storytellers

Performing in class assemblies

Trips in the local area

World Book Day

Dance and music workshops

### Parents and Carers:

Books sent home weekly; high-quality books for pleasure, decodable books for phonics.

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Early Reading and Phonics at  
Kentish Town C of E - KS1

**End of EYFS / KS1 Outcomes:**

	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.			