

SUPERSONIC

Phonic Friends



Leigh St Peter's Primary School

Early Reading in EYFS



Where it all begins.....

At Leigh St Peters Primary School, we believe that reading is the key to unlocking many opportunities in life. In our school, we strive to take our children on a magical reading journey from the moment they step foot into our school.



From the very first day, children are saturated with nursery rhymes. Phonemic skill development gained from nursery rhymes has been scientifically proven to develop early reading. Whilst developing an ear for language, repetition of rhymes teaches children how language works and builds memory capacity through memorising patterns. Nursery rhymes help develop inference skills, as well as developing a rich vocabulary and helping with speech development through strengthening the muscles in the mouth and tongue. Rhyming supports children to articulate words, modulate voices and enunciate clearly by saying them over and over.

Singing nursery rhymes daily also helps our children to develop auditory skills such as discriminating between sounds and develop an ear for the music of words. Our staff introduce literary devices like alliteration and imagery. As well as expand children's imagination and creativity. Nursery rhymes are a great introduction to stories. Many containing verses, which help children develop their sequencing skills.



Every day our children listen to stories. A daily story helps children to continue expanding their knowledge of language, as well as develop their listening skills. It provides our children with mental stimulation, providing them with time to relax and maintain a state of calm, and improve focus and concentration. Reading out loud to children is a critical component of supporting children's oral language development.

Children are encouraged to take part in early language experiences such as a weekly 'show and tell' sessions. This helps to build effective communication and listening skills as well as encourages emotional development.

Our early years team understand that oral language development is the foundation for learning. It supports reading and writing and is critical in supporting the development of children's early literacy skills. We ensure our children experience this by modelling language at every opportunity and providing a language rich environment both indoors and outdoors. Our learning areas are designed with purposeful intent for staff and children to interact, share a focus, talk and take turns. Books are included in the environment and our children have access to libraries in their classrooms. The children can choose from a range of books, which will help to develop a love for reading. Children are taught how to handle books, turn pages, and develop print awareness.

We recognise that the strongest predictors of reading readiness include interest and motivation to read, oral language and narrative skills, including, book and print awareness. Alongside these pre-reading skills, we teach synthetic, systematic phonics.

Here at Leigh St Peter's Primary School, we aim to give all children the opportunity to access a life-long journey of learning. We do this first and foremost through the teaching of daily phonics.



The teaching of systematic, synthetic phonics plays a critical role in teaching children the alphabetic code, enabling children to read.



After developing firm foundations in our preschool in listening, language development, understanding and speech, we take our children on a journey through phase 1 phonics. We use Super Sonic Phonic Friends to help support our teaching and develop children's ability in sound discrimination and phonological awareness. When children enter Reception, we begin to teach systematic synthetic phonics, phase 2-3 until they progress in year 1, where they continue the programme and study phases 4-5 until they become confident, fluent readers with the ability to spell all phonologically decodable words.

As a school we have adopted 'Super Sonic Phonics Friends', to support us with the teaching of systematic synthetic phonics. This ensures a consistent approach across early years and Key Stage 1. 'Super Sonic Phonic Friends' is based on the well-recognised 'Letters and Sounds'. Super Sonic Phonic Friends is a child friendly programme with a multisensory approach to the teaching of phonics, which allows children to be interactive during lessons as they progress through each phase. This helps them to maintain a love for learning to read. It uses friendly characters to help children to recognise the steps in teaching and become excited by the learning that each character wants them to do.

Below represents the structure of Super Sonic Phonics Programme.

Phase 1

| Firm Foundations in Phonics | | The Strands |
|------------------------------|----------------------------|--|
| General Sound Discrimination | | <ul style="list-style-type: none"> Tuning into sounds (auditory discrimination) Listening and Remembering sounds (auditory memory and sequencing) Talking about sounds (developing vocabulary and language comprehension) |
| Aspect 1 | Environment Sounds | |
| Aspect 2 | Instrumental Sounds | |
| Aspect 3 | Body Percussion | |
| Phonological Awareness | | |
| Aspect 4 | Rhythm and Rhyme | |
| Aspect 5 | Alliteration | |
| Aspect 6 | Voice Sounds | |
| Aspect 7 | Oral Blending & Segmenting | |

Phase 2

| Securing The Basics 1 | | Tricky Words |
|-----------------------|----------|---------------------|
| CVC | | |
| Group 1 | s a t p | N/A |
| Group 2 | i n m d | l |
| Group 3 | g o c k | l to |
| Group 4 | ck e u r | l to no go |
| Group 5 | h b f l | l to no go the |
| Group 6 | ll ff ss | l to no go the into |

Phase 3

| Securing The Basics 3 | | Tricky Words |
|-----------------------|--------------|--|
| CVC | | |
| Group 1 | j v w x | l to no go the into |
| Group 2 | y z zz qu | he she |
| Group 3 | ch sh th ng | he she we me be |
| Group 4 | ai ee igh oa | he she we me be has his off as is us |
| Group 5 | oo oo ar or | he she we me be has his off as is us was my you |
| Group 6 | ur ow oi er | he she we me be has his off as is us was my you they her |
| Group 7 | ure ear air | he she we me be has his off as is us was my you they her are all |



Phase 4

| Securing The Basics 4 Adjacent Consonants | | Tricky Words |
|--|-----------------------------|--|
| Group 1 | CVCC | said have like |
| Group 2 | CVCC & Polysyllabic | said have like do some come |
| Group 3 | CCVC | said have like do some come little so one |
| Group 4 | CCVC & Polysyllabic | said have like do some come little so one what when were |
| Group 5 | CCVCC CCCVCC & Polysyllabic | said have like do some come little so one what when were there then them that this |

Phase 5

| The Higher Levels Choose to Use Spellings | | Tricky Words |
|--|--|---|
| Group 1 Choose to Use Two | ai and ay ee and ea igh and ie oa and oe oo and ue | oh their people looked Mr Mrs son |
| Group 2 Choose to Use – Split digraph | ai ay and a_e ee ea and e_e igh ie and i_e oa oe and o_e oo and ue and u-e | oh their people looked Mr Mrs son asked called could should would |
| Group 3 Choose to Use Two | oi and oy ur and ir ow and ou or and aw w and wh | oh their people looked Mr Mrs son asked called could should would of love here says today friend want |

Phase 5 continued

| The Higher Levels Choose to Use Spellings | | Tricky Words |
|--|---|--|
| Group 4 Choose to Use Two & Three | air and are n and kn r and wr f and ff and ph or aw and au n kn and gn | oh their people looked Mr Mrs son asked called could should would of love here says today friend want our house once where why with over |
| Group 5 Choose to Use Three and Four | or aw au and are ee ea e_e and ey ee ea e_e ey and y oo ue u_e and ew | above live does goes tall call small |
| Group 6 Choose to Use | air, are and ear ur, ir and or ch, tch, dge ur, ir, or, er | |

Phase 5 continued

| The Higher Levels Switch it Spell Sounds | | Tricky Words |
|---|-----------------------|--|
| Week 1 Switch It | i o c g u | sixth and wild frog and old crisp and cement growl and gem |
| Week 2 Switch It | u ow ie ea | underpants and tuba clown and yellow pie and chief dream and bread |
| Week 3 Switch It | a a ou o | apple and angel apple angel and watch mouse and mouldy frog old and monk |
| Week 4 Switch It | y ch ch ou | yellow and cry yellow cry and crystal children and chef children chef and chorus mouse mouldy and soup |

Reading Books in EYFS

In Preschool, children get to choose a book of their choice to share with a grown up. They are asked to share this book a minimum of three times a week. These books are given so children can experience listening to adults read in their home environment and experience quality time, developing a love for reading.

If a child attends our 2 Year old room, they are sent home with a different nursery rhyme each week to share with their grown up.

On entering reception, all children are given a picture based book whilst pre-reading skills are assessed and Phase One Phonics is secured. Once a child begins Phase Two Phonics, formative assessment is used to determine when a child is ready for a book containing print. These books are always phonetic based books, so children can apply the new sounds they have been learning. Children are asked to read with an adult a minimum of three times per week.

Alongside a picture book or a decodable book, children are sent home with a 'whole language' book. This book will be at a similar level to what your child is working at but may contain words that are unfamiliar to them. These books should be shared with your child with support.

All reading books in Preschool and Reception are changed on a weekly basis. Children are listened to read by and teacher or a teaching assistant frequently in the EYFS. If child require additional reading, this is given as an intervention.



Whole class reading is also done across the early years setting. Books are shared, reading is modelled to children, books are discussed and children develop lots of vocabulary and reading skills when sharing class books.

So how do we promoting a love for reading?

- Our Early Years Curriculum has been developed using high quality text.
- We share a class story at the end of every day.
- We provide an environment rich in opportunities for children to read.
- We provide children with classroom libraries filled with a range of interesting books and high quality texts.
- We celebrate 'World Book Day', where all the children and staff dress up as their favourite character from a book.
- We have a 'reading enrichment' activity each term where children take part in a fun task, e.g. – the craziest place to read a book.
- We encourage parent involvement through phonic based 'Stay and Play' sessions every term, where children get to take part in phonic activities with their grown-ups. Phonic activities are modelled to grown-ups which can be used to support the children with reading at home.
- We hold a 'Reading Café' afterschool once a week, to encourage grown-ups to come in and listen to their child read.
- We offer access to online ebooks to engage our young readers using different platforms.



**The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss**

