



Policy for reading and phonics in the Early Years Foundation Stage

Implementation of phonics

In preschool and nursery we teach early phonics skills, through a combination of whole class teaching, small groups and individual activities. We teach stages 7 stages.

The stages support the development matters curriculum and principles of letters and sounds which prepare children for our synthetic phonics programme read write inc, which we begin the summer term of nursery.

In preschool stages 1,2,3,4 and 6 are taught.

In nursery all stages are taught across the Autumn and Spring terms. In the summer term read write inc, nursery is taught, where sounds are introduced alongside the read write inc materials, children learn how to say the sounds clearly and their corresponding phonemes, but do not yet write.

The stages are non -hierarchical and therefore are taught in any order, however developmentally we feel that stages 5 and 7 are more suited to nursery age children.

Stage 1 - Environmental sounds.

Children explore the sounds in the world around them, learning to listen, identify and tune into a range of everyday, animals and vehicle sounds. They learn to compare types of everyday noises. There are lots of links to listening and attention

Preschool	Nursery
<ul style="list-style-type: none"> ● Turn towards familiar sounds. ● Listen with attention to sounds around them. Sometimes identify the source of the sound and where it came from (eg. its direction). ● Recognise and name familiar sounds. ● Make sounds to represent familiar animals, objects, and vehicles. ● To engage in sound and environment walks. ● To differentiate between everyday sounds by playing sound games, such as sound bingo. 	<ul style="list-style-type: none"> ● Listen with increased attention to sounds. ● To recognise a large range of everyday sounds, animals and vehicles. ● Identify the source of the sound and where it came from (eg. its direction). ● To engage in careful listening during sound walks, identify a range of loud and quiet sounds. ● Respond to what they have heard, expressing their thoughts and feelings. For example "That's too loud, its scary". "It's like Christmas!"

Stage 2 - Instrumental sounds

Children explore the sounds that objects and instruments by exploring a range of instruments and loose parts. Children learn to tune into a range of sounds, recognise and compare as well as explore how they can change sounds, loud, quiet, bumpy, smooth, etc.

Preschool	Nursery
<ul style="list-style-type: none"> ● Explore toys and objects that make sounds for example loose parts, different materials - wood, metal, plastic. ● Show attention to sounds and music. ● Listen to and explore the sounds of a range of different instruments. ● Investigate how instruments can make sounds and how you can play them in different ways. <p>To use instruments and noisy objects to compare types of sounds for example loud/ quiet, slow/ fast, jumpy/ smooth.</p>	<ul style="list-style-type: none"> ● Listen to and explore the sounds of a range of instruments. ● Play instruments with increasing control to express their feelings and ideas. ● To match instruments to the sounds they make and name some by sound. ● Explore musical words such as tempo, timbre, beat as they play. <p>To describe instrument sounds/ choose appropriate words to describe the sound. Eg. Loud, quiet, quick, slow, jumpy, long.</p>

Stage 3 - Body percussion

Children listen and respond to sounds physically, they learn to explore the sounds they can make with their bodies through movement and how to create and keep a beat.

Preschool	Nursery
<ul style="list-style-type: none"> ● Respond emotionally and physically when music changes. ● To talk about how different music makes us feel, happy, sad, tired, etc. ● Clap and stamp to music ● Explore the sounds our bodies can make. For example, what sounds can we make with our hands? Clap, rub. <p>To use body percussion to make rhythmic and repetitive sounds, for example tapping knees to the beat of a song.</p>	<ul style="list-style-type: none"> ● Explore the sounds their bodies can make, introduce children to the musical word body percussion. ● Explore how we can change sounds and describe, for example making the sound longer/ shorter by clapping in different ways. ● Use body percussion to make rhythmic and repetitive sounds, for example tapping along to a beat. <p>Increasingly be able to use and remember sequences of patterns and movements which are related to music and rhythm.</p>

Stage 4 - Rhythm, onset and rhyme

Children learn a range of songs and rhymes, joining in and learning by heart. Children also explore the meaning of the word rhyme, playing with rhyming words and continuing a rhyming pattern.

Preschool	Nursery
<ul style="list-style-type: none">● Enjoy songs and rhymes, tuning in and paying attention● To join in with sounds, words and actions of familiar rhymes and songs.● Sing songs and say rhymes independently, for example singing whilst playing.● To have favourite rhymes.● To learn a small set of rhymes very well, for example filling in missing words.● To listen to and enjoy rhyming stories.	<ul style="list-style-type: none">● To build a large repertoire of songs and rhymes, joining in with words and actions.● Play with songs, singing while playing and changing words, humming a tune.● Develop an awareness of rhyme, recognising when words sound similar or follow a pattern, for example in a story.● Play rhyming games to match rhyming pairs for example. Spot and suggest words that rhyme.

Stage 5 - Alliteration

Children explore initial sounds and tune into sound patters such as a..a.. apple, astronaut, alligator.

Preschool	Nursery
<ul style="list-style-type: none">● Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	<ul style="list-style-type: none">● Play sound games, such as I spy to explore initial sounds.● Hear the initial sounds in words.● Recognise words with the same initial sound, for example by developing lists - dog, dinosaur, duck. <p>Use print and letter knowledge in writing. For example: writing 'm' for mummy.</p>

Stage 6 - Voice sounds and syllables

Children explore the sounds they can make with their voices, copying sounds carefully and using practically in their play. Children also explore syllables by tapping and clapping out beats, listening carefully to the composition of words.

Preschool	Nursery
<ul style="list-style-type: none"> ● Explore their voices and enjoy making sounds. ● Make sounds to enliven play for example 'brrrm' for a car. ● To copy clapping out syllables in words, for example our names. <p>Explore a range of speech sounds by moving our mouths in different ways - for example using the mouth book.</p>	<ul style="list-style-type: none"> ● Recognise words can be broken down into syllables. ● Count or clap syllables in a word. ● Explore a range of speech sounds. <p>To say speech sounds carefully.</p>

Stage 7 - Oral segmenting and blending

Children explore how words can be broken down 'segmented' into smaller sounds and 'blended' back together. Children learn that this is a reversible process exploring how to listen to blend as well as segment words or FRED talk. Children will be introduced to Fred the frog, who can only speak in segmented words!

Preschool	Nursery
NA	<ul style="list-style-type: none"> ● Engage in listening games that involve blending sounds. Eg. "Find the p-e-n" ● Listen to blend sounds together into words eg. c-oa-t. <p>Segment words into their sounds using FRED talk.</p>

Children are taught phonics sessions daily as part of group times.

Each week children have a 'focus' phonic activity supported by an adult.

Our provision is carefully planned to support the development of early phonics (see environment later in the policy).

Reception implementation of phonics

In reception, once baseline assessments are completed (autumn 1) children begin our whole school synthetic phonics programme, Read Write Inc. Each session follows - recap, teach, practise, read and apply, write format. Word time sessions are taught following the read write inc programme which recap and revise sounds, working on word building and application to writing.

Children are taught in whole classes and have a phonics session (20 minutes) each day.

As in nursery and preschool, the provision is planned to support phonics development.

After all children have completed their first read write inc assessment, reception classes will be split to enable the class teachers to target need and support pace.

*By the end of the reception year all children will have completed their set 1 and set 2 sounds, plus have been taught red words - **said , the, I, me, you, no, are, your, he, be, go, of.***

Implementation of guided/ group reading

In preschool and nursery

Children have a small group reading session once every two weeks. The book is selected by the class teacher to support the topic or an 'essential' read. Practitioners share a story bag with props or key words, which is used to build vocabulary as well as support the story retelling.

Book sharing is timetable daily and take place before group time at the end of each session, as an opportunity for teachers to support early reading skills and as a calm end to the morning or afternoon.

Reception

Children have a two guided reading sessions per week, in their colour groups. The children read the same book for both sessions. Read write inc books are taught based on their stage of read write inc and correlate to sounds taught. They begin with the CVC word books in autumn and move onto red ditty books, followed by green books as more sounds are covered and children become more confident in their ability to blend and segment.

Home readers

Preschool

Parents have access to the preschool lending library which is located under the covered area at the preschool entrance. Parents are encouraged to sign books in and out.

Nursery

Children are invited to choose a book to take home from the nursery lending library and are asked to return it each week so it can be changed.

Reception

Children are provided with a reading record and 2 reading books each week. One reading book is from our reception lending library and the other is a read write in

book or words that correspond to where they are in their guided reading session, following the read write inc. order of teaching. Books are changed every Wednesday.

Assessment

Preschool and nursery:

Class teachers and teaching assistants are to record observations and include the word 'phonics' alongside the stage the observation links to.

For example: Luka went to the music area and picked up a drum, he tapped on the top several times, creating a rhythmic pattern, he began to sing humpty dumpty and tap at the same time. 23.11.23 I Phonics - 2/ 4

In children's learning journeys the document outlining age related expectations for the different stages of phonics should be stuck at the back of books and phonic observations should be stuck on the page opposite this.

The EYFS phonics and reading lead has created and will keep up to date a google document. Class teachers must record whether each child has nb (no begun), w (working) or s (secure) in each stage of early phonics. In preschool stages 1,2,3,4 and 6 must be assessed. In nursery all stages must be assessed.

Teachers must update these records at the end of each term, autumn 2, spring 2 and summer 2.

Reception:

In autumn 2, when children have learnt all set 1 sounds, children are assessed and given a number and band score. Based on these scores, the phonics/ reading eyfs lead will split children into 2 groups.

Phonic screening tests take place in the Autumn 2, Spring 2 and summer 1. Results are uploaded to Target Tracker, contextual page.

In addition to this 'reading' skills are assessed half termly on target tracker, where each child will be assessed against development matters statements as a guide to whether they are 'below' 'expected' or 'above' age related expectations. Teacher click on statements to colour red for working and blue for complete.

Reception expectations

	Reception children can
End of autumn 1	Read first 16 set 1 sounds.
End of autumn term	Read all set 1 single letter sounds. Blend sounds into words orally.

End of spring 1	Blend sounds to read words. Read short ditty stories. Read set 1 special friends
End of spring term	Read red story books. Read 4 double consonants.
End of summer 1	Read green storybooks.
End of summer term	Read green or purple storybook. Read first 6 set 2 sounds.

Intervention

Preschool and nursery

Due to the age of the children and relationship between communication, language and literacy children who are falling behind in phonics usually require support with their listening and attention. The welcomm programme is used at Broomwood to pinpoint speaking and listening needs and must be prioritised. When teachers identify children need support in communication, phonic style activities are provided alongside welcomm to learn fundamental skills that underpin early phonics. Children will receive 1 to 2 welcomm interventions per week.

Reception

Children who are identified as needing additional phonic and reading support receive intervention once a week to practise and apply phonics skills, such as revisiting tricky sounds or blending and segmenting practise.

They are also provided with additional resources at home when necessary, such as activities on seesaw or print out copies of sounds to practise.

Quality first teaching will support the needs of the class and individuals to support development and revisit the areas which children need support. For example if many children are struggling to recall rhymes make this a priority at group times, focusing on 1 and 2, which can be built up.

Environment

The environment is one of our most valuable tools in teaching. In Broomwood Early Years the environment provides a rich and enabling space for children to pursue interests, practise and develop skills in continuous provision to support learning across the Early Years Foundation Stage Curriculum. Resources are provided both in continuous provision to support the development and application of early sound discrimination and phonic skills. Enhancements are planned by the class teacher, in areas listed below to encourage the development of a particular skill either through additional resourcing and/ or adult support.

Across our early years classrooms at Broomwood there is consistency and familiarity to the environment, but areas are adapted year on year to support children's progression as they move through the EYFS.

Below outlines a little more about the resourcing in our continuous provision across the EYFS

Phonics/ listening station

Preschool	Nursery	Reception
<i>Drum, castanet, tambourine, wooden block, guiro, maraca</i>	<i>Drum, castanet, tambourine, wooden block, guiro, maraca, triangle, xylophone, rain stick.</i>	<i>Magnetic letters/ boards</i>
<i>Mouth book</i>	<i>Red and green traffic light cards</i>	<i>Read write inc cards set 1 and 2</i>
<i>Traffic light symbols - red and green</i>	<i>Box with props from group time, eg alliteration objects, environmental sound cards.</i>	<i>Red and green words</i>
<i>Nursery rhyme puppets</i>	<i>Nursery rhyme puppets</i>	<i>Fred the frog</i>

Reading area

Preschool	Nursery	Reception
<i>Calming space with cushions and soft furnishings Age appropriate books (see essential books below) plus non-fiction and multicultural book boxes. Story telling props and puppets, story next to this.</i>		
Essential books for preschool: 1. The very hungry caterpillar Eric Carle 2. Brown bear brown bear Eric Carle 3. Dear zoo - Rod Campbell 4. The three little pigs 5. Dig dig digging - Margaret Mayo 6. Peace at last - Jill Murphy 7. Where's spot? -Eric Hill	Essential books for nursery 1. The very busy spider - Eric Carle 2. Whatever next - Jill Murphy 3. Oi frog 4. How to catch a star - Oliver Jeffers 5. What the ladybird heard - Julia Donaldson 6. The Gruffalo - Julia Donaldson	Essential books for reception 1. The day the crayons quit - Drew Daywalt 2. The very hungry caterpillar 3. Dogger Shirley Hughes 4. The Grufflo and the Gruffalo's child - Julia Donaldson 5. Room on the broom Julia Donaldson 6. The tiger who came to tea Judith Kerr

8. Octopus socktopus - Nick Sharrat 9. That's not my... 10. The wheels on the bus	7. Goldilocks and the three bears 8. Polar bear polar bear what do you hear - Eric Carle 9. Shark in the park - Nick Sharrat 10. The jolly postman - Janet and Allan Ahlberg	7. Where the wild things are Maurice Sendack 8. 5 minutes peace Jill Murphy 9. All the way back home- Oliver Jeffers 10. Aliens love underpants - Claire Freedman 11. Owl babies - Martin Waddell 12. Lost and found - Oliver Jeffers 13. Six dinners Sid - Igna Moore
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Writing area

Preschool	Nursery	Reception
Chalk board/ whiteboard table with mark making materials.	Table and chairs Range of mark making materials - pens, pencils, stubby crayons Plain paper and note books Name cards and whiteboard pens Envelopes Notebooks Read write inc set 1 sound mat.	Name cards and whiteboard pens Table and chairs Pencils, coloured pencil crayons, stubby crayons Plain and lined paper. Envelopes Notebooks Post it notes Rulers Read write inc sound mats with set 1 and 2 sounds Red word mats
<i>Chalk board and chinks</i>		

Music area

Preschool	Nursery	Reception
See phonics area	Drum, castanet, tambourine, wooden block, guiro, maraca , triangle, xylophone, rain stick. Red and green traffic light cards	Drum, castanet, tambourine, wooden block, guiro, maraca , triangle, xylophone, rain stick, multicultural instruments Rhyme and song cards

Displays

Preschool and Nursery	Reception
Set 1 single letter sounds displayed where children can see and point out sounds and letters they know.	Phonics display with red and green words Current sound All read write inc set 1 and 2 sounds displayed.

Outdoors

Preschool	Nursery and reception shared outdoor space
Music wall with pots/ pans/ spoons/ buckets Dance ribbons/ pom poms Scrimbling tray changed daily - sand, bubbles, gloop, foam Paint rollers and brushes Chalk Reading space triangular den	Music wall with pots/ pans/ spoons/ buckets Dance ribbons/ pom poms Scrimbling tray changed daily - sand, bubbles, gloop, foam Paint roller and brushes Chalk Reading space pavilion Pavilion - letters, sand and writing trays Read write inc letters displayed in the pavilion

Whole class readers

In preschool teachers will spend time each day reading with the children during book time, they will read with individuals and small groups, by the end of the year children will enjoy a whole class story time at the end of the day.

In nursery and reception children will have story time at the end of each day/ session. This could be a book chosen by a child from the reading area, or one chosen by the class teacher to support topic.

The implementation of this policy will be overseen by the Headteacher and it will be agreed annually.

Approved:

Reviewed:

Approved by governing body:.....

Date: 18.11.23