

# Teaching Early Reading at Woodfield:

How to teach early reading: (Read in Conjunction with the Literacy Policy and Communication Policy)

## Pre- reading skills

Please see the resource pack *Pre-reading skills in the Reading folder on the server (Curriculum – Woodfield resources – Literacy - Reading)* for PowerPoints and activity cards linked to each of the following stages.

- Inference e.g. Looking a picture with a birthday party and a cake – I think it's someone's birthday, what can you see that might make me think that?
- Predicting e.g. what do you think will happen next and why?
- Retrieving e.g. finding information. What is Mum carrying in the picture?
- Sequencing e.g. putting things in the right order
- Spotting e.g. spotting key words through listening. Can you tell me something about the cake from listening to my sentence 'The cake was very big'?

## Phonics

- We follow the [Letters and Sounds Scheme](#) which was published by the DfE in 2007. By clicking on the link you can see the different stages to work through. All actions for the letter sounds are demonstrated on here too. Some teachers may like to refer to the Jolly Phonics resources too.
- Phase 1 is about environment sounds and rhyme, moving onto letter sounds, blends and tricky words. Phase 5 would normally be introduced in Year 1 and Phase 6 in Year 2 just to give you an idea of progression.

	<b>Phonic Knowledge and Skills</b>
<i>Phase One</i>	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i>	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i>	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i>	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i>	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i>	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

- Progression will be dependent on individual capability and each new phoneme/grapheme or phase should only be introduced once the previous one has been consolidated.

### Guided Reading Texts

We would like classes to focus on 3 books each year (one per term). Within those 3 books one must be a non-fiction text, one must involve poetry or rhyme and one must be a fiction book. We would also like to cover some traditional texts and stories from other cultures. There is a list of texts for you to cover. If you have a text you would specifically like us to add which isn't on the list please let us know. It's fine to add texts as long as it isn't a text on this list from another key stage. We don't mind which book you choose to cover when, but do ask that you let us know your three texts for the year when you hand in your planning in September so we can record, monitor and track texts going forward. Please also remember that reading involves environmental reading – menus, bus timetables, maps, pamphlets, store names/logos, recipes and that this should be included in your planning too.

Class	Fiction	Non-Fiction	Poetry/rhyme
EYFS (N/R)	Dear Zoo The Train Ride Owl Babies Rosie's Walk Six Dinner Sid The Very Hungry Caterpillar Kipper's Birthday	Whatever the Weather I spy Everything I spy, you spy Opposites At School	Red Rockets and Rainbow Jelly We're Going on a Bear Hunt 10 in the Bed Chocolate Mousse for a Greedy Goose Guess How much I love You
Years 1/2	I'm Not very Afraid of the dark Mr Grumpy's Outing Handa's Surprise Little Red Riding Hood The Three Little Pigs Farmer Duck	Dogs in Space Professor Astro Cat's Solar System You Choose	Polar Bear, Polar Bear what do you see? Chicka Chicka Boom Boom Funny Bones Rumble in the Jungle
Years 3/4	Goldilocks and the 3 Bears Where's my Teddy? Dogger Giraffes's Can't Dance The Pirates Next Door The Jolly Postman Peace at Last	Would you Rather? All about Friends A busy day for Birds Family Poems Search and find: Alphabet of Alphabets The Great Big Book of friends	Errol's Garden Alien Tea on Planet Zum Zee The Smeds and the Smoo's There's a Shark in the Park
Years 5/6	The Story of Little Mole Stick-man The Polar Express Amazing Grace The Sheep-Pig Hansel and Gretel Where the wild things are	Billy Goats Gruff What People do Hello World Why do Tigers have stripes? Elephant Diary	May I please have a Cookie? Green Eggs and Ham
Years 7/8	James and the Giant Peach	A first book of nature	Supertato Dave's Cave

	Snow White and the 7 Dwarfs Mr Magnolia Are we there yet? The Lion Inside Mrs Wobble the Waitress	So you think you've got it bad? Festivals We are all Wonders Can I eat that? Cook Books	Hairy Maclary
Years 9/10	The Lion, the Witch and the Wardrobe Flat Stanley Fantastic Mr Fox The Day the Crayons Quit Aliens Love Underpants Aladdin Harry Potter	How do you feel? Terrible, True Tales from the Tower of London: As told by the ravens Meercat Mail African Tales Cook Books	Food Poems The Cat in the Hat Green Eggs and Ham Revolt Rhymes
Years 11+	Not Now Bernard The Borrowers Alice in Wonderland BFG Tom Gates Gregory Cool Charlie and the Chocolate Factory	The Street beneath my feet A world of Information Kick Off Firebird My Mixed Emotions The Skies above my eyes	You See a Circus The Sandwich Thief Belonging

### Reading Books

We follow the following Reading Schemes at Woodfield

- Oxford Reading Tree / Dandelion Launchers (For Primary pupils learning through phonics)
- Songbirds (For Secondary pupils learning through phonics)
- (For pupils learning through whole word recognition)

### Sight Words

Depending on whether your pupil is using words, symbols, objects and touch cues, their progress should be monitored using the following documents. They can all be found on the server in *Curriculum – Woodfield resources – Literacy*

- 50 top frequency Woodfield words
- Symbol Checklist
- Object and touch Cue checklist

### EHCP's

Each child should have a reading target in their EHCP. This does not have to be phonics related but needs to be relevant for the individual. Reading at the early levels includes activities that teach you to read from left to right. Activities that involve a pupil passing an object from left to right for example in a TEACCH task would be relevant as would recognising an object/symbol/photo or

responding to a touch cue. If you are unsure what target to set for a pupil please let us know and we can support with some ideas.