

PHONICS AND READING

Principles behind teaching of reading at Heathfield:

- Reading is our primary focus within the Infant School
- Our aim is for the vast majority of children to leave Year 1 as readers
- We believe that reading involves a complex integration of skills, including phonological awareness, whole word recognition, fluency and understanding of text, along with developing a love of reading and an identity as a reader (being able to choose and express a preference about books)
- We promote synthetic phonics as one of the main routes to reading, using Letters and Sounds as the basis for planning phonological development
- We are committed to providing a range of reading opportunities and reading materials to all children every day

The teaching of reading at Heathfield includes:

Early Years:

Nursery

- Daily story time
- Introduction to Phase 1 phonics (tuning in to every day sounds)
- Books freely available within indoor and outdoor environment
- Promotion of rhyme and alliteration through poetry and nursery rhymes

Reception

As above, plus:

- Daily taught English input (based on a text, using the Power of Reading approach) 15-20 minutes per day
- Daily phonics session (phases 2, 3 and 4)
- Introduction to reading books (Oxford Reading Tree scheme) starting with wordless texts and moving to simple, phonetically decodable texts (e.g. Floppy's Phonics); these texts are taken home to share with a parent/carer
- Increase in environmental print to develop early reading and vocabulary

Key Stage One:

Year One

- Daily story time

- Daily phonics session (revision of Phases 3 and 4; teaching of Phase 5)
- Daily taught English lesson is extended to 45-60 minutes per day (continuing to follow Power of Reading)
- Individual reading with an adult in school; phonetically decodable book taken home
- Guided reading introduced during the year
- Stories shared within assemblies

Year Two

As above, plus:

- Extended phonics session (revision of Phases 3,4 and 5; teaching of spelling rules and patterns)
- Greater opportunities for reading across the curriculum (e.g. within non-core lessons)
- Guided reading further established as a daily activity
- More formal comprehension sessions introduced during the year (written responses to questions)

Reading at home: all children are expected to share a book with an adult at home, as follows:

Nursery	Story sent home weekly for parents to share with child from January. Poetry packs sent home from May.
Reception	Wordless texts sent home weekly from September to share with an adult Phonetically decodable texts sent home when appropriate. Poetry packs sent home from May. Reading Diary introduced and signed weekly by CT/TA.
KS1	Book changed 2 - 3 times a week. The child starts on a highly decodable book from the Decodable Box. Once secure they move to Box 1. When the teacher feels s/he is ready, they move on to Box 2 which contains a wider range of texts. Poetry packs sent home from September. Reading Diary signed daily by CT/TA.

Reading at home: Oxford Reading Buddy

Quick guide for parents and carers



Oxford Reading Buddy helps your child to get better at reading. It contains hundreds of books that your child will enjoy, all matched to their reading level. Special 'Coaching eBooks' help your child to understand what they read. Quizzes check how they are doing and send results back to their teacher.

Oxford Reading Buddy can be used on desktops, tablets and mobiles.

For more information please visit support.oxfordreadingbuddy.com/parent-support/




1 Your child enters their details to begin.

Go to www.oxfordreadingbuddy.com

2 You can see a list of books your child is reading.

3 You can see all the books at your child's Oxford Level here. Click on a book to start reading or take the quiz.

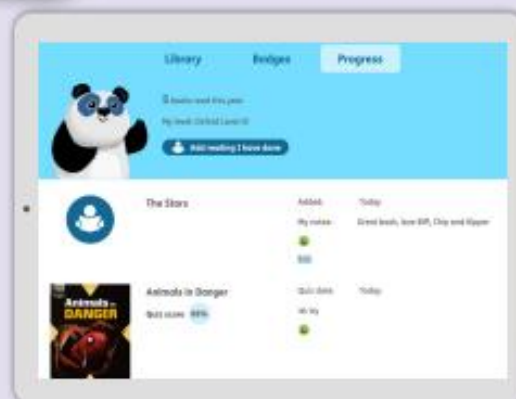
4 In this tab you can find quizzes. Quizzes are available for Oxford print books as well.

5 Books with this sign on  are 'Coaching eBooks' and have a buddy to help your child.



6 This is where your child's badges are saved. They can earn badges for working hard.

7 Click on the Progress tab to see the books your child has read and their quiz scores. You can add extra reading your child has done by clicking on the 'Add reading I have done' button.



OXFORD

Phonics at home: Reception sound mat









































s ss	a 	t 	p 	i 	n 	m 	d
g 	o 	c ck 	e 	u 	r 	h 	l ll
f ff 	b 	j 	v 	w 	x 	y 	z
qu 	ch 	sh 	th 	ng 	nk 	ai 	ee
igh 	oa 	oo 	ar 	or 	ur 	ow 	oi











Phonics at home: Year 1 sound mat

s ss	a 	t 	p 	i y 	n gn kn 	m mb 	d
g 	o a 	c ck ch 	e 	u o 	r wr 	h 	l ll
f ff ph 	b 	j g dge 	v 	w wh 	x 	y 	z se zz
qu 	ch 	sh 	th 	ng 	nk 	ai 	ee
igh 	oa 	oo 	ar al a 	or 	ur er 	ow ou 	oi oy

ai ay a_e 	ey a eigh 	ee ea ey e y 	ie igh ie light y i
oa ow o_e 	oe o u_e 	ew er ir ur 	ear or
or aw au fork ore our ough al augh	s ss c st se 	ch tch c sh ss 	ture sh cia tion
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Phonics at home: Year Two sound mat (Only for 2022/23)

s  c	a 	t 	i 	p 	n  gn kn ck	c  ck ch	e 
h 	r  wr mb	m 	d 	g 	o 	u 	l 
f  ph	b 	ai 	j  dge	oa  ow	ie 	ee 	or 
z 	w  wh	ng 	v 	oo 	y 	x 	ch  tch
sh 	th 	qu 	ou  ow	oi 	ue 	er 	ar  a

ai 	eigh a-e ey	ey ee ie	y ea e-e	ie 	y i-e
oa 	oe o-e	ue ew	u-e	er 	ear ur
or au 	al aw	oi 	oy		
ear eer 	ere	air 	ear 	are 	There ere