



Early Reading

Sandal Magna Community Academy

Pupils begin their reading journey through high-quality books being shared daily in Early Years, rehearsal of nursery rhymes, poems and eventually using Little Wandle phonics books. Each year group has a core text, rhyme and/or poem for the half term which they read and recite over and over again to build appreciation for different forms and authors.



Oracy is a key skill in Early Reading and for many of our children, Nursery is their first experience of expressing their ideas and thoughts around books and rhymes. The reading curriculum is carefully mapped and planned to ensure pupils begin their education in Nursery with expert phonics teaching. This continues into Key Stage 1, where pupils become fluent readers, showing an increased awareness of what they have read through group guided reading sessions. Decodable books are used to practice and consolidate phonics which have been taught in class over 3 guided reading sessions. The children then take these books home being able to fluently read to their adults. Comprehension skills are developed by using a range of questioning methods as well as encouraging children to discuss books, define words, summarise what they have heard or read, and make predictions about what might happen.



Until children are fluent readers, they have access to daily phonics where their skills are developed to enable them to hear and blend sounds and build reading fluency. As part of the weekly timetable, each class visits the school library so the children can share a story and have the option

to take a Reading for Pleasure book of their choice home for the week to enjoy.

There are many opportunities for parents to engage in reading with their child at school via weekly parent and child reading clubs that take place from Nursery to Year 3.

We deliver Early Reading with passion, enthusiasm and skilled teaching, which ensures that pupils develop a love for reading from the very beginning of their education. At Sandal Magna, we have highly-skilled teachers and teaching assistants, who use the Little Wandle Phonics Programme to support reading, writing and spelling. Staff receive regular training and coaching in order to deliver high standards of phonics teaching that meets the needs of all our pupils.

Regular support, training and monitoring opportunities, enable all staff to be expertly trained and have a comprehensive understanding of how the scheme should be delivered.

Identification of pupils needing extra support for phonics is completed by our



skilled phonics lead and deputy phonics lead, ensuring gaps in learning are addressed swiftly. Any child not achieving the expected standard in reading, additionally receive extra individual reads each week in order to accelerate progress and

build confidence.

Many children who attend Sandal Magna are new to English and require additional support to develop their language acquisition. Vocabulary is carefully planned out for each subject and is progressive from Nursery through to Year 6, enabling children to build upon previously learned vocabulary as they move through school. All classrooms, including Early Years have progressive subject vocabulary displayed for children and staff to use and revisit as they embed their daily learning and commit it to memory.



A rich reading climate and culture

At Sandal Magna we instil a love of reading in our children by making reading priority in our Early Year's curriculum and environment. We strive to create a love of reading by:

- Encouraging the exchange of rhymes, stories, and poems to improve vocabulary.
- Having a synthetic phonics programme that is safe, organised, and taught from Nursery.
- Supplying our youngest children with the chance to read and reread books that correspond to the phonics stage being taught.
- Effective use of assessment to identify children who are not on track and provide them with individualised support.
- Making sure our curriculum is story- and language-rich and includes fiction and nonfiction texts.
- Having books available around the Early Years that are related to provision provided, topics and the children's interests.
- Cosy reading areas for children to read in, either by themselves, with a friend, or with an adult.



To promote a love for reading, Reception children have a 'Book of the Week' that they read daily and focus their literacy learning upon. This is further developed in Year 1, where children take greater ownership of the choice of the book they take home as a Reading For Pleasure book. In the wider curriculum, class novels are used to develop vocabulary and a passion for

reading. During reading sessions, Upper Key Stage 1 start to use reading VIPERS to allow children to begin to understand the different skills used to aid comprehension. This ensures that they are Key Stage 2 ready.

Effective Synthetic Phonics Teaching



At Sandal Magna, the teachers and teaching assistants are expert teachers of phonics. They have been trained by Little Wandle and have regular coaching sessions to ensure high standards are maintained throughout school and give opportunities to ask questions for their own continuous professional development.

Pupils in Early Years begin learning phonics through rhyme, oral blending and sound recognition then progressing to letter by letter. Parents are invited into school to learn how phonics is taught and how they can support at home with regular support offered. We support parents by offering videos of how to teach sounds, pronunciation prompts and sending home sounds that children may need support with. These children also gain extra phonics support in school through rapid catch up sessions and additional phonics lessons to consolidate.

As pupils move through Reception and Year 1 they will continue to learn phonemes, digraphs and trigraphs to help and blend sounds together and consequently learn to read.

Children are assessed regularly throughout the programme. This is used as an opportunity to close any gaps with further intervention and homework. All pupils in Reception, Key Stage 1 and where necessary KS2 take home a fully decodable book. As their phonics progresses, the length of the book and the difficulty match the phonics being taught.



Early Language Development

During Early Years, provision, activities, resources and learning areas are designed with early language development at the forefront of our planning. A language rich environment is created in a variety of ways such as story books, written words and engaging displays. The children take part in activities independently, with their peers and with adult support.



‘Stay and Play’ sessions in Nursery are pivotal in ensuring that parents understand the vital role of play in Early Years. Activities are planned for parents and children to work together in areas of continuous provision. This provides opportunities to scaffold language and vocabulary.

Staff model conversations and play alongside children to encourage active participation.

Staff use repetition of tasks, phrases and sentences to give structure to play to those pupils who find language acquisition a challenge.

Parents and carers are provided with regular information to help their child develop their speech, language and communication skills through parent workshops. Parents are signposted to speech and language support and drop-in sessions, as required.



It is essential that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject.

At Sandal Magna, every child is a reader.