

Reading in the Early Years Foundation Stage

At North Primary school and Nursery we use the Jolly Phonics systematic, synthetic phonics programme. The children are taught the main sounds of English, not just the alphabet sounds. With this knowledge, they are taken through stages of blending sounds to form words and then to reading. At the same time, they are taught to write by identifying the sounds in words and relating the letters to those sounds.

What is Jolly Phonics?

Jolly Phonics is a fun and child centred approach to teaching reading and writing through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children.

Nursery

In the Nursery at North Primary, the children use the Twinkl DFE approved Phonics 1 programme which focuses on Phonological Awareness and addresses the following aspects. **Aspect 1:** Environmental sounds **Aspect 2:** Instrumental sounds **Aspect 3:** Body percussion (e.g. clapping and stamping) **Aspect 4:** Rhythm and rhyme **Aspect 5:** Alliteration **Aspect 6:** Voice sounds **Aspect 7:** Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Within these sessions the children are also learning to listen attentively, enlarging their vocabulary, speaking confidently to adults and other children, discriminating between different phonemes, reproducing audibly the phonemes they hear and using sound-talk to segment words into phonemes.

In the Summer Term the Jolly phonics order will be taught. One letter sound a week. Each letter will be introduced with the song, action and how it is written. First the children will listen to the song, then they will learn the song together. Next the children will say the sound with the action and think of things that begin with that sound. Using small sound books with pots of object that begin with that sound. After that the children will have the page from the Jolly phonics book which shows you how to write the letter and tells the story of the letter. First teacher models how the letter is written, saying if it's a curly caterpillar letter etc. Together the children air write it dipping their pen into certain colour paint. Then a few children to come and write it on the white board. A picture of the sound, book, object etc with be left on the phonics table for children to look at and use during the week. The children are encouraged to add to it too! During this term children will be taking part in Robot game as a whole class. Any children showing signs of good early reading skills will be taught to start blending and segmenting words using fingers to demonstrate each phoneme.

Reception

In the Reception year in the middle of September, the first eight to nine weeks are spent learning the letter sounds, which are introduced at a rate of one letter sound a day. Each day an activity sheet with the sound of the day is taken home. This is followed by learning the main alternative vowel sounds, the tricky words and how to write independently. The programme is multi-sensory and active with lots of actions and songs to accompany each sound. The whole class lessons are divided into five basic skills; learning the letter sounds, learning the letter formation, blending for

reading, identifying the sounds in words in writing and tricky words. At North we use our fingers to sound out the words and clap to blend the word. When we are forming the letters we use the curly caterpillars, ladder letters, one armed robots and zigzag monster letters.

When the children have been taught the 42 letter sounds, they are then ready to start reading the word boxes which are sent home and then the Jolly Phonics Readers books. The books sent home are always decodable and match the sounds and tricky words they have been taught. The children progress from the Jolly Phonics Read and See books, to the Little Word books and then start the Orange level zero books through the Jolly Phonics levels.

The letter sounds are split into seven groups, as shown in the Letter Sound Order chart below. The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

- 1 . s, a, t, i, p, n
- 2 . c k, e, h, r, m, d
- 3 . g, o, u, l, f, b
- 4 . ai, j, oa, ie, ee, or
- 5 . z, w, ng, v, oo, oo
- 6 . y, x, ch, sh, th, th
- 7 . qu, ou, oi, ue, er, ar

How does Jolly Phonics work?

Using a synthetic phonics approach, Jolly Phonics teaches children the five key skills for reading and writing. Complimented by Jolly Readers and Jolly Grammar, it provides a thorough foundation for teaching literacy over three years in school (Reception to year 2).

The five skills taught in Jolly Phonics

1. LEARNING THE LETTER SOUNDS

Children are taught the 42 main letter sounds. These include alphabet sounds as well as digraphs such as sh, th, ai and ue. Short videos are given to all new parents via Tapestry that provide information on supporting your child with these sounds, including how each sound is correctly pronounced.

2. LEARNING LETTER FORMATIONS

Using different multi-sensory methods, children learn how to form and write the letters. Each letter is taught inline with the schools handwriting policy. The letters are grouped based on how they are formed. Please see the diagram below.



3. BLENDING

Children are taught how to blend the sounds together to read and write new words. For example s/a/t= sat and ch/o/p= chop.

4. IDENTIFYING THE SOUNDS IN WORDS (SEGMENTING)

Listening for the sounds in words gives children the best opportunity to start writing. They can listen for the sounds that they know and can then write them down.

5. TRICKY WORDS

Tricky words have irregular spellings and children learn these separately. These are displayed in all classrooms from Reception through to Year 2.



Favourite Five in Nursery, Reception and KS1

Reception children are taught the technical skills of reading but are also taught how to talk about books through whole class taught sessions and small group work.

In Reception, and throughout KS1 all of our classes read one of their Favourite Five stories at the end of each day. Each class reads and rereads the same five books over the course of the half term. Until the children know the words off by heart.

You might wonder if all this repetition is beneficial. The answer is yes. Your child is showing they enjoy the story, but also that they are still learning from the pictures, words, and the interactions we have as we read the books together.

Repetition aids learning complex information by increasing opportunities for the information to be encoded, allowing children to focus on different elements of the experience, and providing opportunities to ask questions and connect concepts together through discussion.

We might not think storybooks are complicated, but they contain 50% more rare words than prime-time television. When was the last time you used the word giraffe in a conversation? Learning all this information takes time.

We can support further learning opportunities within this familiar context by focusing on something new with each retelling. One day we may look more closely at the pictures, the next day focus on the text or have your child fill in words. Before long even the youngest children are retelling stories and 'reading' books to their friends and family.