

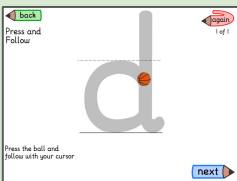
EYFS and Year 1

A specific programme of work is in place for our youngest pupils based on Letters and Sounds, utilising the programme 'Time for Phonics'. A multi-sensory framework. The online aspects are updated to include new learning on effective phonics teaching for our teaching staff to access immediately. Phonics is taught daily and in line with our philosophy for excellent teaching and learning using Rosenshine's principles. Pupils *review* past learning, are *explicitly taught* a new sound, *practise* and then *apply* their learning. Any staff who teaches phonics (anywhere in the school) receives CPD before delivering lessons from our in-house experts. Within further phases, tricky words and aspects of grammar are taught too.



Phonics of the Day Pupils learn how to say this sound clearly, with adults assessing when to correct and re-model. Pupils understanding of the sound is reinforced via words and pictures that use the sound. Links to prior use of these words are made e.g. their use in stories told by the teacher etc. Pupils will form the letter (s) used in the sound by watching it formed, having a go forming it in the air before having writing it on paper. Inclusion of letter formation is seen as being

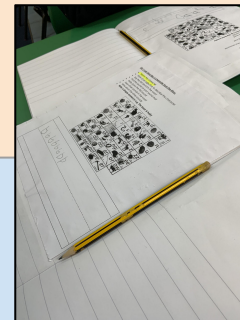
important for our pupils whose fine motor skills can be an area of concern. The new sound is added to displays with the expectation pupils refer to this for their reading and writing.



Review of prior learning always starts a lesson and is snappy, short and fun. Uniform flashcards with the sound and a picture are used by each adult across the phase. These match the way the sound is shown on the class display and in the sound mats used to aid writing. This way pupils become truly familiar with the sound and there is a reduction of cognitive overload.

Adults model clearly the sound and receive coaching in this area to ensure there is consistency. Actions are used too, again these are uniform for each sound no matter where it is taught.

Pupils' reading books use the sounds they have been taught (decodable texts). Guided Reading and Writing focus on the sounds taught. How to say each sound is reinforced here so there is plenty of practise.



Beyond Year 1

An aim is for every pupil to pass their Phonics Screening. Though WEPA pupils do well in this area, a small number still do not master their phonics ready for Year 2.

These pupils continue with their phonics learning in Year 2.

Specialist programmes such as Bear Necessities and colourful semantics are used to promote word recognition and reading. Teaching Staff delivering these programmes receive bespoke CPD to meet the needs of the pupil (s).



A love of reading is promoted from the time pupils enter the nursery. An abundance of books are available in classrooms across the whole school, starting with nursery. EYFS and KS1 have dedicated reading areas for pupils to sit in and peruse books.



EYFS units of work are based on a book or utilise a book within the unit of work. Nursery and Reception units of work are progressive in the use of books and

Scan to see the units of work in Early Years: Nursery and Reception

enable repetition of language so these words are embedded for pupils to use in everyday speak, beyond the classroom. Key vocabulary from the books are displayed and are a significant feature of the daily English lessons. Small Worlds enable pupils to act out the story thus promoting development of language and communication.

Early Reading



Wood End Park
Academy

In Nursery, a key worker is allocated daily group Reading. Each pupil attends two of these sessions by the end of the week. The aim is for pupils to become familiar with the structure of a book, the story and form an opinion 'I like this story because...' 'This story made me feel happy.' 'The part I liked the best...'

Guided daily reading starts in Reception and continues throughout their school years. This enables pupils to read out loud to their class teacher, receive individual feedback on their reading and develop specific comprehension skills. The smaller group setting enables easier assessment of each pupil.

Guided Reading uses a range of genres.



Example of a small world

Reading at Home is hugely valued at WEPA; parents receive workshops so they are able to develop their child's reading at home. Parents are also able to observe reading in their child's classroom. A host of reading tips are available on our website.

Pupils take home two books to read: picture based until they can take home a decodable text instead. The second book is a book of their choice; a book the pupil would like someone at home to read to him.

Reading books from a range of genres are promoted; Years 1 and 2 pupils participate in a Star Reader scheme where a badge can be earned for types of books read at Bronze, Silver and Gold levels.



End of Day Reading takes place where a story is read out loud by an adult. Pupils are expected to join in where lines are familiar; older pupils may read out parts instead of the teacher. The purpose of this session is to promote a love of reading and discuss the book to gain a deeper understanding of specific story features such as characters, setting and plot.

E Books are used with the very younger pupils so they can follow the print on screen; whilst once competent in reading, the classes move to having physical copies of the book.



Promoting Genres