

familiar adult.

Reading at Knaphill Lower School

Reading at Knaphill Lower School Nursery Reception Year 1 Year 2 Phase One Phonics - Sound ELS Phonics starts at the beginning of **ELS Phonics** ELS phonics teaching does not stop at the Discrimination/Phonemic Awareness Reception. end of Year 1. but continues as children Children apply their newly learnt move through the school, with links being skills daily using apply workbooks. made between their GPC knowledge and Encourage to recognise how print can Children apply their newly learnt skills carry meaning. Environmental print and daily using apply workbooks. spelling recognition of their own name. In lesson intervention to support all children to keep up rather than Revision of all previously taught GPCs for In lesson intervention to support all Children introduced to and encourage to children to keep up rather than having having to catch up. reading and spelling Wider reading, spelling learn familiar rhymes to catch up. and writing curriculum Children who are not on track Daily story time sessions using carefully Children who are not on track identified quickly and supported Daily ELS spelling lessons chosen texts to develop comprehension identified quickly and supported with with targeted 1:1 ELS interventions skills and vocabulary. targeted 1:1 ELS interventions Children who are not on track identified Children's reading books are quickly and supported with targeted 1:1 ELS Carefully planned experiences to support Children's reading books are matched matched to their phonic interventions development of background knowledge to their phonic knowledge. knowledge. that will help children to understand Children's reading books are matched to Daily paired reading sessions to their phonic knowledge and understanding. texts Daily story time sessions using carefully develop fluency and accuracy. chosen texts to develop comprehension skills and vocabulary. Attractive and comfortable book corners Daily paired reading to continue to develop that give children access to a variety of Daily story time sessions to accuracy and fluency, texts that they can enjoy independently develop comprehension skills and or with a familiar adult. Carefully planned experiences to vocabulary development. Daily whole-class teaching of reading to support development of background develop knowledge and skill to become a knowledge that will help children to Attractive and comfortable book skilled reader, being able to understand and understand texts corners that give children access to respond to a variety of texts. a variety of texts that they can Attractive and comfortable book enjoy independently or with a Attractive and comfortable book corners corners that give children access to a familiar adult. that give children access to a variety of texts variety of texts that they can enjoy that they can enjoy independently or with a

independently or with a familiar adult.