



Early Years Reading Offer

At Ribbon Academy, we strive to create an ethos that excites, enthuses and inspires all learners. Reading is not treated as an isolated subject; it is embedded across the curriculum where importance is placed on communication and language development, listening and attention skills and developing understanding.

Across the year, teachers access quality, specific, relevant CPD to support planning and develop subject knowledge.

The direct teaching of reading is through our chosen phonics programme - Sounds-Write - which is supplemented by a carefully selected range of quality core texts to develop a love for reading.

Nursery

Starting in Nursery, early reading is prioritised throughout our daily timetable where a balance between discrete teaching sessions and carefully crafted provision enriches our children's experience and development with reading at its core.

Reading at a Glance

Core Texts	Phonics	Talk Talk Bags	Story Time
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The Role of Core Texts

Children are read to daily, facilitated by the introduction of core texts carefully selected to complement curriculum themes and topics. Texts are often chosen in response to the interests and lines of enquiry suggested by children (underpinned by our core offer in EYFS). Additionally, carefully selected reading material is strategically positioned across the setting which children can access during 'Play to Learn' sessions; reading enhances all areas of learning at Ribbon.

Phonics

Prior to the teaching of phonics (where the focus supports children to link the sounds we hear to the symbols we see, read and write) in Nursery we focus on developing the pre-requisite listening and attention skills required to learn to read through the sequential and progressive Letters and Sounds phases and aspects within. This prepares our children to be introduced to the systems, routines and the earliest units of Sounds-Write to develop the skills required to segment, blend and manipulate sounds withing a CVC word structure, whilst beginning to develop their knowledge of the code.

Please see our yearly progression tabled below: -

Nursery Phonics LTP						
	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
N	<ul style="list-style-type: none"> Letters & Sounds Phase 1 Aspects 1-2 	<ul style="list-style-type: none"> Letters & Sounds Phase 1 Aspects 1-3 	<ul style="list-style-type: none"> Letters & Sounds Phase 1 Aspects 1-4 	<ul style="list-style-type: none"> Letters & Sounds Phase 1 Aspects 1-5 	<ul style="list-style-type: none"> Letters & Sounds Phase 1 Aspects 1-6 Unit 1 CVC (a, i, m, s, t) - 3 weeks Unit 2 CVC (n, o, p) - 3 weeks 	<ul style="list-style-type: none"> Letters & Sounds Phase 1 Aspects 1-7 Consolidation of units 1 – 2 alongside skill consolidation (segmenting, blending and phoneme manipulation) (7 weeks)



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Talk Talk Bags

At Ribbon, we recognise the importance and value of the home-school partnership to encourage and share a love for reading. To support reading at home we share our 'Talk Talk Bags' on a weekly basis where families are encouraged to read at home and engage in meaningful 'talk' ensuring children continue to be exposed to a variety of texts broadening their experiences and exposing them to new vocabulary, ultimately supporting understanding and communication.

Story Time

In addition to the core text, adults in school read other stories aloud throughout the school week exploring the work of various authors to build upon the children's interests and develop an enjoyment of books, stories and texts.

Reception

At Ribbon, we recognise Reception as a pivotal year in providing children with the knowledge and skills required to become independent readers. Early reading is prioritised throughout our daily timetable where through explicit and direct instruction children are supported in becoming skilled readers. Additionally, through careful curriculum design, reading is inter-weaved throughout our curriculum enhancing the interests of our children highlighting the real power reading beholds.

Reading at a Glance

Core Texts	Phonics (Sounds-Write)	Decodable Readers	'Read to Me' Stories	Story Time
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The Role of Core Texts

Building on the familiarity and success of Nursery, our core text model is replicated in Reception where children are read to daily, facilitated by the introduction of core texts carefully selected to complement curriculum themes and topics. As underpinned by our core offer in EYFS, Texts are often chosen in response to the interests and lines of enquiry suggested by children. Additionally, carefully selected reading material is strategically positioned across the setting which children can access during 'Play to Learn' sessions; reading enhances all areas of learning at Ribbon.

Phonics

From the onset of Reception, phonics is prioritised throughout our curriculum offer with discrete, mixed-ability phonics sessions where children build up their knowledge of the phonetic code, through the progressive and sequential Initial Code programme of Sounds-Write phonics. Our children develop their independence in segmenting, blending and manipulating phonemes to support the reading (and writing) of words through activities such as; word building, word reading, sound swap and dictation. Once children have developed their confidence and fluency with reading words with a CVC word structure, they are exposed to more complex word structures incorporating adjacent consonants prior to familiarising themselves with the concept of one sound being represented by more than one letter (i.e. sh, ch and ck), further developing the code they know.

Alongside the direct teaching of phonics, we utilize the Sounds-Write and Dandelion decodable reading books to practise and develop fluency in reading the sounds, words and word structures



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that we know as we strive to develop confident, fluent readers. These books are shared with home and used in school.

Please see our yearly progression tabled below: -

Reception Phonics LTP						
	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
R	<ul style="list-style-type: none"> • Unit 1 CVC (a, i, m, s, t) - 3 weeks • Unit 2 CVC (n, o, p) - 3 weeks • Unit 3 CVC (b, c, g, h) - 1 week 	<ul style="list-style-type: none"> • Unit 3 CVC (b, c, g, h) - 1 week • Unit 4 CVC (d, e, f, h) - 3 weeks • Unit 5 CVC (k, l, r u) - 3 weeks • Unit 6 CVC (j, w, z) - 1 week <p>Introduction to Phase 2 tricky words</p>	<ul style="list-style-type: none"> • Unit 6 CVC (j, w, z) - 1 week • Unit 7 CVC (x, y, ff, ll, ss, zz) - 3 weeks • Unit 8 VCC, CVCC (2 consonants in final position, 3 and 4 sound words) - 3 weeks 	<ul style="list-style-type: none"> • Unit 8 VCC, CVCC (2 consonants in final position, 3 and 4 sound words) - 1 week • Unit 9 CCVC (2 consonants in initial position) - 2 weeks • Unit 10 CCVCC, CVCC and CCCVC (3 adjacent consonants and 5 sound words) - 3 weeks <p>Note: - Integrate the teaching of Unit 11 alongside Unit 9 and 10. Introduction to phase 3 tricky words</p>	<ul style="list-style-type: none"> • Unit 11 Consolidation (sh, ch, th, ck, wh, ng, qu) - 2 week • Consolidation of units 8 – 11 alongside skill consolidation (segmenting, blending and phoneme manipulation) (3 weeks) 	<ul style="list-style-type: none"> • Consolidation of units 8 – 11 alongside skill consolidation (segmenting, blending and phoneme manipulation) (3 weeks) • Bridging Lesson (/c/ <c, k, ck>, /ch/ <ch, tch>, /w/ <w, wh> - 2 weeks <p>Extended Code</p> <ul style="list-style-type: none"> • Unit 1 /ae/ <ai, ay, ea, a-e> - 2 weeks <p>Note: -Consolidate the teaching of unit 8-11</p> <p>Introduction to Phase 4 tricky words where appropriate</p>

Workshops are held across the year to support parental understanding of strategies used in school. Social media and the Academy website are used to share guidance and resources for home reading.

'Read to Me' Stories

In Reception, children are provided with reading opportunities (as detailed above) and in addition, there are opportunities for 1:1 and shared reading activities. 'Read to me' stories build on the 'Talk Talk' scheme in nursery, ensuring children continue to be exposed to a variety of texts which are read to them by adults at home to demonstrate a shared understanding of what motivates, inspires, and engages their children. The variety of texts broadening continues to expose our children to challenging, unfamiliar vocabulary, ultimately supporting an improved understanding of the world we live in.

Story Time

In addition to the core text, adults in school read other stories aloud throughout the school week exploring the work of various authors to build upon the children's interests and develop an enjoyment of books, stories and texts.



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Supporting Our Readers

Key Targeted intervention is introduced early in the year for children working below 'typical' developmental stages. Our highly-skilled Teaching and Learning Partners (TLPs) support our children to further develop pre-reading skills to best prepare all learners for phonic sessions. Additionally, our Reading Support Assistant delivers both pre-teach and post-teach phonic sessions to small groups of children developing familiarity or consolidating knowledge and skills taught in class. Key children are listened to read on a more regular basis providing the necessary feedback required to progress.