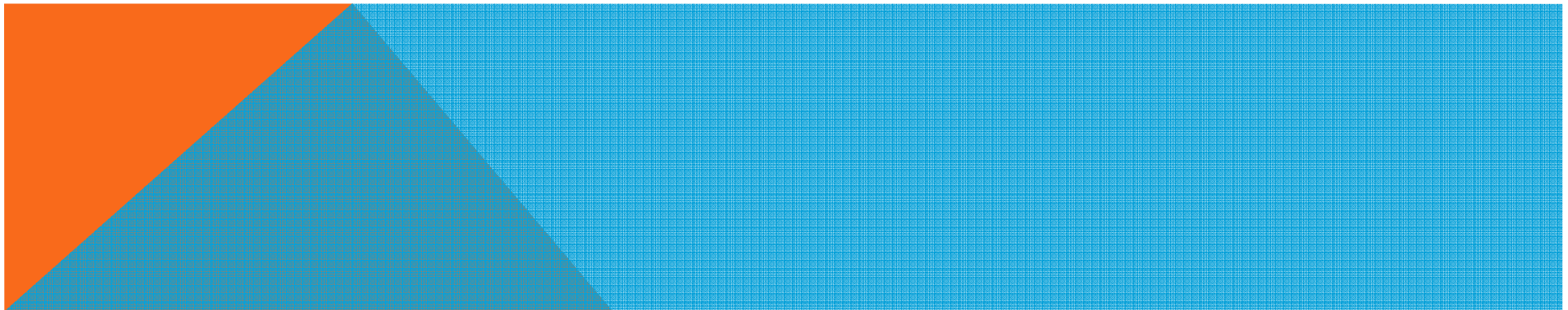




Reading & Assessment at The Willows Primary School

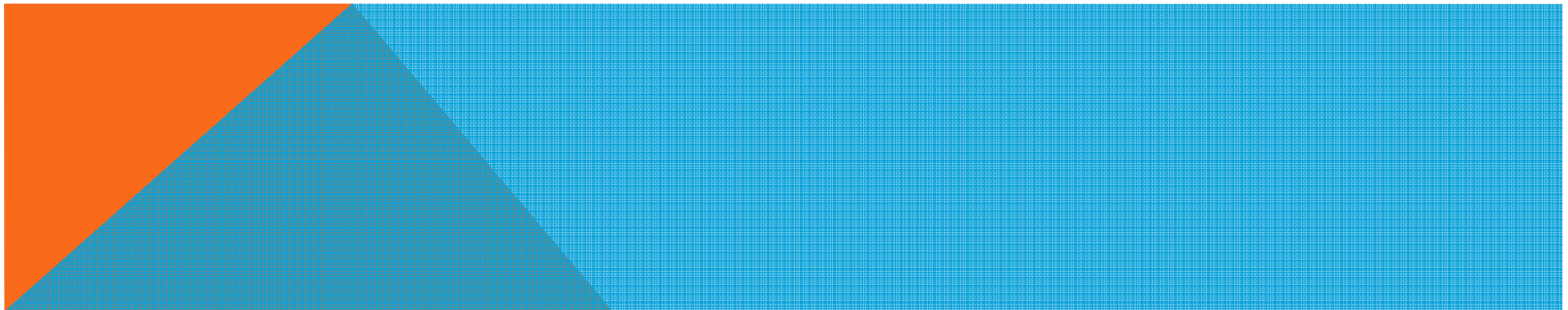
February 2016

We follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases. Alongside this we use Jolly Phonics.



PHASE 1

Begins in Nursery where the children explore and experiment with sounds, differentiate between sounds and become familiar with rhyme, rhythm and alliteration. There are seven aspects to Phase 1; Environmental sound, Instrumental sounds, Body percussion, Rhythm and rhyme, Alliteration, Voice sounds and Oral blending and segmenting.



PHASE 2

Typically taught at the beginning of Reception

Children learn that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (letters that represent that sound). They initially learn a small selection of common consonants and vowels (set 1) and begin to put them together to read and spell CVC (consonant/ vowel/consonant) words. They learn to recognise tricky words the/to/I/no/go/into

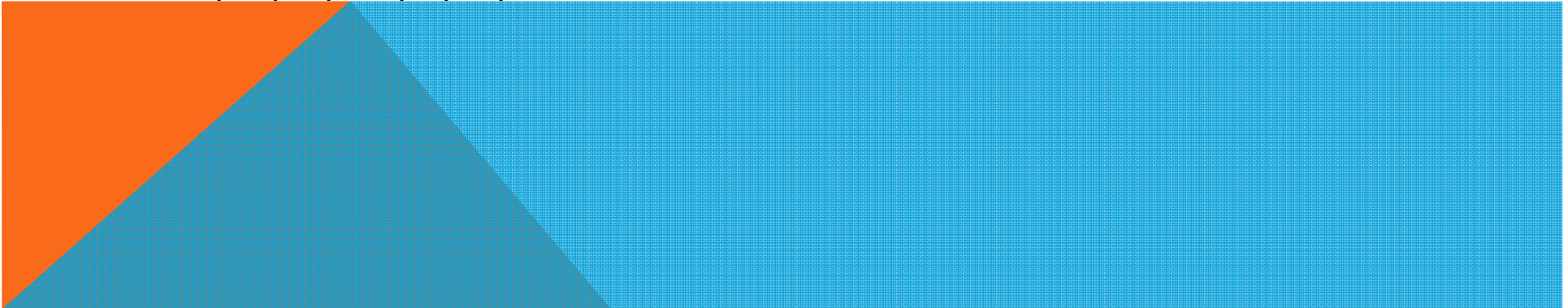
Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss



PHASE 3

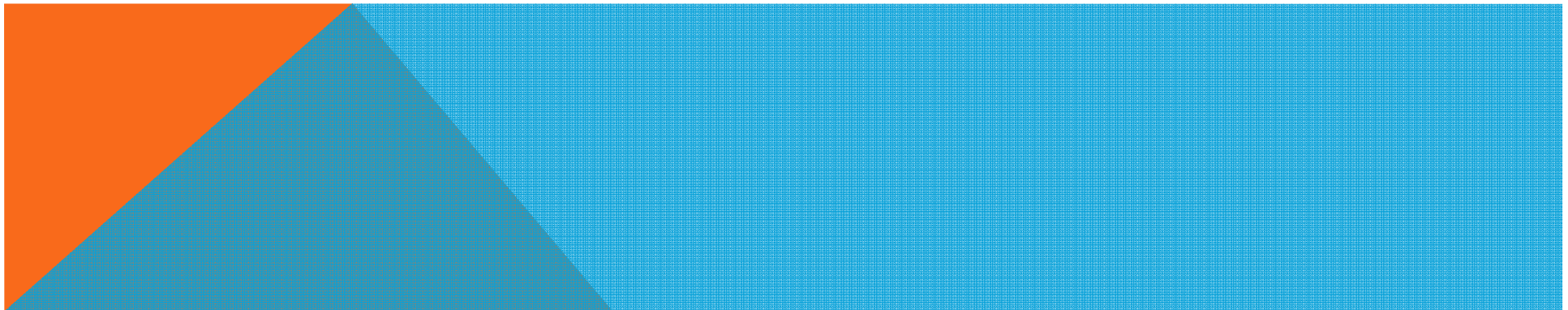
Children learn to link sounds to letters, naming and sounding the letters of the alphabet. They hear and say sounds in the order they occur in a word and read simple words by blending the phonemes from left to right. They recognise common digraphs (e.g. th) and read some high frequency words (e.g will, that, them, with. see, for, now, down, look).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



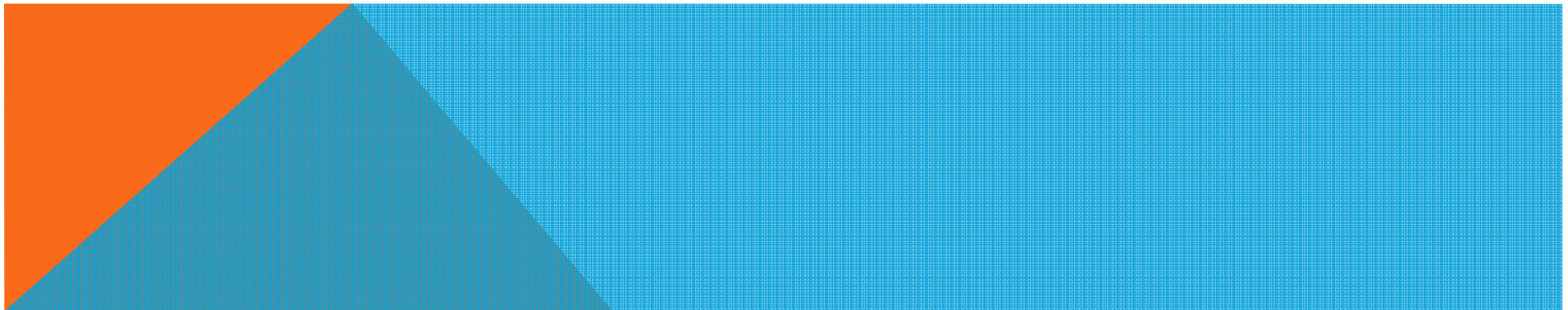
PHASE 4

Typically taught Summer Term Reception and repeated in Autumn term Year 1.

This phase consolidates all the children have learnt in the previous phases.

Children learn to be able to blend and segment adjacent consonants in words and apply this skill when reading and spelling.

Children will move from *CVC* words (pot) to *CVCC* words (pots) and *CCVC* words (spot) and then *CCVCC* words (spots).



PHASE 5 & 6

Typically taught in year 1 & 2

Phase 5 - Children will be taught new graphemes and alternative pronunciations for these graphemes.

Vowel digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au

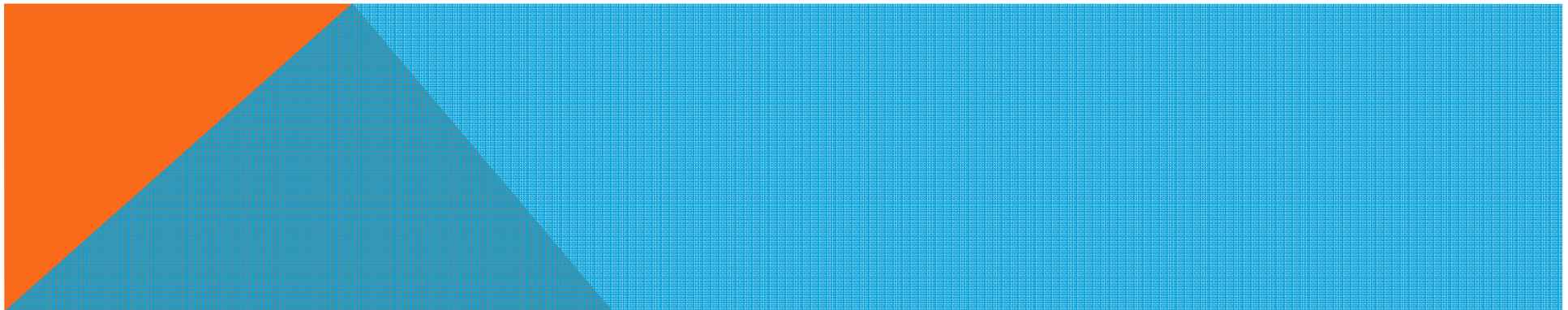
Split digraphs: a_e, e_e, i_e, o_e, u_e

Phase 6 - The focus is on learning spelling rules for suffixes.

-s -es -ing -ed

-er -est -y -en

-ful -ly -ment -ness



SEGMENTING

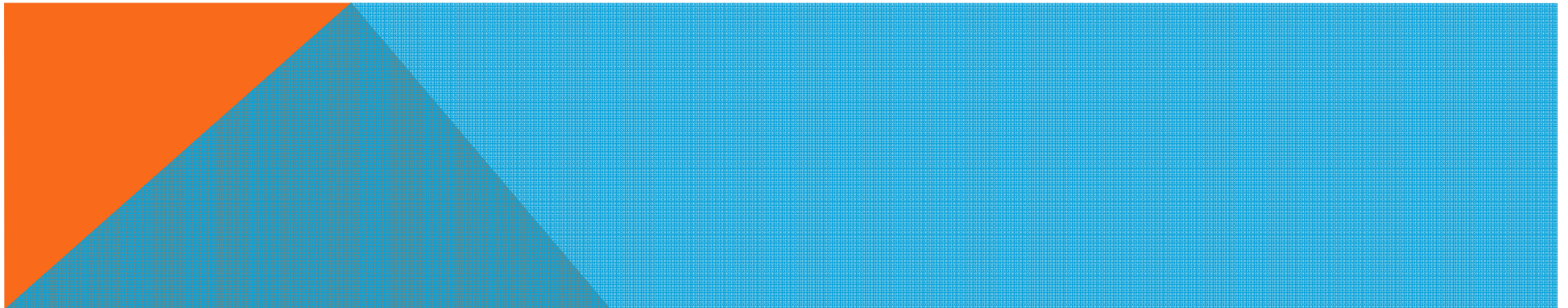
Breaking down words for spelling.

cat

c a t
● ● ●

queen

qu ee n
— — ●



BLENDING

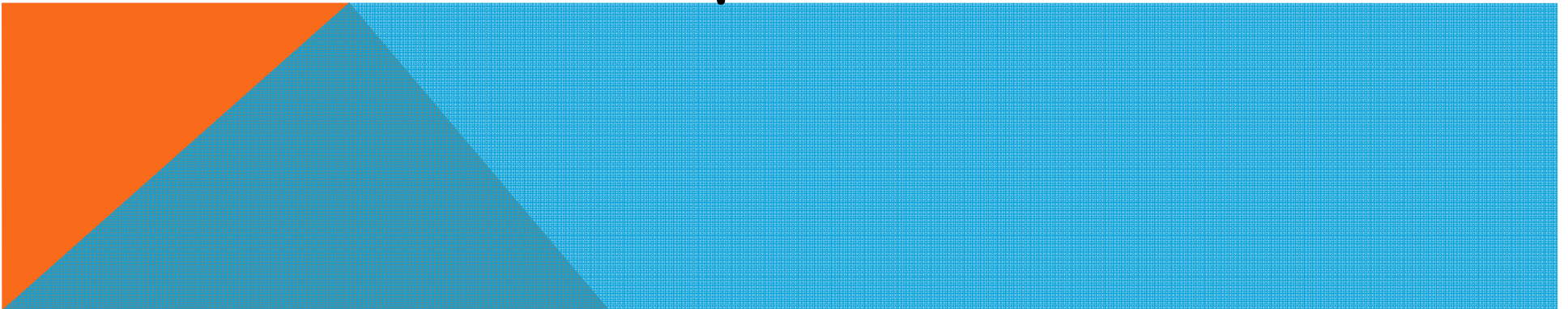
Building words from phonemes to read.

c a t
● ● ●

cat

qu ee ●

queen



HELPING AT HOME

<http://www.phonicsplay.co.uk>

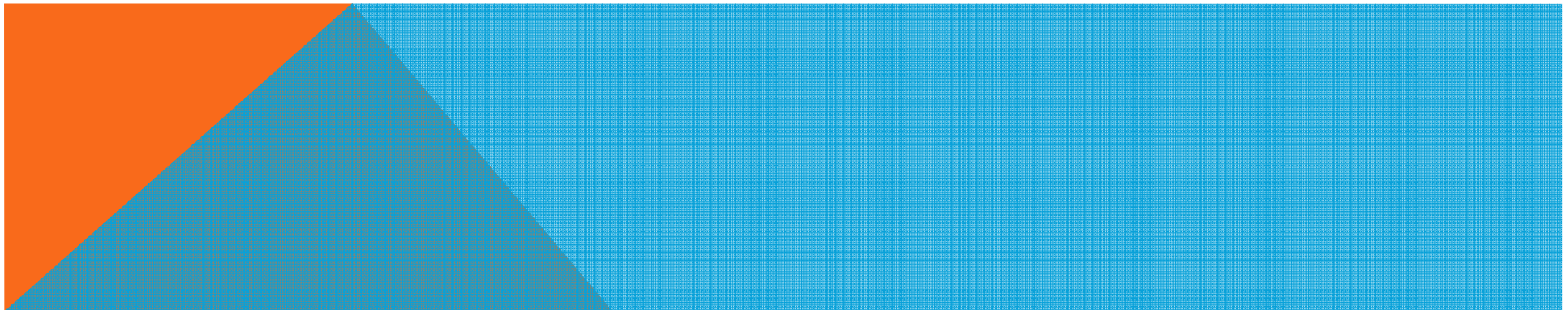
Playing games:

I spy a c-a-t, something beginning with c etc

Give instructions in sound talk.. Stand u-p, c-l-a-p,
J-u-m-p etc.

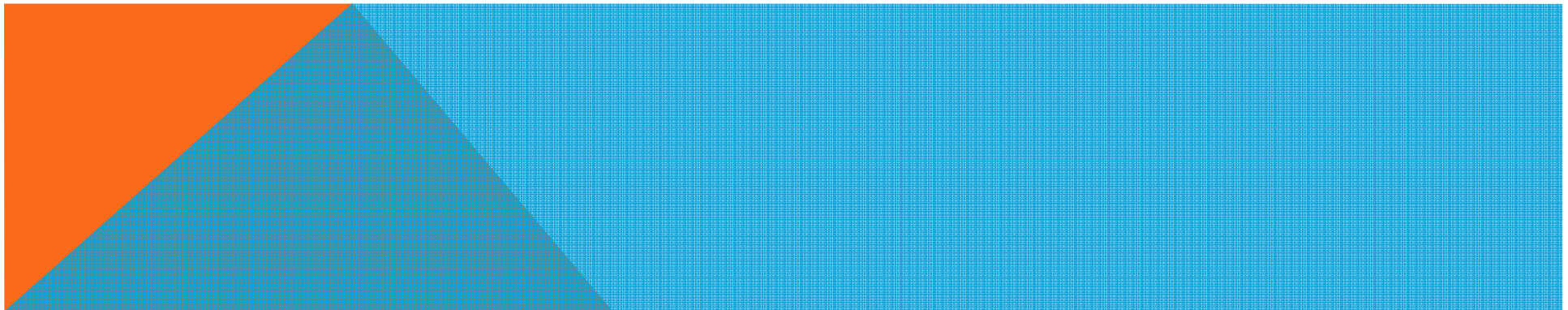
We are going on a picnic shall we take... some h-a-m (yes)
what about some s-o-i-l (no) etc

Say CVC words and ask your child to show you the number
of phonemes on their fingers.



GUIDED READING & INDIVIDUAL READERS

- Children read in groups at school with a member of staff.
(Reception Class)
- We use coloured coded book bands so the children read at an appropriate level.
- The first level is Lilac (wordless books) this is a crucial stage for reading development.
- Children need to develop comprehension skills, reading is not just about decoding words!
- Be able to tell a story, use picture clues, describe and apply their knowledge.
- The next level is Pink and has limited words and tends to be repetitive, then red which has more content etc.
- Children read at a higher level at school for challenge.
- Read at home for confidence and pleasure.



ASSESSMENT

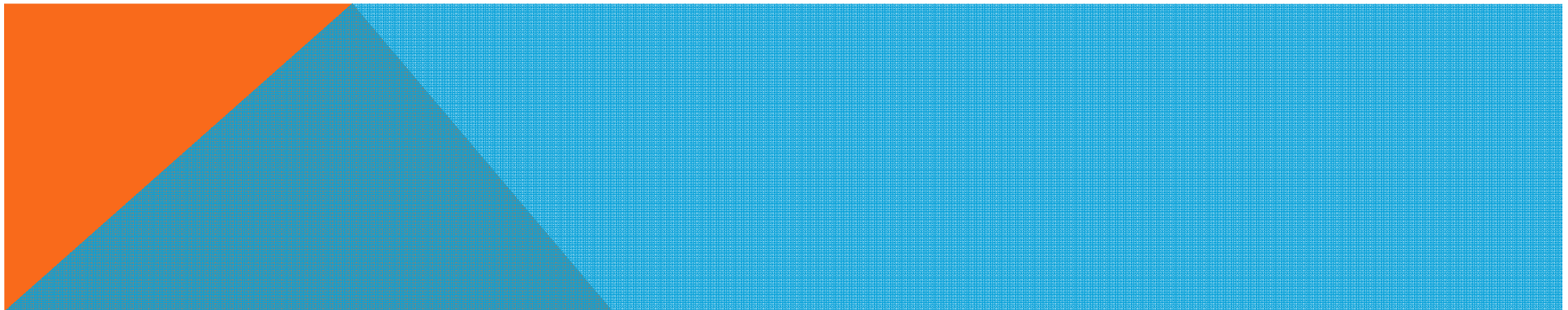
- At present EYFS is assessed at the end of Reception using the EY Profile.
- Each child receives a level for each Early Learning Goal i.e Emerging, Expected or Exceeding.
- This is reported to parents in the end of year report. (as below)

Personal, Social and Emotional Development	Communication and Language	Physical Development									
<p>ELG - Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p>ELG - Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p>ELG - Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING
EMERGING	EXPECTED	EXCEEDING									
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<p>ELG - Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p>ELG - Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p>ELG - Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING
EMERGING	EXPECTED	EXCEEDING									
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<p>ELG - Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	<p>ELG - Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <table border="1"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING				
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EMERGING	EXPECTED	EXCEEDING									

Please Note: Emerging – attainment not yet at the level of development expected at the end of the EYFS; Expected – the level of development expected at the end of the EYFS; Exceeding – attainment beyond the level of development expected at the end of the EYFS

ASSESSMENT CONTINUED

- 2016 is the last year for the profile.
- Children starting Reception in September 2016 will be assessed using a NEW baseline assessment (as yet we do not know how this assessment will take place)
- We assess the children constantly through observations and focus group tasks in order to plan for their next steps in learning.
- Tapestry is our new on line learning journey where parents can have access to their children's observations .





TAPESTRY

ONLINE LEARNING JOURNAL



What Is Tapestry?

- An Online learning journal system.
- Staff record children's activities using tablet devices and PCs.
- Parents can view their child's journal on mobile devices and on their home computers, and can make observations of their own.



Why Are We Using Tapestry?

- It creates a two way communication between us (the EYFS team), and you (the parents and carers).
- We can upload pictures of what your child is doing at school and you can view them instantly.



How Does It Work?

- Photos and observations are uploaded to Tapestry.
- It is accessed via the android/iOS app or the Tapestry website.
- It enables you to comment on observations or add your own, weekend trips, exciting learning opportunities etc.
- Email notifications can be sent to inform parents of new observations and comments.



What Does It Look Like?

The screenshot shows a Facebook interface. On the left, a vertical list of posts is visible, including one titled 'Test', 'Psed', 'making 60', 'Baking a cake', 'Number of the week', and 'Reading'. The main content area on the right features a large photo of a round cake decorated with white frosting, strawberries, and orange slices. Below the photo, two replies are shown:

- Danielle Aaron** (green verified badge) · 21 Oct 2015 10:01 PM
Wow I love this cake, it looks delishous! Can Aaron bring a piece home?
- Joe Gardner** (orange verified badge) · 21 Oct 2015 10:02 PM
Yes of course I will make sure we save a slice

Below the replies is a 'Leave a reply' section with a profile picture placeholder and a large text input box. An 'Add Reply' button is located at the bottom right of the reply area.



How Is The Data Protected?

- A password is required to access Tapestry, and parents can only view observations of their own children, or group observations which their child features in.
- Tapestry's personnel require our permission to access our Tapestry account.



When Will We Get Started?

- Each child already has a Tapestry account with several observations for you to see.
- Before you leave tonight you will be given a guide which shows you how to gain access to your account.
- Tapestry is not our only means of recording and assessment so you will not receive observations daily but in general (there will be exceptions!) you should get one per fortnight sometimes more often.



Any Questions?

