

# Approach to Early Reading and Phonics



**Tadpole Farm**  
CE Primary Academy

## What Early Reading and Phonics looks like at Tadpole Farm CEPA...

### Intent:

#### What do we want children to learn?

At Tadpole Farm we passionately believe that learning to read should be an exciting and meaningful experience. Phonics is an essential component of the teaching of early reading and we have a structured approach to both the teaching of phonics and early reading throughout the school.

We recognise that reading is the core skill to everything that children do. It is integral to our school curriculum and a fundamental life skill that impacts on the acquisition of knowledge.

We want children to develop positive attitudes towards reading so that it is a pleasurable and meaningful activity. We intend children to develop into fluent, independent and reflective readers who are confident to talk about books and authors.

At Tadpole Farm, we adopt the principles and recommendations set out within 'The Reading Framework' (2022)

### Implementation:

#### How do we do it at Tadpole Farm CEPA?

At Tadpole Farm, Phonics is the main approach to teaching early word reading. Teachers use 'Monster Phonics' which is a DfE approved systematic synthetic phonics programme.

In Nursery, Reception, Year One and Year Two, there is a daily discrete phonics session (lasting up to 30 minutes). Sessions are led by teachers and teaching assistants who have been trained in delivering the Monster Phonics programme. Pupils in Reception are taught to read and spell words using Phase 2 and 3 GPCs and words with adjacent consonants (Phase 4) with fluency and accuracy.

Pupils in Year One review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Catch-up resources/intervention is also used in KS2 if needed.

During sessions, all children are expected to participate by listening and responding, and by practising and applying what they are learning (principle taken from The Reading Framework 2022)

Home reading books are closely aligned to the order that sounds are taught to ensure children are taking home fully decodable books to practise and develop word reading fluency once they have learnt specific sounds.

Children are expected and encouraged to read at home at least 4 times a week. Reading diaries log reading activity.

Assessment is informed by observations during phonics sessions, verbal feedback and frequent assessments throughout the Monster Phonics teaching sequence.

A love of reading is promoted through: calm and inviting book corners in classrooms, staff sharing a story with the class at the end of the day, school themed events to raise the profile and a love of reading e.g. World Book Day and a 'Monster Phonics Dress up Day'

### Impact:

#### On leaving Tadpole Farm CEPA, children will...

- be confident, fluent readers and have a passion and confidence for reading a variety of genres
- have the ability to decode and work out unfamiliar words in any new texts they encounter even when they have come to the end of the Monster Phonics Programme
- have high aspirations, which will see them through to further study, work and a successful adult life.

*Everything is possible for one who believes (Mark 9.23)*