



The Hive – Communication - Reading including Phonics Teaching Focus for each Phase

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will begin to explore the link between sounds and words they hear to symbols, pictures and text. They will show recognition through memory and matching of symbols, pictures and key words.</p> <p>Reading including phonics is continuous and therefore there are no learning questions for phases. Practitioners will be working on developing reading across the curriculum and within our environment with the use of symbol visuals as well as written word text.</p> <p>Children will access the following depending on their progress and individual needs:</p> <ul style="list-style-type: none"> • Sound awareness – environmental, rhythm and rhyme, alliteration • Photos/symbols/labels • Symbol communication/topic grids • Sounds Write phonics • Daily reading - being read to and reading themselves • Colourful Semantics • Language for Thinking • Talk for Writing texts • Book box and/or library sessions – exploring choice with an emphasis on picture books <p>Communication – children will demonstrate progression within reading through recognition of symbols and key words, building the foundation for expressive and receptive communication. They will respond to familiar stories and rhymes, showing early engagement with language.</p>	<p>In the Middle Phase, children will understand that information can be retrieved from symbols, pictures and text. They will begin to recognise the meaning of symbols and key word phrases.</p> <p>Reading including phonics is continuous and therefore there are no learning questions for phases. Practitioners will be working on developing reading across the curriculum and within our environment with the use of symbol visuals as well as written word text.</p> <p>Children will access the following depending on their progress and individual needs:</p> <ul style="list-style-type: none"> • Sound awareness – environmental, rhythm and rhyme, alliteration • Photos/symbols/labels • Symbol communication/topic grids • Sounds Write phonics • Daily reading - being read to and reading themselves • Colourful Semantics • Language for Thinking • Talk for Writing texts • Library sessions – encouraging a wider range of fiction and non-fiction texts <p>Communication – children will begin to demonstrate improved story/text engagement and will ask questions, make predictions and communicate their favourite or least favourite parts, using their preferred communication methods.</p> <p>Independence – children will demonstrate increased independence with reading words and symbols and they will start</p>	<p>In the Upper Phase children will build upon their learning in the previous phases and comprehend and interpret.</p> <p>Reading including phonics is continuous and therefore there are no learning questions for phases. Practitioners will be working on developing reading across the curriculum and within our environment with the use of symbol visuals as well as written word text.</p> <p>Children will access the following depending on their progress and individual needs:</p> <ul style="list-style-type: none"> • Sound awareness – environmental, rhythm and rhyme, alliteration • Photos/symbols/labels • Symbol communication/topic grids • Sounds Write phonics • Daily reading - being read to and reading themselves • Colourful Semantics • Language for Thinking • Talk for Writing texts • Library sessions - encouraging a wider range of fiction and non-fiction texts and, for some, introducing chapter books <p>Communication – children will be able to use their preferred communication method to make considered choices about what to read and why. They will be able to reflect on this and communicate their thoughts and feelings or ask questions in relation to the subject matter within the text.</p> <p>Independence – children will demonstrate wider independence in choosing books/texts and be able to give considered reasons for</p>

<p>Independence – children will demonstrate increased independence in handling books and printed materials with interest and turn pages carefully and correctly. They will begin to understand that print carries meaning and begin to make their own choices about which books they would like to explore.</p> <p>Inclusion – children will be able to communicate their preferences for texts and printed materials to their peers, familiar adults in school and families at home. They will have opportunities to listen to and share books with children from a range of classes during sing, sign, share lessons, assemblies and house events. Children will join their mainstream peers during visiting author events and participate in whole school reading activities during RED October.</p> <p>Success – children will begin to develop a love of literature and reading. They will demonstrate a desire to independently access the classroom book box during ‘choosing time’ to read and explore books for pleasure. They will demonstrate an increasing number of symbols, which can be read independently, and begin to show an understanding of how to track text from left to right. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>to use their knowledge of letter sounds (phonemes) to decode new words. Children will increase the amount of signs/symbols/logos/names they can quickly read and recognise and be able to use and apply this skill.</p> <p>Inclusion – children will be confident to share their reading skills with a range of familiar adults and peers, both within school and at home. They will have opportunities to access the school library to explore the books on offer, make choices and take out a book to share at home. They will have opportunities to listen to and share books with children from a range of classes during sing, sign, share lessons, assemblies and house events. Children will join their mainstream peers during visiting author events and participate in whole school reading activities during RED October.</p> <p>Success – children will demonstrate progression within reading through recognition of symbols, words, key phrases and phonic knowledge skills. They will have increased reading stamina and be able to select books based on personal interests. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>their choices. They will build confidence and autonomy in accessing information using their reading skills. They will be able to apply their reading skills in all areas of their life and know how to ask for support if necessary.</p> <p>Inclusion – they will have opportunities to access the school library to explore the books on offer, make choices and take out a book to share at home.</p> <p>They will have opportunities to listen to and share books with children from a range of classes during sing, sign, share lessons, assemblies and house events. Children will join their mainstream peers during visiting author events and participate in whole school reading activities during RED October.</p> <p>Success – children will have fostered a love of reading and be able to read for pleasure. They will have secure methods of decoding, using their phonic skills or a wide range of words which can be read by sight. They will have deepened and developed personal interests in different genres or writing styles and their reading stamina will be extended. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>
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