

# St Andrew's C of E Primary School



*With Faith, Hope and Love,  
we can achieve great things.*

## Early Reading Policy

September 2021

Signed Chair of Governors \_\_\_\_\_

Date \_\_\_\_\_

## **1. AIMS**

We aim to develop reading across the Early Years Foundation Stage (EYFS) and KS1 through a structured approach to phonics and reading skills. Pupils will be given the opportunity to progress through our synthetic phonics scheme at their own pace, ensuring we intervene whenever children need additional support.

We endeavour to help children make meaningful links between letters and sounds when reading words, sentences and books, as well as using their skills in other areas of the curriculum.

In KS1, in addition to discrete synthetic phonics teaching, children will be taught to read in Guided Reading. Children will learn how to apply their phonics skills to a range of texts while developing their reading skills.

### **Pupils at St Andrew's will leave KS1:**

- With a love of books. They will be eager to listen to books and read them themselves;
- Secure with their letters and sounds;
- Able to effectively decode age appropriate texts;
- Using reading recovery strategies when reading unfamiliar words;
- Reading with fluency and expression;
- Using strategies to work out the meaning of unfamiliar words and phrases;
- Retrieve information from texts to answer questions;
- Make inferences based on what is said and done in a text

## **2. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the New National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of Statutory Framework for the Early Years Foundation (2021).

It is a statutory requirement that synthetic phonics must be the primary approach to teaching early reading. We follow the Read, Write Inc phonics programme which is a validated phonics scheme.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings.

- Reading
  - word reading
  - comprehension

## **3. SUBJECT ORGANISATION**

### **Early Years Foundation Stage**

In Foundation stage children have daily phonics (Read, Write, Inc.) lessons. Children are taught to have an awareness of sounds and written words. They begin to learn their letter sounds by working through the Read Write Inc. (RWI) programme of learning. Children are taught in groups that are set according to ability and phonic knowledge. Reading is promoted by modelling good practice and sharing stories with children daily. Children take

part in weekly helicopter story sessions that engage children into storytelling and story acting. Children are encouraged to enjoy books and reading environments are warm and inviting.

### **Key Stage 1**

In Key Stage 1, daily phonics lessons (Read, Write, Inc.) continue and are taught in groups that are set according to ability and phonic knowledge. All children continue to work through the RWI phonics programme. In addition to phonics teaching, children are also taught to apply their phonics skills and comprehension in Guided Reading lessons. In Guided Reading, KS1 children are taught to comprehend what they're reading using the school's DERIC skills code.

Provision is made for children who require extra support through intervention programmes, differentiated class teaching and additional RWI sessions. All lessons are planned for and overseen by a qualified teacher to ensure that no child becomes left behind.

## **4. APPROACHES TO READING**

Our primary approach to teaching early reading is through systematic, synthetic phonics. To do this, we follow the RWI scheme where sounds have been organised into 'sets' to enable children to begin reading independently.

Once children have learnt the first group of sounds (m,a,s,d,t), we begin to teach blending as a skill beginning with 2 sounds. Over time, the blending skill is built up to include all common letter sounds, digraphs and trigraphs in longer words. We currently use the RWI assessment scheme to help us determine children's attainment and next steps.

We use RWI books in Reception, Year 1 and Year 2 children who need additional phonics support to ensure all children have access to a book no matter what their ability is. These books are levelled and are given to children based on their phonics stage. Once children have reached 'Blue' group on the RWI scheme, children begin to read books with increasingly more complicated words to develop their reading skills beyond RWI phonics. This includes graphemes not in the RWI scheme to ensure children are prepared for their phonics check as well widening their knowledge of letters and sounds.

Daily phonics lessons take place in Reception, Year 1 and for those children in Year 2 who need it. These lessons are based on assessments to ensure children's needs are being met and progress is utilised.

In Year 2, children who have completed the phonics scheme, read books that have been book banded. For those who need it, additional phonics boosters and interventions may be utilised to secure phonic knowledge. Year 2 teachers regularly review common graphemes in words to continue to develop fluency and sight word recognition. The Read Write Inc. spelling scheme is also started with our Year 2 pupils once the phonics scheme has been successfully completed.

All KS1 children have access to a class library of books that are book banded to develop an enjoyment of reading. We encourage children and their families to enjoy these books together. In addition to this, children have access to the school library where there is a wider selection of books at different levels.

We encourage all readers to share their books at home with their grown-ups. We believe that this not only helps to develop decoding and comprehension skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

All classrooms have reading corners that contain a range of books for children to enjoy in school. These areas are used to encourage children to enjoy reading and develop their stamina for reading independently.

Each child is heard read once a week outside of Guided Reading. This is on a 1:1 basis with a member of staff. However, we endeavour to hear children read daily wherever possible. This might be during Guided Reading, registration or in other lessons where reading is a key aspect. For children who find reading challenging, we put strategies in place to work 1:1 with these children more often.

Guided Reading takes place outside of phonics sessions beginning in Year 1. These lessons are mainly whole class and the lesson is differentiated to meet the children's needs. For children who are substantially below ARE, they work in appropriate, smaller groups so they are able to consolidate and apply their skills at their phonics level. All guided reading lessons are planned, monitored and assessed by qualified teachers to ensure children's needs are being met.

At St Andrew's we use DERIC to teach our teaching domains (D=decode, E=explain, R=retrieve, I=infer, C=choice). From Year 1, all Guided Reading lessons have a reading domain skill focus. Teachers model these reading domain skills and then provide a range of opportunities for children to develop and practise these skills themselves.

### **Reading Recovery**

At St Andrew's we recognise that while synthetic phonics is the best way to teach early reading, there may be occasions where it is not effective. For children for whom phonics is not working, a reading recovery teacher is in place to support these children in Year 1. This teacher has completed all relevant training and works on a 1:1 basis with targeted children to help close the gaps and raise their reading ability and confidence.

The reading recovery teacher also works closely with the child's class teacher and teaching assistant to ensure strategies are used within the classroom as well as during 1:1 teaching sessions. Children completing Reading Recovery are regularly assessed and targets are constantly being reviewed and reset to ensure the sessions are purposeful and effective.

Strong home links are encouraged by the Reading Recovery teacher. Opportunities for parents and the teacher to meet and discuss progress and next steps are utilised. Children who are completing the Reading Recovery programme are provided with reading materials aligned to the Reading Recovery programme rather than the RWI phonics scheme. This enables them to make progress through the book bands in a way that meets their needs.

## **5. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in

our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

## **6. ASSESSMENT AND TARGET SETTING**

Phonics assessments are completed half termly by a named member of staff in each phase. These assessments are used to determine children's phonics and guided reading groups as well as to provide suitable home reading books.

Phonics assessments are used alongside school assessment systems to judge children's overall reading stage through EYFS and into KS1. Statutory frameworks are used to support accurate and rigorous assessments in Reception and Year 2.

In Foundation 1, children are assessed using the schools assessment skills and knowledge tracker. These skills are in line with development matters and are put onto 'DCPro on entry, autumn term, spring term and on exit from Nursery. These form the Baseline assessments in Year Reception.

In Foundation stage 2 children are assessed using the schools assessment skills and knowledge tracker. These are updated and put onto DCPro each half term. In reading, children in KS1 are assessed through ongoing Teacher Assessments which are an informal part of every lesson and are closely matched to the learning objectives.

Year 1 and Year 2 children who didn't achieve the expected standard, complete Phonics Check assessments with the phonics leader three times a year before the national phonics check in June. This information is shared with teachers and used to identify areas of weakness and next steps.

Year 2 children complete practice SATS tests at various points throughout the year to prepare for their formal SATS in May. The information gathered from these tests are used to identify areas of weakness and next steps.

### **Evidence for Assessments**

In EYFS, evidence of children's reading and writing can be found in children's observations, their English books, their phonics book and their class reading folder. Evidence will be presented in different ways, including photos, observation notes as well as written work from the children.

In KS1, evidence of children's reading and writing can be found in their reading and writing books. Additional reading evidence is collated in class reading folders.

## **7. INCLUSION**

We aim to provide for all children, so that they achieve as highly as they can in Reading according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

## **8. ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in Reading through:

- monitoring and evaluating reading:-
  - pupil progress
  - provision of reading
  - the quality of the Learning Environment,
- taking the lead in policy development
- to be responsible for the development of literacy throughout the school,
- to undertake book trawls, lesson observations, scrutinize planning and report to Head teacher and SLT
- to analyses results and data to inform target setting in reading and writing
- auditing and supporting colleagues in their CPD
- purchasing and organising resources and materials necessary for the teaching of reading
- keeping up to date with recent developments.
- to report to governors

## **9. PARENTAL INVOLVEMENT**

We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. We also provide opportunities for parents to attend phonics sessions to help them understand strategies used to teach early reading.

Parent Workshops for EYFS and KS1 parents are held to give parents ideas and strategies so that they can help their children with reading and writing at home.

We provide meetings for parents to inform them of upcoming statutory assessments such as the Year 1 Phonics Check and Year 2 SATS and offer support for parents who would like more information or guidance.

There are opportunities each term when parents can discuss their children's progress with their teacher.

Phonics Check results (Year 1) and SATs results (Year 2) are published in accordance with Government legislation.

## **Reading at Home**

We promote a love of reading by encouraging children to read outside of school. Parents are encouraged to read both with and to their children at home. We provide books matched to children's reading ability to read at home and these are changed regularly in school. Children have access to 'choosing books' in class as well as the school library so they can access a wider range of books more regularly. We also subscribe to an online e-book library that matches our phonic scheme so that children have additional opportunities to read outside the school day.

## **10. TRANSITION BETWEEN EYFS AND KS1**

At St Andrew's we recognise the importance of effective transition between EYFS and KS1. Transition begins in Reception in Summer term and continues in Year 1 in Autumn

Term. Once classes have been decided for September, the children meet their new teacher in their own learning environment over the Summer Term.

Children's characteristics of effective learning are shared with Year 1 staff and the assessments are used to identify priorities in September. Year 1 teachers will continue to teach the same RWI scheme, using the same language and strategies so children's phonics learning transitions smoothly from one phase to the other.

The same reading scheme is used in both EYFS and KS1. We use RWI and Oxford Reading Tree books linked to children's phonics ability. This ensures reading progression is smooth and children can continue learning to read using familiar books with familiar characters.

In Year 1, opportunities for continuous provision and small group work are provided to support children from a play based curriculum into more formal learning by the end of KS1. In Year 1, opportunities are utilised to provide a range of play based learning provision that enable children to practise and explore their reading and writing skills.

The Governing Body receive regular reports on the progress of English provision.

This policy will be reviewed according to the emerging needs of our school.

Signed ..... Date ..... (Chair of Governors)

Signed ..... Date ..... (Headteacher)

To be reviewed in: September 2023