



St Philip Westbrook

C of E Primary School

"Together we aim high and with God's love we can fly"

Policy for Early Reading

Intent

What does the curriculum for Early Reading aim to achieve?

The aims of the National Curriculum states that:

'Children should be taught to read easily and fluently.'

'Children should be taught to read with good understanding.'

'Children should develop the habit of reading widely and often for pleasure and information.'

We place the teaching of reading at the heart of our curriculum. We believe that it is essential that our children develop and embed the necessary skills to enable them to learn to read effectively and quickly and be able to transfer these skills to a broad range of situations and lifelong learning. We place literature as a central pillar in establishing children's identity, their place in the world and their understanding of their responsibilities and rights in relation to others.

'Together we aim high and with God's love we can fly'

With the love of God and by using our Christian Values, all pupils can achieve their potential in reading. We strive to provide the highest standards of education and ensure that children are given the opportunity to develop their God given potential.

Our shared vision is that every child regardless of backgrounds, needs or abilities learns to read quickly and continues to read – widely and often. We are proud to offer the pupils a text rich learning environment where imagination and creativity can be fuelled. Through our rigorous Read, Write Inc phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books. Through our early reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Our literature, especially, plays a key role in such development ensuring that reading enables pupils both to acquire knowledge and to build on what they already know across all areas of the curriculum.

We believe that the skills of language are essential to participating fully as a member of society; only pupils who learn to speak, read and write fluently and confidently are able to effectively participate in wider society.

To achieve this, we ensure that pupils:

- Are able to decode letter-sound correspondence quickly and effortlessly, using their phonic knowledge and skills.
- Engage in a rigorous, sequential reading curriculum which develops pupils' fluency, confidence and enjoyment in reading.
- Can read common exception words on sight.
- Understand what they read.
- Read aloud with fluency and expression.



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- Write confidently, with a strong focus on vocabulary and grammar.
- Spell quickly and easily by segmenting the sounds in words,
- Acquire good handwriting.
- Gaps are quickly identified and addressed effectively for all pupils
- Have reading materials that are closely matched to their phonics abilities .

How does the curriculum intent for your subject link to the whole school curriculum intent?

Early reading is prioritised to allow pupils to access the full curriculum offer.

Throughout Early Years, activities concentrate on developing pupils' speaking and listening skills, phonological awareness and the key skills of oral blending, segmenting and manipulation. These experiences are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with high quality books.

In addition, we teach children to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge.

Children have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that children read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Our spellings are not only taught through RWI we also use Spelling Seeds which links to our high quality texts and focuses upon spelling patterns.

Alongside this, the teachers read a wide range of high quality stories, poetry and non-fiction to children; some of which, they are soon able to read these texts for themselves. Our wider curriculum is based upon high quality texts which encourage and support the development of specific vocabulary and provide opportunities for children to explore words. Our English curriculum weaves reading and writing, ensuring skills are transferable, practised and that they remember more and do more.

Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. A skill which is then transferred to the whole curriculum.

What is your approach to long term planning and curriculum design for your subject?

We follow the Read Write Inc phonics programme. In which regular assessment informs groupings and progression relative to starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively.

In Reception, children are introduced to phonemes (sounds) linked to the letters of the alphabet, as well as one way of spelling each of the other 16 phonemes used in the English language, such as 'igh' and 'ch'.

Children are taught to blend or sound out phonics to read a variety of words and segment or break down the sounds in simple words for spelling.

In Year 1, children learn more about the variety of ways in which each phoneme can be spelled and they also learn about the different pronunciations made by different letters or groups of letters, such as 'a' in 'ant' and 'was'. At the end of Year 1, children will be tested on their phonics knowledge in the Phonics Screening Test.

Children continue to using Read Write Inc in Year 2 until they are ready to be an independent reader. The first weeks of Y2 will be spent reassessing children through GGR, RWI assessments and reading activities. Any child who has not completed RWI will continue on the appropriate level. Others will start choosing independent reading books (which they must continue to share at home with parents) and will complete Literary Leaves reading sessions each day with their teacher. They will continue to be taught spellings through Spelling Seeds and other strategies to ensure coverage of CEW.

Y2 children will continue with RWI decodable book bag books until they are independent, fluent readers. (Completed RWI grey level) Alongside this they are able to choose a 'share with me' book.

How is the curriculum for your subject sequenced towards clearly identified endpoints?

We use the following progression map to establish clear minimum outcomes for each of the age phases. Half termly assessments inform teaching and ensure children remain on track. We use keep up not catch up one to one and group daily sessions (RWI tuitions and PINNIE time) to ensure children remain at the expected level.

Year group	RWI	Number of sounds known	RWI Phonic Books F & NF	Phonic readers	
Reception Autumn	Set 1 RWI Groups A-C	31	Ditties 1-28 Ditty books red	Library Books 'Share with me books'	BLENDING BOOKS RWI BOOK BAG BOOKS RED
Reception Spring	Set 2 RWI Groups D-F	31+12 43	Green/Purple		RWI BOOK BAG BOOKS GREEN PURPLE
Reception Summer	Set 2/3 RWI group G	43+12 55	Purple/pink		RWI BOOK BAG BOOKS PURPLE/PINK
Year 1 Autumn	Set 2/3 RWI G- H	55	Orange	Library Books	RWI BOOK BAG BOOKS
Year 1 Spring	Set 3	55+16	Yellow		RWI BOOK

	RWI group I	71		'Share with me books'	BAG BOOKS
Year 1 Summer	Set 3 RWI group J	71+3 74	Blue Running record assess		RWI BOOK BAG BOOKS
Year 2 Autumn	Set 3 revision RWI group (Those not on blue) Literary Leaves Spelling Seeds	74	Grey Running record assess	Library Books 'Share with me books'	RWI BOOK BAG bks
Year 2 Spring	Literary Leaves Spelling Seeds		Whole Class Guided reading		FREE READS White (EXP)
Year 2 Summer	Literary Leaves Spelling Seeds		Whole Class Guided reading		FREE READS Lime (GD)

Implementation

What does a typical lesson look like in your subject? Are expectations clear across the school?

Read Write Inc sessions occur daily. Children are grouped within Reception or KS1. KS2 phonics, Fast Track and 1-1 tutoring form part of our intervention timetables.

Our lessons incorporate speed sounds (say the sound, read the sound, review the sound) word time (read the words, review the words, reading assessment, spell the words, spelling review). Children then read a matched phonetically decodable book three times in school. The first read focus is upon accurate word reading, the second on developing fluency; and the third on comprehension.

In reception children then complete writing in which they initially focus upon the alphabetical code progressing to spellings so that they can rapidly begin to write more sentences including the correct spelling and punctuation.

As pupils start their reading journey there will be reading materials that are closely matched to the learners' phonics knowledge. Take home reading books will mirror or supplement the phonics texts used in daily phonics lessons; these books are part of our Read Write Inc phonics programme and will ensure that the children are presented with reading material to match their phonic knowledge and improve their fluency and reading confidence. In this way, pupils will be encouraged to use their phonics skills and knowledge as a primary reading strategy.

As pupils find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. Increasing the pace of reading is an important objective. Pupils will be encouraged to read aloud as well as silently for themselves. This process culminates in a shift from learning to read to reading to learn. Pupils then move on to reading both for pleasure and for information.

Reading at Home

All children should bring home a school reading book every day. Children can change their reading book as often as they like. It is expected that children read at least five times per week with an adult at home using this book and record this in their reading record, which is checked in school every Thursday.

For your subject, how do you ensure that children ‘know more and remember more’?

Implementation of the curriculum is based on cognitive science and there is strong use of retention and retrieval strategies. Lessons are sequential, building on what has previously been learned and applying knowledge and skills in different contexts. A consistent approach is utilised across school, including visual images, audible phrases and identical teaching strategies, specific methods are included within each session including known sounds, revisiting and recording. The reading leader completes weekly visits to ensure they are in place. ‘Pinnie’ time is encouraged throughout the day when children will practise, and revisit taught sounds (this is often according to need) and displays/ word mats further support retention. Through the use of sequential, systematic RWI phonics programmes and Literacy Tree our learning is constantly linked and embedded.

To what extent does the curriculum for your subject meet the needs of all pupils, particularly disadvantaged pupils and SEND pupils?

We will adjust and adapt the delivery of our reading programme to meet the needs of all learners and to ensure that every child gains the building blocks they need to become a successful reader. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. As new EAL children join our school they are instantly assessed on the RWI phonics programme and taught accordingly. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. We recognise that each child has their own starting point

upon entry to every year group and progress is measured in line with these starting points to ensure every child can achieve and celebrate success. Staff are fully aware of the differing groups of learners and vulnerable children in their class and teachers plan and teach personalised English lessons which focus on the particular needs of each child.

What are the expectations of teachers using both formative and summative assessment?

Throughout the RWI teaching sequence, teacher assessment is used to identify pupils who are not grasping 75-80% of new learning. These pupils are targeted for rapid intervention. In Reception, pupils are assessed at least half-terminly on the phonics progress they are making. In Year 1, a mock phonics screening is carried out on a half-terminly basis to identify individual gaps in knowledge and understanding, as well as any systemic gaps.

We use the RWInc Phonic Tracker from Reception to Year 2 to support our analysis of individual pupil's progress. We assess all children following Read Write Inc. Phonics using the Entry Assessment. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all children, whenever they join us, so we can track all of them effectively. We record their starting date on the programme and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. We aim for the majority of children to complete the programme by the end of the Autumn Term in Year 2.

As pupils begin to learn to read more fluently, they move to banded books and their progress through the bands is carefully tracked and analysed. Benchmarking is used to identify particular strengths and weaknesses and next steps.

How do you keep your own knowledge up to date and staff subject knowledge too?

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development.

All EYs and KS1 staff will attend Phonics training and there will be weekly online and face to face sessions to update and upskill staff.

The reading leader works with staff to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The early reading leader is supported by a RWI colleague and has a critical role, driving the teaching of Read Write Inc. Phonics, ensuring that all children progress through the programme by the end of Term 1 Year 2.

Specific responsibilities include:

- Ensuring that our teaching of reading is of the highest quality and that all our children make progress.
- Ensuring children in the 'lower progress' group are making good progress and organising appropriate interventions for the children who need extra support
- Keeping the groups homogeneous, i.e. at the same reading level
- Providing further training (through masterclasses, coaching/ observation and face-to-face



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How do you monitor the subject? What has been the impact of your monitoring?

Weekly monitoring and coaching takes place to ensure that early reading and phonics teaching is effective.

This includes:

- Lesson observations
- Team teaching/ coaching
- Tracking analysis
- Pupil Progress meetings
- Moderation meetings
- Pupil voice
- Staff voice
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Monitoring is used to identify gaps or areas for development and support is put in place where these are found. Interventions (fast track) are put in place in both KS1 and KS2, where children are not meeting age related expectations, these are regularly reviewed to monitor progress and impact.

Long term, areas for development are included on the SIP and reported to governors. Reviews take place throughout the year to ensure that progress is being made towards targets.