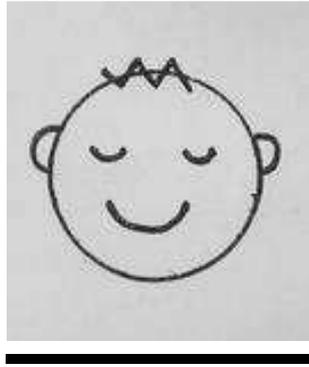


Littlemoor Children's Centre & School



Happy & Aiming High

2a Reading Policy

(Including Phonics)

Updated March 2017
Next Update April 2018

LITTLEMOOR CHILDREN'S CENTRE & SCHOOL

READING POLICY

Rationale

We believe that the importance of developing reading competence cannot be overstated as it is the fundamental facilitator of much learning throughout life. Children must be encouraged to become independent, knowledgeable and reflective readers. High-quality teaching is the key factor in whether or not children learn to read. The practice of teaching systematic phonics successfully should be within the competence of any committed teacher and many teaching assistants. It involves simply the intelligent application of professional skills within an ambitious well-led team.

If a child can't read, then they can't get on in life.

Aims

- As a community of readers we expect all adults to model and communicate their love of reading.
- We aim to develop happy, healthy and curious learners who read confidently and independently
- In these first years of their education, we aim to begin the development of lifelong enjoyment and pleasure in reading
- To ensure quality and consistency in our teaching of reading
- To carry out rigorous assessments of children's progress, especially regarding the early identification of difficulties and subsequent intervention.

Objectives

- To develop the children's understanding of the nature and purpose of reading, and to respond to literature of increasing complexity from a range of genres and cultures
- To enable children to access all areas of the curriculum
- To enable children to access, understand and begin to manage information
- To begin to understand the meaning of what is read to them and what they read
- To begin to respond to what they read; to say whether they like or don't like it and why
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
- To begin to understand that this experience allows us to make connections with other people
- To walk through doors to the past, to the future, and to other worlds both real and imagined through their reading

Responsibilities

The Head Teacher has the responsibility for the leadership of our curriculum. The Deputy Head Teacher is the Literacy Subject Leader and Rebekah Leyden is our Phonics Lead Teacher.

The Head Teacher and Senior Management Team monitor and give feedback on the quality of teaching and learning. Our Phonics Lead manages our phonics reading programme and groups the children according to their reading ability for the phonics sessions. Rebekah does not have a phonics teaching commitment but instead coaches all phonics reading teachers. She carries out phonics lesson observations and feeds back to SLT at least half-termly.

The Literacy Subject Leader and Phonics Lead teacher coordinate and manage the day to day teaching of reading, and ensure that the necessary intervention programmes are in place and accelerating reading achievement.

Our phonics lead teachers models quality first phonics teaching to teachers and teaching assistants. Guided reading is modelled to teachers and teaching assistants by the Literacy Subject Leader and Head Teacher.

Key Principles of our Reading Curriculum

- Developing the children's oral language: this involves developing speaking, listening and the enhancement of their vocabulary.
- Establishing the children's phonic knowledge and skills through a systematic programme, supporting them to apply these skills to reading and spelling.
- Ensuring the children have knowledge of high-frequency words, many of which are irregular.
- Developing knowledge of grammar and syntax.
- Empowering children to have the ability and confidence to 'have a go' in decoding words.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.
- Broadening and extending the range of reading and writing, progressing from simple texts that the children can read for themselves to a wider range of books.
- Locating the curriculum for reading within the wider school curriculum, so that each aspect complements and reinforces the other.
- Follow the Learning Challenged from Focus Education to enhance reading throughout cross curricular links.
- Develop reading skills through the statutory requirements of the programmes of study for Reading from the New National Curriculum

Procedures/practice

In the Foundation Stage (Nursery-F1 and Reception F2) the teaching of reading is based on the prime area of learning entitled **Communication and Language** and the specific area of learning called **English** which involves reading and writing.

In F1, many children enter school unprepared for learning, with poor listening and speaking skills. Initially, their listening skills must be developed: 1. Sounds first 2. Letter-sounds later

There must be a focus on speaking and listening, with the development of vocabulary and the use of sentences.

All FS and KS1 practitioners must generate as much stimuli as possible to improve the children's vocabulary by bringing the world to the children as well as taking the children out into the world.

Sessions in Nursery and Foundation Stage need to be highly structured to ensure that learning gets off to a good start.

Reading stories from big books is a very important to engage children in how books and stories work.

Foundation Stage needs a Big Book story session every day, together with daily phonics, guided reading, writing sessions and daily sessions focusing on the reading of high frequency words.

In Key Stage 1 (years 1 and 2) the teaching of reading is based on the objectives within the New National Curriculum for English and the Primary Framework for teaching.

In line with guidance from the Framework for English our teaching objectives cover two key strands:

- 1. Word reading**
- 2. Comprehension (both listening and reading)**

“It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

1. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

2. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.”

Statutory Guidance National curriculum in England: English programmes of study
(Updated 16 July 2014)

How we teach reading

Phonics

All children in FS2 and KS1 receive a daily phonics lesson based on the Read Write Inc approach to teaching reading. The F1 children follow the Phase 1 element of the National Strategies Letters and Sounds phonics programme. The children then move onto ReadWrite Inc once they are secure with Phase 1. In Nursery the children learn the Set 1 Speed Sounds and are introduced to oral blending.

The phonics sessions are delivered by teachers and teaching assistants to children of similar ability. Phonics teaching has a brisk pace with rapid early coverage of letter/sound correspondence. The children's phonics attainment is assessed each half-term and the children are grouped accordingly. Some children receive one to one or small group phonics tuition if they are not making the expected progress.

All staff have been trained by ReadWriteInc trainers (2016) and are highly skilled in the delivery of the 30 minute phonics sessions. Our lead teacher for phonics supports the teaching and learning of phonics daily, coaching teachers and ensuring that all children are placed in the correct groups to ensure progress and a good level of challenge. The highly structured sessions are delivered at pace- with no time wasted.

How our Phonics Reading Programme is organised and delivered

We use the ReadWriteInc phonics reading programme. At the core of this programme is the vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words over a short period of time, alongside letter formation and spelling.

This programme has 5 underlying principles:

Pace- Children are so involved in the reading sessions that they do not have any 'down time'. The programme needs to be completed as rapidly as possible so pace is the key to success.

Praise- The children work more quickly when they are praised for what they do well, rather than nagged for what they do wrong.

Purpose- Each activity in the programme has a very clear purpose.

Participation- All children take part in all of the lesson. Talking partners are used throughout and partners take it in turns to act as the 'teacher'.

Passion- We always try to be passionate in our teaching. We try to make our teaching larger than life so children engage in the learning.

Delivery of the programme

RWI reading teachers are our class teachers and TAs who each teach a group of children at the same reading level.

TAs normally teach small groups of four to eight children.

The children work in these differentiated groups for 30 minutes daily.

The children learn the 44 'Speed Sounds' and the corresponding letters (graphemes) using simple picture prompts.

They learn to read and spell words using sound-blending known as 'Fred Talk'. A puppet called Fred (the Frog) can only speak in phonemes and he helps the children to segment and blend the sounds within words.

When the children have learnt the first set of Speed Sounds, they read short phrases called 'Ditties' which they can sound out.

They then go onto read carefully graded stories matched to their phonic ability.

The quality of phonics teaching and learning is rigorously monitored by our Phonics Lead Teacher.

Partner teaching

Partner teaching is used to ensure that children can do and understand what they have been taught; children may appear to understand within the group, but we only see if they really know when they can teach each other. They show that they comprehend the stories they have read by answering comprehension questions through partner discussion.

Shared Reading

Shared Reading and/or Writing occurs daily. It is led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way. The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

Guided Reading

Guided Reading sessions are delivered by skilled adults who work with groups of children who are able to read at a similar level. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities. Children read at least three times a week in their guided groups, with targeted children reading daily.

Guided Reading is an approach which enables a teacher and a group of children to talk, read and think their way purposefully through a text. The texts must be challenging, but not so difficult so as to disrupt the flow of the reading. (A 90% readability level is required.) It enables children to practice using reading strategies with the support of the teacher and leads to silent reading.

Teachers teach and observe a small group of children as they develop an understanding of the reading processes and practise their literacy skills, so making their teaching more focused, effective and efficient.

In guided reading the children are grouped into flexible reading groups of 6 children. This enables the teacher to:

Observe strategies used by children

Help children to see reading as purposeful

Demonstrate that reading is a thinking process by discussing what happens 'inside our heads' when we read

Help children reflect on what they read

Demonstrate how to link prior knowledge and new information to construct meaning

Demonstrate the different levels of understanding required, e.g. literal, inferential, and evaluating

Motivate children to read independently

Model strategies used by readers, e.g. prediction, re-reading, self-correcting

Explore children's reactions to text

Help children move beyond the text and attempt to identify the world-view of the author, comparing it with their own

Provide a model of critical and reflective reading

Assess children's reading against key assessment focuses and use these judgements to identify the necessary next steps in the children's learning.

Book selection and Progression through the Reading Levels

A book selection is provided to support all children's reading development. This selection includes stories, rhymes, poetry and non-fiction and predominantly relies on reading scheme materials, although other published material is included where appropriate. The books are graded according to Book Band levels. Our ten levels produce a gradient of difficulty from the simplest texts for emergent readers to texts for fluent readers within Key Stage 1.

Our Book Banded System

Our guided reading books and take-home readers are book banded which means that books are grouped according to their levels of reading challenge.

Band	Colour	Year Group Expectations
1	Pink	F2
2	Red	F2
3	Yellow	F2
4	Blue	Y1
5	Green	Y1
6	Orange	Y1
7	Turquoise	Y2
8	Purple	Y2
9	Gold	Y2
10	White	Y2
11	Lime	Y2

The first books which are introduced to the children are meant to be shared with an adult. These books are used to develop a joy of reading, confidence, left-right orientation, pictures clues, prediction, return sweep, one to one and reciting. They will successfully prepare children for reading. Parents are encouraged to provide home-support for this activity.

Following this stage, the children then move on to graded reading books, in accordance with 'Book Bands'. The first level is 'Pink'. These books have illustrations which carefully support the vocabulary of the story and the children are encouraged to develop a basic sight vocabulary at this stage.

The children's writing is also used to develop their early reading. Word cards and lists are also provided for regular practice. Children have a 'free choice' of books within a specified level. We believe that this practice develops independence and increases interest and motivation in reading.

All children must be able to read and spell the main 45 high frequency words. It is our goal for most children to be successfully reading and comprehending an unfamiliar text at Gold Level or above at the end of Key Stage 1.

Our children have eight terms in which to work through nine bands: Pink to Gold. Progress through the reading levels is tracked on a termly basis.

However, we are aware that progress through the levels is not automatic and it is vital that children working within the early levels have secure understanding and skill so that they remain in control of the text and are well motivated as they go on to face more challenging texts.

Our phonics programme supports teachers' judgements when establishing each child's reading level. The PM Benchmark kit is also available within school and is used by teachers to assess and confirm a child's reading attainment.

The range of Reading materials presented to the children

Reading Spines have been introduced for each year group. These are year group specific booklists which feature quality texts to be read aloud to children in that year and which have a range of suggested activities assigned to each text. The texts will be stored in plastic wallets within each class when the sets are complete. The repetitive nature of the EYFS texts ensures that the children can learn the stories and be able to recite them. These stories need to be revisited regularly.

F1 Reading Spine

Where's Spot?

Brown Bear, Brown Bear, What Do You See?

The Very Hungry Caterpillar

Hairy Maclary from Donaldson's Dairy

Hug

The Train Ride

We're Going on a Bear Hunt

Jasper's Beanstalk

Dear Zoo

You Choose

Each Peach Pear Plum

Come On, Daisy!

F2 Reading Spine

Owl Babies

Handa's Surprise

Rosie's Walk

Mrs Armitage

On the Way Home

Goodnight Moon

The Gruffalo

Mr Gumpy's Outing

Six Dinner Sid

Whatever Next

Farmer Duck

Shhh!

Y1 Reading Spine

Peace At Last

Where the Wild Things Are

Avocado Baby

Lost and Found

Can't You Sleep Little Bear?

The Elephant & the Bad Baby

The Tiger Who Came to Tea

Knuffle Bunny

Beegu

Dogger

Cops & Robbers

Elmer

Y2 Reading Spine

The Owl who was Afraid of the Dark

Willa & old Miss Annie

Traction Man is Here

Meerkat Mail

Amazing Grace

Pumpkin Soup

The Giraffe, The Pelly & Me

Dr Xargle's Book of Earthlets

Who's Afraid of the Big Bad Book?

Not Now Bernard

Tuesday

The Flower

Gorilla

Emily Brown & The Thing

Frog and Toad Together

Fantastic Mr Fox

The Hodgeheg

Flat Stanley

Each year group experiences a range of traditional tales, with each year having a selection of traditional tales which they have to learn and be able to perform.

Poetry also plays a key part in the children's reading diet with each class building up a bank of favourite poems which they can recite.

The following reading materials are used:

- Interactive white board resources; software and websites (see appendix 4)
- Apps on I-pads
- Compact Disc stories on C.D. player.
- Big books – stored in the Reading Resource Room and Old Nursery (see appendix)
- Reading books grouped into 'book bands'
- Guided readers – stored in the Reading Resource Room
- Library books- Fiction and Non-Fiction

Assessment of Reading

The following summative assessments are completed as a result of the formative assessments:

In EYFS, each child's Foundation Stage Profile is completed half-termly online. This includes the child's reading progress.

Our Y1 and Y2 children are assessed against the National Curriculum expectations for reading, using Key Assessment Criteria (Focus Education).

The PM Benchmark Kit is used to assess children as they progress through the book band levels.

Guided reading record sheets are completed each reading session (linked to the assessment focuses and book band/NC levels). These are analysed at least half termly and used as evidence to establish the child's National Curriculum reading level.

Reception (F2), Y1 and Y2 teachers complete key word recognition assessments half-termly.

Phonics progress is assessed half-termly by key teaching assistants and, as a result of these assessments, the Phonics Lead organises the children into their phonics reading groups; this involves all children from F2 to Y2.

Special Educational Needs

Wherever possible we aim to fully include SEN children in class reading sessions so that they can benefit from the emphasis on oral work and by listening and participating with other children in reading activities. Teachers will, in consultation with the SENCO, draw up a SEN 'My support plan' to set SMART targets for SEND children. Support staff will be used to support SEN children's reading needs.

More Able Children

Children who are gifted and talented will be working to deepen or broaden their understanding of the objective which may sometimes be from a later year. On occasion, a younger more able child may read with children from an older class. In Y2, our most able children receive higher level reading sessions from an additional teacher.

EAL Children

The needs of children learning English as an additional language (EAL) will be met through planning and support from Teaching Assistants and, on occasion, from EMTAS.

Intervention

All children receive quality first teaching on a daily basis and activities are differentiated accordingly. In addition, where children require targeted support to enable them to work towards age appropriate objectives, intervention programmes are implemented. The main reading intervention used is the One to One Phonics Support within our ReadWriteInc phonics programme. Pupil Progress Meetings are used to inform the Senior Management Team about the needs and progress of each class and cohort. Teachers and teaching assistants plan intervention

programmes together and monitor the progress of these children. When a child has not achieved the expected level within the Early Learning Goals for reading at the end of the Foundation Stage, they receive individual reading support and may be given a SEN support plan.

All children who do not achieve the national standard in phonics in the Y1 Screening Check are targeted and it is our aim that at least 90% of these children pass the test the following year.

Parental involvement

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home.

We communicate with parents through:

Home-School reading diaries

Parental consultation meetings • Nursery (F1) and Reception (F2) intake meetings

Reading meetings for parents

Newsletters

Our open-door policy both before and after school

Each child takes one book home a day. There is a progression to this which is as follows:

Books are taken home to share with an adult.

Phonic reading resources are sent home to be shared with parents.

Key word cards on keyrings showing 'tricky words' are taken home during the early stages of learning to read.

Reading books from our reading schemes are not taken home until the children can read a minimum of words.

Children take home individual readers which are colour-coded according to Book Band levels. Teachers explain to children and parents which particular band they can choose books from.

EXPECTED OUTCOMES

By the end of the Foundation Stage most children will:

- Explore and experiment with sounds, words and text
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
- Hear and say sounds in words in the order in which they occur
- Read simple words by sounding out and blending the phonemes all through the word from left to right
- Move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and 'bus' to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'
- Recognise common digraphs
- Read some high frequency words
- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Read a range of familiar and common words and simple sentences independently
- Read texts compatible with their phonic knowledge and skills
- Read and write one grapheme for each of the 44 phonemes

By the end of year 1 most children will:

WORD READING:

Apply phonic knowledge and skills as the route to decode words

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words based on known GPCs (Grapheme, phoneme correspondence)
- Read common words using phonic knowledge where possible
- Read words containing taught GPCs and s,es,ing,ed,er,est endings
- Read words of more than one syllable that contain taught GPCs
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter.
- Read phonically decodable texts

COMPREHENSION:

Develop pleasure in reading, motivation to read, vocabulary and understanding

- Respond to a range of texts – narrative, non-fiction and poems
- Say what they like and dislike about a text
- Link what they read or hear read to their own experiences

- Know some key stories, including traditional and fairy tales
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics of the key stories known
- Experience poems and rhymes
- Learn some poems and rhymes by heart

Understand both the books they can already read accurately and fluently and those they listen to.

- Use prior knowledge to understand text
- Use context and vocabulary provide to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Talk about the title and events
- Begin to draw inferences from the text and/or illustrations.
- Make predictions based on the events in the text
- Talk about their responses in a group
- Listen to others' ideas about a text
- Explain what they understand about a text

By the end of year 2 most children will:

- Internalise the essential tunes and rhythms and structures of language and an ever-increasing store of vocabulary which they can draw on in speech and writing
- Have listened to short stories, serialised longer stories, poetry and non-fiction texts read aloud
- Identify main events and characters in stories
- Find information in simple texts
- Select books for their personal reading and give reasons for their choice
- Read most of the 300 high frequency words
- Use phonic knowledge and blending skills to decode words independently and quickly
- Read independently including longer and less familiar texts
- Routinely apply phonic knowledge to read unfamiliar and more complex words
- Keep track of meaning in texts with longer sentence structures and paragraphs
- Read silently or quietly at a faster pace
- Have a developing awareness of authors and begin to recognise common settings, characters and themes in an authors' work
- Begin to suggest reasons for particular events or individual character's actions

Conclusion

Children need to have both good word recognition and good oral language comprehension in order to read.

Good word recognition is dependent upon decoding rapidly. Good oral language comprehension is dependent upon the deliberate use of talk.

As readers we need to decode rapidly before we can take in even the most simple message. To understand complex passages we need to decode as easily as breathing so all our energy can go into comprehending the message on the page. Without speedy decoding comprehension is impossible.

At Littlemoor, reading has an extremely high profile as we strive to ensure that all children are the best they can be and develop a love of reading for life.

Reviewed March 2017

Next Review- April 2018

Signed(Chair of Governors)

Signed(Headteacher)

