

SBSP Early Reading Policy

Introduction

At SBSP, we understand the important role reading plays in the lives of our pupils and how it impacts on their learning in all other areas of the curriculum. We use texts drawn from a diverse range of cultures and international authors to support the development of the children's understanding of the world and their respect and empathy for others. We believe that learning to read is an essential part of every child's education, because reading is not only the key to success but also feeds pupils' imagination and opens up a treasure-trove of wonder and joy for curious young minds.

Aims

At SBSP we strive to ensure that all children become successful, fluent readers with a strong command of both the spoken and written word. We believe this is achievable through a combination of strong, high quality and discrete teaching of synthetic phonics teaching combined with a whole language development approach that promotes a 'reading for pleasure' culture.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics and language development across the Early Years Foundation Stage (EYFS), Lower Phase and into the Upper Phase for those children still in need of this further support, ensuring all children have a strong foundation upon which to tackle the complex process of reading. The aim is for children to gain the necessary skills to become fluent readers as rapidly as possible and all children to be reading independently by the end of Year 1.

At SBSP we follow the Read Write Inc (RWI) phonics programme developed by Ruth Miskin. RWI is an inclusive literacy programme for all children learning to read. Children learn the forty-four common phonemes in the English language and how to blend them to read. They will also learn to sight read the common exception words (red words) for each year group.

Rationale

RWI is a multi-sensory, creative scheme designed to enable children from Reception (and some from Nursery in the Summer term) onwards to develop decoding and sight vocabulary skills in order to be able to read. RWI has a clear structure with detailed plans that will ensure a consistent, systematic and progressive approach to teaching. All phonic activities are fun and multi-sensory in order to meet the diverse needs of all the children in the class. The phonics teaching is streamed so all children can benefit from tailored teaching and make maximum progress and interventions are to be put in place for children needing extra support with their phonetic knowledge and understanding.

**See glossary in the appendix for definition of terms*

Purpose

- To ensure children have sound phonetic knowledge and skills to decode words confidently and engage with high order reading.
- To ensure children know the forty-four phonemes within the English language
- To ensure the children recognise the graphemes within words and associate them with the appropriate phonemes.
- To teach children aural discrimination, phonemic awareness and rhyme.
- To develop segmenting and blending skills
- To provide children with strategies to identify and decode 'red' words.

Language Development

Vocabulary plays an important role in fostering reading development and the development of our children's language is a crucial component of early reading. The role of vocabulary is two-fold. A broad vocabulary and the concepts that words represent aid comprehension but vocabulary also supports decoding or the translation of text into language.

"Emergent literacy stems from a strong foundation of oral language, which is built through the 'back and forth' of conversational turn-taking, exposure to a wide range of words to build vocabulary and exposure to songs, rhymes, books and stories." Hart and Risley (2013) ibid 25 Rowland C., Noble C., Lingwood J. and Coates A. (2016)

Children develop language through watching, listening and practise.

Children need to be supported to develop their language skills and the consequent enhancement of their cultural capital (the wider knowledge the children need). At SBSP we do this through:

- Conversation - high quality interactions between the adults and children as well as peer to peer as they play which includes the use of contingent talk (where adults talk about what the child is doing), commenting, questioning, narration, expansions (repeating a phrase back, slightly extended with one word added, recasts (repeating back with the correct grammar) and supporting conversational turn-taking.
- Teaching listening – playing games to identify sound and tracking sounds
- Explicit teaching of vocabulary
- Shared narratives - repeatedly revisiting a story that all the children in a class have heard; building shared narratives, enabling them to explore their responses, and allowing them to re-visit or re-create the narrative through activities such as art, drama, role play games, use of puppets,
- Dialogic reading - this offers children the opportunity to extend their oral language skills, through the chance to hear a story and to talk about it. This can be approached in different ways, such as discussion about the pictures, questions about what is going to happen next, or exploring the emotional content by discussing how a character is feeling. In discussions about a story, practitioners and parents can scaffold children's language, explain new concepts or emphasise key words.
- Singing – helps early language and literacy skills such as phonological awareness, auditory discrimination and vocabulary development.

- Rhyme and rhythm - teaches children how language works. It helps them to notice and work with sounds within words. It prepares them to make predictions when they read.

There are many other activities, trips and events such as assemblies, book week and poetry slam, school trips, visitors in school and topic work that further supports the children's language development.

Assessment

Children's phonic knowledge is assessed as a baseline in Reception, Autumn 1, using the RWI Sound and Word entry assessment. They are assessed formally half-termly thereafter to determine groupings and identify those children in need of further support. Targeted interventions are then put in place to ensure no child is left behind. Ongoing, weekly, teacher judgement will also ensure that all children are always grouped according to their phonic and reading attainment.

Children's progress is plotted on the RWI Phonics tracker grid each half term.

In preparation for the Phonics Screening Check, Year 1 children will be given practise checks to identify any gaps in learning during Autumn and Spring Term.

RWI Reading

The school uses the RWI reading scheme in order to support children in applying their phonic knowledge and decoding skills, as well as develop their reading comprehension. Reading books are organised in line with the RWI reading scheme and children are matched to books that includes phonemes and 'red' words they have been taught. This ensures the children are not guessing at words using phonemes and 'red' words not yet taught. Once the child is familiar with the text, having read it a few times, there are comprehension (find it) and inference (prove it) questions at the end of the book. Find it questions are simple questions for which the answers are on the page eg What is happening? Prove it questions are more involved questions that ask the children to empathise or use evidence eg What is the character feeling? What would you say if? Re-reading a text will support the child's ability to read with appropriate intonation and expression. The scheme consists of story books and non-fiction and children are to be exposed to both.

The books are ordered from red to grey.

Red ditty books – set 1 sounds

Green books – set 1 sounds

Purple books – set 1 sounds

Pink books – set 1 and set 2 (ay, ee, igh, ow, oo)

Orange – set 1 and set 2 – ar, ay, ee, igh, ow, oo, or, air, ir, ou, oy

Yellow books – set 1 and set 2 – oo, ay, ee, igh, ow, oo

Blue books – Set 1, set 2 and set 3 – a-e, ea, i-e, o-e

Daily Supported Reading

In addition to the RWI Phonics and Reading. Children take part in Daily Supported Reading (Hackney). These sessions, in early stages are designed to introduce children to text layout, purpose of books and promote language development. These sessions are run from Reception (Summer Term) to Year 2.

Displays/Classroom environment

In the EYFS both the indoor and outdoor learning environment will be rich in print. The outdoor learning environment provides multiple opportunities to consolidate learning. Indoors, a phonics display will reflect the letters and sounds that the children are currently being taught. This working wall will be updated weekly. Phonics games will be made available in the provision. Phonic mats will be available in all areas of the environment, both indoors and outdoors.

In Year 1 and 2 there will be a phase appropriate Phonics and current spelling display, concentrating on both the sounds and key words that the children are currently learning. Phonic mats will be available in every lesson.

Home learning – Parent guidance

Parental involvement is key in the acquisition of phonics and language development. As parents, you are your child's most influential teacher with a most important role to play in helping them to learn to read.

Talk is fundamental to the early acquisition of language and language unlocks reading. It is vital you support your child's oral language development at home. Talk to them! Ask questions, engage them in the back and forth of conversation and expose them to songs, rhymes, books and stories to help build their vocabulary. Talk about your visits to the park or to see family and friends. Talk about day trips out and the games they enjoy playing or programmes they enjoy watching. Talk at meal-times, bath times, during journeys, anytime and all the time!

Read daily with your child and establish a regular reading habit. The act of regularly reading together is also an opportunity to help foster a love of reading and good reading habits. Nothing models a love of reading better than your enthusiasm when sharing a book with your child or them seeing the pleasure you gain from reading novels, poetry, magazines, a newspaper or online articles.

Make reading a daily enjoyable experience and set aside a quiet time without distraction.

Remember your child needs to experience a variety of reading materials eg picture books, hard backs comics, magazines, poems and information books that reflect all backgrounds.

A visit to the library will expose your child to a wide variety of texts and regular library visits will lead to more reading and allow your child to discover genres they particularly like to read.

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what is being read. Talk to your child about the book. As you read, encourage your child to:

- Look at the front cover and discuss what your child thinks the story will be about. Ask what type of story it is.
- Talk about the pictures and the character
- Ask your child how they think the story will end and which was their favourite part. Why?
- Predict outcomes and think of alternative endings.
- Compare the feelings of characters with their own experiences.
- Continue a rhyming string.
- Discuss what happens at the beginning, middle and end of the story.
- Predict what might happen next as you read.
- As your child gets to know the story better, stop and let them finish the sentence, say the refrain, add the missing word.
- Encourage your child to retell the story.

You will then be able to see how well they have understood the book and you will help them to develop good comprehension skills.

If your child is struggling to read, remain positive. Say "*let's read it together,*" and point to the words as you say them. Take it in turns and read a page each or even a sentence each. Boost your child's confidence with constant praise even for the smallest achievement.

Please continue to read a bedtime story every day, as you normally would and allow your child to simply lose themselves in the story. This can be in English or your home language.

Teachers send home reading books matched to the child's current acquisition of phonics plus a class library book, chosen by the child, weekly.

Each child in Reception will take home a 'Sound' book in which the day's new sound learned will be stuck in on a daily basis. They are sent home each day. Practise the new sounds daily at home with your child. Take their lead, your child knows the phoneme the graphemes make.

An early reading workshop for parents is held in the Autumn term.

We very much welcome parent, carers and wider family members into school to read, and share stories songs and poems with the children.

Programme of Teaching Early Reading

Reception

All children have a daily phonics session in the morning that follows the programme set out by RWI. We use RWI daily lesson plan handbook for lesson and follow the format set out day by day.

Autumn

Phonics is taught as soon as children are in attendance. We consolidate Nursey phonics until all the children are in class in the morning then teach Set 1 sounds, 4 a week with Friday to consolidate.

Week 1 – m,a,s,d

Week 2 – t,i,n,p

Week 3 – g,o,c,k

Week 4 – u,b,f,e

Week 5 – l,h,sh,r

Week 6 – j,v,y,w

Week 7 – th, z, ch, ck

Week 8 – qu, nx, ng, nk

Week 9 – ll, ss, ff, zz

Children are to be taught to orally blend and segment CVC words using the Set 1 phonemes from Week 1.

The corresponding graphemes are to be taught alongside the phoneme.

The children will also be taught to recognise 'red' words by sight. In addition to these words there will also be words matched to their reading books.

Teach 2 'red' words per week and send home in the sound book:

Week 1 - I, the,

Week 2 - my, by,

Week 3 - you, said,

Week 4 - your, are,

Week 5 - be, she,

Week 6 - we, me ,

Week 7 - he, of,

Week 8 - no, so,

Week 9 - go, to,

Week 10 - do, of,

Week 11 - they, was,

Week 12 - saw, to,

Week 13 - do, put

Read Ditty books 1-10 (No need to read them all) and, following assessment, move children on to green books and thereafter, following assessment, through the RWI reading scheme. The vast majority of Reception children will finish on Purple books but there will also be some others who will be on Pink and Orange. Assessment will allow you to select the correct colour – See Reading scheme on page 2.

Spring 1

Children to be grouped according to their phonological attainment. Assessment from Autumn will determine groupings. There will be 2 groups. Some children will need to revise Set 1 sounds.

Teach set 2 sounds – vowel sounds. Each set to be taught over two weeks:

Week 1 and 2 – ay, ee, igh, ow/ow

Week 3 and 4 – oo, oo, ar, or

Week 5 and 6 – ur, er, ow, ai

Consolidate 'red' words taught in Autumn to ensure instant recognition. Those children that assessment shows are ready will move on to the following words.

Week 1 - all, call,

Week 2 – tall, all,

Week 3 – what, why

Week 4 – here, were,

Week 5 – where, there

Week 6 – come, some,

Week 5 – now, how,

Week 6- want, down

Week 7 – who, old, her

Assessment will determine which colour level of RWI book to read.

Spring 2

Teach Set 3 sounds made up of alternative spellings of Set 2 vowel sounds. Each set to be taught over two weeks.

Week 1 and 2 – ea, oi, a-e, i-e

Week 3 and 4 – o-e, u-e, aw, are

Week 5 and 6 – ur, er, ow, ai

Consolidate Spring/Autumn Red words as determined by assessment.

Continue to work through reading programme as determined by assessment.

Summer 1

Continue Set 3 sounds:

Week 1 and 2 – oa, ew, ire, ear

Week 3 and 4 – ear, ure

Consolidate all set 3 sounds

For those children that assessment shows they are ready, learn red words:

Week 1- any, many

Week 2- anyone, mother

Week 3 -father, brother

Week 4 – walk, talk

Week 5 – could, would

Week 6 – should, water

Assessment will determine colour level of RWI book to read.

Summer 2

Assessment will determine the sounds to be consolidated.

Revise set 3 sounds.

Wider language development:

- Weekly texts to be shared daily
- Weekly poem to be shared daily
- Weekly song (as appropriate) to be shared daily
- Daily story read by EYFS practitioner at home time
- Words of the week – concept and topic to be shared daily – use *Word Aware 2, Teaching Vocabulary in the Early Years* for the concept word
- Core book box – use for home time reading in order for children to build up familiarity with a range of quality texts. Revisit texts
- Quiet and inviting book corner

- Story mapping – the children work in small groups to retell the story by drawing it on wallpaper

All texts, songs and poems will be drawn from a diverse range of international writers,

Home learning

Teachers send home a RWI reading book, matched to the child's current phonic knowledge plus one book of the child's choice selected from the class library daily. These books are changed weekly.

Teachers highlight areas to be focused on when child is reading at home in the bespoke home reading diary and this is sent home with the current reading book. Parents/Carers and child are to be encouraged to respond and reflect on the child's reading in the reading diary.

Year 1

All children have a daily phonics session in the morning that follows the programme set out by RWI. Use the RWI daily lesson plan handbook for the lesson and follow the format set out day by day.

All children will be grouped according to their RWI assessment at the end of Reception and will be taught the following sounds as appropriate. There will be 4 groups which will determine whether the children follow the RWI 3-day rolling plan, the 5-day rolling plan, or for some, a speed sound lesson plan a day. Aim to be at the end of set 3 in the Summer term.

Set 1: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, q, x, ng, nk, ll, ss, ff, zz, ckp

Set 2: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy

Set 3: a-e, ea, i-e, o-e, u-e, e-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tious, tion, ie, au,

Assess the children's sight vocabulary for the red words taught in Reception. Consolidate their learning and reteach the words they do not know:

I, the, my, by, you, said, your, are, be, she, we, me, he, of, no, so, go, to, do, of, they, was, saw, to, do, put, all, call, tall, all, what, why, here, were, where, there, come, some, now, how, want, down, who, old, her, any, many, anyone, mother, father, brother, walk, talk, could, would, should, water

Then teach the following red words:

Week 1 - all, call, tall

Week 2 – what, why, where

Week 3 – here, were, there

Week 4 – come, some, want

Week 5 – now, how, down,

Week 6 – who, old, her

Week 7 - any, many, anyone

Week 8 – mother, father, brother

Week 9 - walk, talk, could

Week 10 - would, today,

Week 11 - says, friend

Week 12 - house, our

Assessment will inform the colour level of reading book to be read and which matches the child's phonic attainment. See Reading scheme on page 2. Children to work through the RWI programme. The expectation is that all children will be on blue/grey books by the end of Year 1 and will consequently be off the RWI scheme when they arrive in Year 2.

Wider language development:

- Last 15 minutes of the day is a whole class story session where the teacher will read a high-quality text from the core book box.
- Core book box
- High quality, quiet book area to include a variety of genres, comics, topic books
- Use story props and puppets as you wish
- Poetry
- Power of Reading texts
- Weekly library sessions are timetabled

All texts, songs and poems will be drawn from a diverse range of international writers.

Home Learning

Teachers send home RWI reading books, matched to the child's current phonic knowledge and level plus one book of the child's choice selected from the class library daily. These books are changed weekly.

Teachers highlight areas to be focused on when child is reading at home in the bespoke home reading diary and this is sent home with the current reading book. Parents/Carers and child are to be encouraged to respond and reflect on the child's reading in the reading diary.

Year 2

Most children will have successfully completed the RWI programme and interventions are in place for those needing extra support and catch-up. Children will be working on recognising phonic irregularities and becoming more secure with less common grapheme/phoneme correspondences. They will be applying their phonic skills and knowledge to recognise and spell an increasing number of complex words.

Phonics/Spelling

Assessment will show where it is appropriate to revise speed sounds set 3.

Where assessment shows that children are ready, the focus moves from phonics to spelling where the children will learn certain spelling patterns and spelling rules including common exception words. We then move to the RWI Spelling Programme.

Throughout the year children will be taught:

- a range of personal strategies for learning new words.
- a range of personal strategies for spelling at the point of composition.
- a range of strategies for checking and proof-reading spellings after writing.

They will be:

- sounding out words into phonemes and representing these with the correct graphemes.
- learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones.
- learning to spell common exception words.
- learning to spell more words with contracted forms.
- learning the possessive apostrophe (singular), for example, the girl's book .
- distinguishing between homophones and near homophones.
- adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly.'
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Home Learning

Teachers send home a reading book, matched to the child's current reading ability plus one book of the child's choice selected from the class library daily. These books are changed weekly.

Teachers highlight areas to be focused on when child is reading at home in the bespoke home reading diary and this is sent home with the current reading book. Parents/Carers and child are to be encouraged to respond and reflect on the child's reading in the reading diary.

DUE TO THE COVID-19 Pandemic, there are changes to the above information. Year 2 children who are not ready to move from the RWI scheme, will continue into Autumn Term to ensure they are secure in their fluency and phonetic skills.

Daily Supported Reading

Reading will be taught in reading attainment groups. Each group reads **every day** with a teacher or teaching assistant at their level. This is in addition to the RWI Phonics/Spelling sessions that take place daily.

Children receive 30 minutes of Phonics/Spelling and 30 minutes of DSR, in addition to 1 hour of Writing every day.

Comprehension

Children who are working at Level 18 or above

In Year 2, most children are well on their way to becoming fluent readers. They will be given opportunities to develop their understanding of texts they read as well as texts that are read to them. The children will:

- listen to and talk about a range of stories and texts
- understand both the books they can already read themselves and those they listen to
- talk about books and poems, taking turns and listening to what others say

Comprehension is the fundamental purpose for reading. We read to understand the images, words and concepts on a page that are the author's meaning and message. If a child cannot understand what they are reading, they gain little pleasure from it and it greatly hampers their ability to learn.

The teacher must model as well as explicitly teach comprehension skills. Be clear about the comprehension skills being taught: inference, retrieval, asking questions, predicting and discussing, clarifying vocabulary.

Inference - Make inferences from the text

- Think aloud your thoughts as you read to pupils
- Make explicit the thinking processes that result in drawing an inference

Ask questions

- Why was.....feeling ?
- Why did happen?
- Why didsay ?
- Can you explain why.....?
- What do you think the author intended when they said ?
- How does make you feel?

Retrieval - identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

- Think aloud your thoughts
- Ask yourself questions out loud which show how you monitor your own comprehension

- Demonstrate how you would answer a question – teach the use of question stems. Always answer in a full sentence.
- Ask? Where? When? How? What? Why? Who?

Prediction - Predict what you think will happen based on the information that you have been given

- Think aloud your thoughts
- Demonstrate aloud how you came to your prediction

Ask questions

- Look at the book cover/blurb what do you think this book will be about?
- What do you think will happen next?
- What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Explanation - Explain your preferences, thoughts and opinions about the text. Provide opportunities for high quality dialogue about the text. Ask questions.

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Sequencing – sequence the key events in the story

Ask questions.

- Can you number these events 1-5 in the order that they happened?
- What happened after.....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story

Vocabulary - Draw upon knowledge of vocabulary in order to understand the text

Explicitly teach new vocabulary drawn from the text you are reading as well as the topic you are studying. Display the words with an image. Reflect on them daily.

Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Ask questions.

- What does the word... mean in this sentence?
- Find and copy a word which means ...
- What does this word or phrase tell you about...?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?

- Can you think of any other words the author could have used to describe this?
- Why do you thinkis repeated in this section?

Assessment

Assess the children using PM benchmark in the Summer Term in Reception, and select reading books from PM levelled books. Put interventions in place for those children who are not making good progress.

Wider language development:

- Last 15 minutes of the day is whole class story session where the teacher will read a high-quality text from the core book box. Re-read core books throughout the year.
- Core book box
- High quality, quiet book area to include a variety of genres, comics, topic books
- Use story props and puppets as you wish
- Poetry
- Power of reading texts
- Weekly library sessions are timetabled

All texts, songs and poems will be drawn from a diverse range of international writers.