

Windy Nook Primary School Early Reading and Phonics Policy

Intent

We strive to teach all our children to read and to enjoy a variety of texts so that they will become independent, critical, life-long readers and learners. We believe reading is a vital skill and this belief underpins the huge emphasis we place on the teaching of reading in our school.

We aim to support children's early reading by:

- developing an interest in and promoting, and encouraging a lifelong love of reading encouraging children to become attentive listeners and independent and reflective readers
- developing reading strategies and skills: accuracy, fluency, understanding and response to texts
- developing the ability to use and manipulate a variety of texts both fiction and non-fiction on paper and on-screen
- ensuring literature plays a key role in developing children culturally, emotionally, intellectually, socially and spiritually
- enabling children to acquire knowledge and to build on what they already know
- recognising the value of parents/carers as essential components in supporting and developing children's reading skills and love of reading

We aim to support and develop children's phonic knowledge by ensuring that:

- there is a rigorous and systematic approach teaching phonics.
- phonics knowledge is gained quickly, along with language comprehension, which is necessary to read and write.
- there is a rigorous, sequential approach to developing phonics and reading skills, developing pupils' fluency, confidence, and enjoyment of reading
- phonics and reading attainment is assessed regularly and the gaps are addressed quickly and effectively.
- read reading materials and activities are closely matched to the learners' phonics.
- alongside learning to decode the words on the page, children also learn comprehension skills.

Implementation

- In the Windy Nook Primary Early Years, we concentrate on the children's spoken language, for instance, children expanding their language and vocabulary when listening to or joining in with a story or rhymes.
- Children learn to focus and share the enjoyment of the story, they learn how stories start and finish, and how a plot unravels and are resolved.
- Children are exposed to a wide range of reading materials and books. They have the opportunity to read from 'real' books and texts from a variety of media including big books, posters and digital literacy based texts.
- Children are taught how to handle books appropriately. In Reception, children are taught key skills, such as, understanding concepts about print, sight recognition of frequent words, to hear and say

sounds in words in the order in which they occur, use of letter sounds and blends to identify words and awareness of rhyming words.

- Children in Reception take home a free choice class library book to share each week.
- Children who are not ready to access reading books are given bespoke homework activities, supporting letter recognition, letter, picture correspondence and activities which develop segmenting and blending.
- When children are confident blending CVC words, they are ready to access reading books that are matched to their individual phonic level. Books are selected according to ongoing teacher assessment of children's phonic and reading skills. These books are changed weekly.
- When children are ready they are grouped for guided reading. This approach to teaching reading enables the teacher / TA to support a small group of children in talking, reading, and thinking their way purposefully through an unfamiliar text.
- In the early stages of reading, children also take home stories and non-fiction that they cannot yet read for themselves but which adults can share with them.
- All children have a Home School Diary where parents are expected to record their children's reading progress at home.

Phonics & High Frequency Word Recognition

In Nursery phonic activities concentrate on developing pupils' speaking and listening skills, phonological awareness and the key skills of oral blending, segmenting and manipulation. These experiences are used as part of a broad and rich language curriculum that has speaking and listening at its centre.

In the Reception year, phonics is taught using the Read Write Inc. Phonics programme. Simple mnemonics help children to learn the letter / sound correlation quickly. This learning is consolidated daily. Embedding the phonic knowledge quickly means that children learn to write simple words and sentences. We encourage children to say a sentence aloud until they are confident to write it. We make sure they write during a phonics lesson every day. Children write at the level of their spelling knowledge.

During the first Autumn half term, children will be taught whole class. After half term children's phonic progress will be assessed and children will be grouped accordingly. Children will then be taught in 4 groups, split over the two reception classes. These groups will be fluid and children will be moved into different groups according to progress, based on teacher / TA assessment.

Structure of phonics lessons

All phonic lessons follow the following structure:

- Revise – Revisit & overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / phoneme words
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within to inform planning.

In Read Write Inc lessons children learn to:

- decode letter-sound correspondences quickly, using their phonic knowledge and skills
- rapidly learn sounds and the letter or groups of letters
- understand what they read
- read aloud with fluency and expression
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting
- sight read common exception (red) words

High Frequency & Common Exception Words (Red Words)

When children are ready, children take high frequency & common exception words home to learn. These words are assessed regularly, and new words are issued. If children learn all of the reception high frequency words, they move on to the Year 1 high frequency word list.

Assessment

Children are assessed at least half-termly on the phonics progress they are making. Regular assessments identify gaps in phonic knowledge and specific difficulties, such as identifying letter / sound recognition, problems with blending or children's poor articulation.

Children have frequent practice in reading high frequency words with irregular spellings – common exception words.

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 important. Pupils are encouraged to read aloud as well as silently (Fred in their head) 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.

Impact

We believe that reading is key to all learning, and that the impact of our Early Years reading curriculum will provide children with the skills that will empower and encourage a love of reading, as children develop their own interest in books, a deep love of literature.

Through the rigorous teaching of systematic phonics and reading enquiry, children will become fluent and confident readers who can apply their knowledge and experience to a range of texts. As children become more confident and skilled, we hope that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

We believe that children working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children. Through regular accurate assessment and targeting interventions we will close the gaps in the progress of different groups of pupils.

In addition to this we believe that parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.