

St Agnes Academy

Early Reading Policy



Policy Written by: Sarah Thomas

Policy Consulted on with: Teaching staff and governors

Policy Adopted: September 2021

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Introduction

This policy sets out the aims of early reading and how it is taught, assessed, and reported on as well as the roles and responsibilities staff have in ensuring that these aims are fully met.

The subject leader for early reading is Sarah Thomas who has written this policy in consultation with the staff and governors.

This policy should be read alongside the Handwriting Policy and English Policy.

Intent

To enable all children to read quickly, easily and fluently with good understanding and to develop the habit of reading widely and often for pleasure and information, appreciating our rich and varied literary heritage. We aim to ensure that all of our children see themselves as readers and value reading as both a key skill and source of pleasure.

We want all of our children to be confident readers with developed opinions and preferences and believe that children are only truly independent readers when they are able to choose their own books matched to both their interests and decoding ability.

We do not underestimate the importance of being a strong reader to access learning across the curriculum and KS2 and secondary school. A strong start in reading is the greatest start we can give our children.

Implementation

At St Agnes Academy early reading is taught primarily through the Read Write Inc. (RWI) synthetic phonics programme. This scheme is aligned with the National Curriculum and is on the DfE's list of validated systematic synthetic phonics (SSP) programmes.

RWI is for:

- Pupils in Reception to Year 2 who are learning to read
- Any pupils in Years 3 and 4 who need to catch up rapidly

In RWI pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Respond speedily with the correct sound to graphemes
- Blend sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words on sight
- Read words containing taught suffixes –s, -es, -ing, -ed, -er, -est
- Read multisyllabic words containing taught Grapheme, Phoneme Correspondence (GPC)
- Read words with contractions
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils 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 pupils' pronunciation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading - stage not age.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them.

Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils 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.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils and children can choose a 'sharing book' to read with an adult at home. This is to foster a love of reading for pleasure and to expose them to a wide range of high-quality 'real' books.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Impact

At St Agnes Academy, we have 3 measures of curriculum impact, all of which are essential in ensuring that our children make excellent progress, are ready for the next phase in their learning journey and are well-rounded, thoughtful and responsible individuals.

Our 3 measures of impact are:

1. What we learn (developing our children's knowledge and understanding)
2. Who we are (developing character, a sense of belonging and responsibility)
3. How we behave (developing our children as self-aware, successful learners)

Our children will be able to confidently decode age-appropriate texts and read with speed and expression (fluency). They will enjoy reading independently and listening to stories, non-fiction and poetry. Our children will see themselves as 'readers' and have good reading habits. They will view reading as a key skill across all curriculum areas and have developed preferences and opinions. All our children will be able to confidently access the next stage of their learning journey.

Through the teaching of early reading, our children will have accessed texts that raise issues and offer opportunities to make links between what they read and their own lives.

The way in which early reading is taught means that children learn to take turns and to engage and participate fully in their own learning.

PROGRESS EXPECTATIONS – Reception

Autumn Term

By October, children in Reception should be able to;

- read most of the single Set 1 sounds (16 or more)
- be able to Fred talk (blend orally).

They would be in the group Set 1 B

By December children in Reception should be able to;

- read all of the single Set 1 sounds speedily
- read words from Word Time Words 1.1-1.5 with Fred Talk

They would be in the group Set 1 C

Spring Term

By February, children in Reception should be able to;

- read all Set 1 Sounds speedily, including 'Special Friends'

(sounds with 1 or more letters)

- read Word Time 1.6 words with Fred Talk e.g. fish
- read 3 sound nonsense words with Fred Talk

They would be in the Ditties group.

By April, children in Reception should be able to;

- read Word Time 1.6-1.7 (4 and 5 sounds)
- read Phonics Green Words with Fred Talk
- read 3 and 4 sounds nonsense words with Fred Talk

They would be in the **Red** group.

Summer Term

By May, children in Reception should be able to;

- read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo)
- read these sounds in Phonics Green and nonsense words with Fred Talk
- read Word Time 1.6 and 1.7

They would be in the **Green** group.

By July, children in Reception should be able to;

- read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily
- read these sounds in Phonics Green and nonsense words with Fred Talk
- read Word Time 1.6 and 1.7 speedily

They would be in the **Green** or **Purple** group.

PROGRESS EXPECTATIONS – Year 1

Autumn Term

By October, children in year 1 should be able to;

- read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily
- read these sounds in Phonics Green and nonsense words with Fred Talk
- read Word Time 1.6 and 1.7 speedily

They would be in the **Purple** group.

By December children in year 1 should be able to;

- read the last six Set 2 Sounds (ar, or, air, ir, ou, oy) speedily
 - read these sounds in Phonics Green and nonsense words with Fred Talk
 - read Word Time 1.6-1.7 and first six Set 2 Sounds in Phonics Green Words speedily
- They would be in the **Pink** group.

Spring Term

By February, children in year 1 should be able to;

- read Set 2 Sounds in nonsense words with Fred Talk
- read Word Time 1.6-1.7 and Set 2 Phonics
- green Words speedily

They would be in the **Orange** group.

By April, children in year 1 should be able to;

- read first five Set 3 Sounds (a-e, ea, i-e, o-e, ue) speedily
- read these sounds in Phonics Green and nonsense words with Fred Talk
- read a passage at 60-70 words per minute, attempting intonation

They would be in the **Yellow** group.

Summer Term

By May, children in year 1 should be able to;

- read all Set 3 Sounds
- read these sounds in Phonics Green and nonsense words with Fred Talk
- read a passage at 60-70 words per minute, attempting intonation

They would be in the **Yellow** group.

By July, children in year 1 should be able to;

- read all Set 3 Sounds speedily
- read Set 3 Sounds in nonsense words with Fred Talk
- read a passage at 70-80 words per minute, attempting intonation

They would be in the **Blue** group.

PROGRESS EXPECTATIONS – Year 2

Autumn Term

By October, children in year 2 should be able to;

- read all Set 3 Sounds speedily
- read Set 3 Sounds in nonsense words with Fred Talk
- read a passage at 70-80 words per minute, attempting intonation

They would be in the **Blue** group.

By December children in year 2 should be able to;

- read all Set 3 Sounds in nonsense words with Fred Talk
- read multisyllabic Phonics Green Words
- read a passage at 80-90+ words per minute with intonation that is starting to show comprehension

They would be in the **Grey** group.

Spring Term

By February children in year 2 should be able to;

- read all Set 3 Sounds in nonsense words with Fred Talk
- read multisyllabic Phonics Green Words speedily
- read a passage at 80-90+ words per minute with intonation that shows comprehension

They would be in the **Grey** group.

By April, children in year 2 should be able to;

- read all multisyllabic Phonics Green Words speedily
- read a passage at 90-100+ words per minute with intonation and comprehension

They will have completed the Read Write Inc. Phonics programme (RWI).

Summer Term

Children will have progressed onto Shared Reading and the Accelerated Reading scheme

Assessment and Reporting

Formative assessment is used daily by the reading leaders when hearing the children read.

Summative assessment is carried out by the reading manager and a team of reading leaders at least once every half-term using the RWI assessments. Children are regrouped according to the assessment outcome.

Children who are at risk of falling behind or require catch-up intervention are quickly identified and given 1:1 phonics tuition.

Moderation of reading leaders is undertaken before each new assessment to ensure consistency in assessment. Teachers discuss the progress of children's reading in parent's evenings and parents are formally reported to on the outcome of the Y1 Phonics Screening Check (PSC) and the Y2 PSC retake if this has been necessary.

Planning

RWI is taught every day in EYFS, Year 1 and Year 2 if still necessary. Teachers follow the sequence of teaching as set out by the Read Write Inc program-no additional planning is necessary.

Professional Development

Our Reading Leader receives regular training and support through the Read Write Inc development days and access to the Ruth Miskin training portal.

Reading teachers are supported weekly by the Reading Lead who monitors practice, identifies areas requiring improvement and gives immediate feedback. Reading teachers requiring more structured support and training are regularly released from class to work alongside the Reading Lead.

New staff have RWI training as part of their induction.

Resources

There are sound charts and blue teaching pockets in every classroom and teaching space. All reading leaders have the resources needed to teach their assigned group. Extra resources, teaching books and 'book bag' books are kept in a well-organised and dedicated RWI space.

All phonics teachers have access to the Ruth Miskin portal to access training videos and materials.

Home Links

During the Autumn Term a meeting is held to explain to reception parents what RWI is and why it is used and how it works. Other meetings are held when deemed necessary.

Letters are sent to parents throughout the year to inform of them of any changes.

All children take home a paper copy of the book they are reading in school after they have read it 3 times and a linked text 'book bag' book at the end of the week.

They can also choose a 'sharing' book from the library.

Parents/carers are informed if their child has been identified as requiring 1:1 phonics tuition to prevent them falling behind or to catch them up with their peers.

Roles and Responsibilities

Senior Leadership

The SLT are responsible ensuring that the school's curriculum is coherent and challenging and that subject leaders are confident and effective in leading their subject. The leader for teaching and learning is Emma Lawton (Deputy Head Teacher).

Subject Leader

The subject leader for early reading is Sarah Thomas

It is the role of the subject leader to:

- Provide a coherent subject curriculum
- Monitor and evaluate the impact of their curriculum
- Monitor the quality of teaching and learning in their subject
- Provide training and support for colleagues
- Ensure that the subject is appropriately resourced
- To keep up to date with local, regional and national developments in their subject area

For additional information on subject leadership please refer to our Subject Leadership policy.

Teachers

It is the role of teachers to:

- Adhere to the guidance set out in this policy
- Teach the subject with passion and enthusiasm
- Uphold high standards of presentation
- Provide opportunities with the subject to practise basic skills (reading, writing,)
- Provide feedback that helps the child to move forward
- Look after and return resources after use
- Seek advice and support from the subject lead when necessary
- Participate in training opportunities to improve practice
- Ensure that behaviour for learning leads to good outcomes

Monitoring and Evaluation

The reading manager monitors and supports reading leaders every week to ensure they are following the scheme correctly and are delivering lessons with purpose, passion and pace.

The reading manager models lessons and team teaches with reading leaders as necessary.

The reading manager delivers training to new staff and as updates to the programme occur.

Equal Opportunities

At St Agnes Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Inclusion

All children can assess RWI as it is taught by stage not age.

Children at risk of falling behind are quickly identified by their reading leaders and reading manager and are given intervention to support a speedy catch-up.

Regular discussions with the SENDCo and pupil progress meetings ensure that children's needs are addressed.

Modifications, such as changing the text size and font, will be made when necessary.