



Parkwood
Primary School

Early Reading Policy

DATE October 2022

Review: Every Two Years
Date of Next Review: October 2024

Coordinator		Nominated Governor	
Karen Pigott Ian Davies Claire Bird		Terry Wildman	
Headteacher		Date	
Chair of Governing Body		Date	

Early Reading Policy

Introduction

At Parkwood Primary, 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 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 Parkwood Primary School we strive to ensure that all children become successful, fluent readers. We believe this is achievable through a combination of strong, high quality and discrete teaching of synthetic phonics 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 Parkwood Primary School 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 programme of work designed to enable children from Foundation Stage 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. The phonics teaching is homogeneously grouped 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.

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.

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.

Read Write Inc (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

Grey books – Set 1, Set 2 and Set 3

Displays/Classroom environment

A phonics display will reflect the letters and sounds that the children are currently being taught. This working wall will be updated regularly.

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.

Foundation Stage

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

We teach Set 1 sounds in the order set out by the program, 5 per week. The single letter sounds being taught first before the digraphs.

Week 1 – m, a, s, d, t

Week 2 – i, n, p, g, o

Week 3 – c, k, u, b, f

Week 4 – e, l, h, r, j

Week 5 – v, y, w, z, x

Week 6 – th, ch, qu, ng, nk

Week 7 – sh, ck ll, ss, ff

Week 8 – 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.

From the end of term one the children will be grouped based on their termly phonics assessment and teacher assessment.

Reading for Pleasure and wider vocabulary development:

- Daily story, rhyme and song time
- Parkwood 'Must Read' books read to class
- Quiet and inviting book corner
- Termly Parents reading in class.
- High quality texts used to promote vocabulary and discussion

Home learning

Teachers send home a RWI reading book, matched to the child's current phonic knowledge. The children have the opportunity to change their books regularly.

Parents/Carers are encouraged to respond to the reading in the reading diary and sign to show that their child has read.

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. All children will be grouped appropriately with daily speed sounds sessions. They will also be completing either a three-day or five-day programme for the reading of texts depending on their level of progression.

The children are assessed on sight vocabulary which should match the progression being made through the RWI program and the words they will have come across in the texts. Consolidate their learning and reteach the words they do not know:

Assessment will inform the colour level of reading book to be read and which matches the child's phonic attainment. Children to work through the RWI programme. The expectation is that all children will be in the later stages of the scheme by the time they finish Year 1.

Wider language development:

- The children will be able to enjoy a whole class story daily where the teacher will read a high-quality text.

- Parkwood 'Must Read' books.
- High quality, quiet book area to include a variety of genres, comics, topic books
- Use story props and puppets if appropriate
- Poetry, rhymes and singing
- Library visits and library boxes to support children's enjoyment of books.
- School library sessions.

Home Learning

Teachers send home RWI reading books, matched to the child's current phonic knowledge and level. These books are changed three times a week if the child has completed the book.

Parents/Carers and child are to be encouraged to respond and reflect on the child's reading in the reading diary. Children are awarded reading certificates based on the number of books they have read at home.

Year 2

We aim that 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.

Home Learning

Teachers send home a reading book, matched to the child's current reading ability. Once the children complete the RWI programme, the children's books are match to the book band system up to Lime in Year 2.

Comprehension

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 read themselves and those they listen to
- Talk about books and poems, taking turns and listening to what others say

The children are taught how to understand what they are reading. They have the opportunity to explore both reading for pleasure and reading for purpose.

The teacher models as well as explicitly teaches comprehension skills. Children read with a partner and independently. The Year 2 children are taught all the following comprehension skills by the end of the year and throughout the year focus on making their reading make sense, reading aloud well and thinking and talking about the text using the comprehension strategies below.

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 didhappen?
- 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

Teachers explicitly teach new vocabulary drawn from the text they are reading as well as the topic you are studying.

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

Children in Year 2 are assessed using the school's PIXL papers every term. They continue with RWI assessments if still on the programme.

Wider language development:

- Daily whole class story session where the teacher will read a high-quality text, including the 'must reads' .
- High quality, quiet book area to include a variety of genres, comics, topic books
- Poetry, rhymes and singing
- Power of Reading texts used to teach writing
- Library boxes to promote children's reading for pleasure
- Regular library sessions are timetabled

October 2022