

7 Key aspects of Early Reading

Prioritising reading

Leaders believe that the key to success is pupils' ability to read. Reading is the gatekeeper to unlock the broad and balanced curriculum that we provide. This academic year (2021) we have launched our new Phonics scheme, Read Write Inc to ensure all children are provided with a structured and systematic approach to teaching reading, spelling and writing. At Gatehouse, each class from years 2-6 take part in a Guided Reading lesson for 30 minutes a day. Reading is a school improvement priority. CPD is provided to ensure staff at all levels have good subject knowledge to teach reading and phonics. The bottom 20% are identified and intervention is put in place quickly to ensure gaps in progress are minimised. Leaders regularly monitor the impact of the teaching of reading. Reading and phonics is a priority on the daily timetable. Reading is taught and developed through structured guided reading, independent reading time, 1:1 reading, through writing units of work, vocabulary sessions, phonics and SPAG teaching.

Promoting a love of reading

Teachers instil in children a love of literature by reading, and giving access to, a range of high quality fiction, non-fiction and poems. These are planned for using a variety of approaches: whole class reading book, reading lessons and writing sequences (which use a text as a hook). Teachers plan Reading for pleasure activities every Thursday and Friday across the school. Each class has a reading area where children can enjoy a range of books. We take part in special reading days such as World Book Day and have weekly book clubs at school. All classes visit the library once a week and take part in various different reading activities during their visit. Vocabulary is developed through a strategy that focuses on direct instruction/ word reading strategies and creating a language rich culture. See Appendix A

Phonics programme

The teaching of reading, including systematic synthetic phonics, is fundamental in EYFS and KS2. See Appendix B

Direct and focused phonics is taught every day in EYFS and KS1 following the Read Write Inc programme. Phonics is taught in 30 minute sessions at a stage appropriate level and pupils across EYFS, Year 1 and Year 2 are grouped according to phonological attainment. Sessions link with reading, spelling and tricky word learning. All staff teaching phonics receive ongoing training, and leaders regularly monitor teaching and learning and provide additional training and support when required. Pupils are assessed half-termly and groups are changed as appropriate so that pupils are being taught at a level that is appropriate for their attainment. It is expected that all pupils who are not achieving the intended learning within a session are targeted immediately, and intervention put in place before the next session, to ensure this does not create a gap.

Matching sounds to books

Whilst learning to read, children read from books with the sounds they know. There is an organised system for the teaching of reading which starts from the beginning of Foundation. Children in KS1 have 2 books that can be accessed at home, these are: a phonic reading book and an enjoyment/grapple book.

A phonic reading book:

This book is chosen by an adult and is a text linked closely to their learning of phonics and will include known sounds. The books are part of the Read Write Inc phonics programme and are called 'Book Bag Books'. Children are expected to read this book three times and this is recorded in their reading records. The 3-read principle is based on decoding during the first read, developing fluency during the second and being able to comprehend by the third. When children finish the Read Write Inc programme, they will move onto an Accelerated Reader Programme, to match books closely with reading age for decoding and comprehension.

An enjoyment/grapple book:

This book is chosen by the child following their visit to the library and is aimed to promote a love of reading. This is an aspirational text linked to the child's interests and should be shared with an adult.

<u>Expectations</u> EYFS (by the end of) • Autumn – Speed sounds group C • Spring – Red group • Summer – Green/ purple group Year 1 • Autumn – Pink group • Spring – Yellow group • Summer – Blue group Year 2 • Spring – RWI completed	<u>Early reading experts</u> Early reading experts support in the consistent delivery and the intent of each phonic lesson being clear. These experts are the most appropriate adults to plan and train teaching assistants to teach quality intervention to the bottom 20% and support class teachers with planning where possible. All teaching staff understand the importance of reading as a priority for the school. Senior leaders and teachers on the English team agree the school’s approach for reading and how its implementation occurs and impact is monitored. The English leads attend the Trust’s English Network Group to ensure expertise is up to date and relevant, ready to cascade to staff. The Early Reading leader has delivered CPD to TAs and teachers across the school. The Early Reading Leader will coach the teachers who are teaching Phonics three times a week. The Early Reading Leader has sent information to parents about RWI phonics and shared ways parents can support their children with reading at home.		<u>Lack of progress</u> Teachers and teaching assistants provide extra time and practise through the day for the children who make the slowest progress to close the gap. The ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is planned for by early reading experts and given immediately.

Appendix A

To develop Reception children's spoken language and listening comprehension, we teach children to:

- follow simple spoken instructions
- speak clearly, taking turns and listening to what others say
- participate in talk on a range of topics, both through play and in a class discussion
- listen attentively to a range of stories, non-fiction, rhymes and poems
- become familiar with a few traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart
- talk about stories they had heard and say which ones they liked
- take part in role play in familiar and everyday contexts.

Appendix B

Our school phonics programme teaches children to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) taught in the school's phonics programme
- read accurately by blending sounds in unfamiliar words that used only the grapheme–phoneme correspondences (GPCs) that had been taught
- read a small number of exception words, including common words and words of special interest to children, highlighting to children any unusual correspondences between spelling and sound and where these occurred in the word
- read words without overt sounding and blending, once children were confident in their decoding, but not before
- read aloud accurately books that were consistent with their developing phonic knowledge and that did not require them to use other strategies to work out words
- re-read books to build up their fluency and confidence in word reading.