

Pinner Wood School

Early Reading Policy

Intent

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

1. word reading
2. comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e., unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems, and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Aim

- For a love of reading in every child to be promoted from the moment they start school
- For every child to read
- To involve parents through workshops, reading sessions and Reading Records, improving their understanding of how to support their child with reading at home
- For children to have access to a wide variety of high-quality reading materials that are engaging and age appropriate

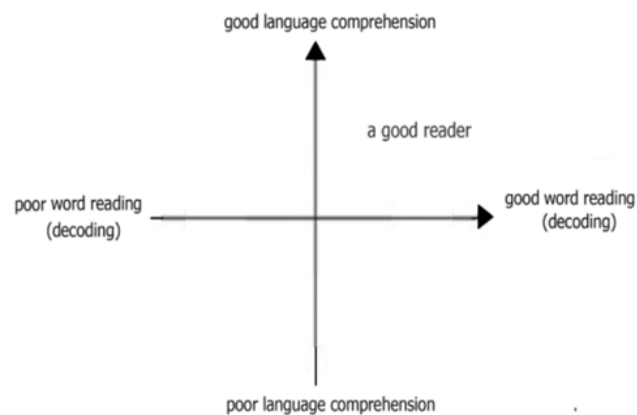
Learning environments

- Every class has a meaningful and purposeful reading area that includes a range of reading materials where children have ownership over displays and themes
- Classrooms allows independent access to resources that support language acquisition including word mats, key words and dictionaries
- In Early Years, themed role play areas are changed throughout the year and promote reading and writing experiences. Key words are embedded throughout the learning environment - inside, outside and within activities.
- Class Buddy system encourages classes to meet throughout the year and share experiences including writing, reading and story telling
- Oracy is a huge focus of the school following Voice 21 and is embedded throughout the environment and curriculum.
- Children's literacy work and favourite books are displayed, valued and shared with parents and the wider school community.

Word Reading

1. Developing word recognition: phoneme awareness and phonics teaching, repetition and consolidation, teaching 'high frequency words', 1:1 tutoring
2. Developing language comprehension: daily class story times, comprehension within phonics lessons, Guided reading, questioning strategies, oral and written comprehension strategies

Figure 1: The knowledge of a good reader



Reading for Pleasure: reading has continued to be a priority throughout the year. Reading is the central to all learning and the impact of the reading curriculum on the quality of education across the school.

- Class story time timetabled throughout the day (EYFS and KS1)
- Staff and children share their favourite books
- Increasing the books available in the class reading corner - with the library service
- Project loans from Harrow Library (based on our topics)
- Parents are invited to school to celebrate reading (EYFS/KS1) - hot chocolate session
- In Reception, parents are invited to Learning through play workshop and RWI workshop
- Reading for pleasure is promoted through the celebration of World Book Day, celebrations (Diwali, Ramadan, Hannukah) and reading events, e.g. Bounce Back to Reading, Fall in Love with reading, Fred day, Alien Day (Year 1)
- Library visits
- Author visits

Phonics: Read Write Inc. Phonics is a systematic synthetic phonics programme for teaching early reading and writing. It is designed to ensure all children make progress with gaps addressed quickly and purposefully, using 1:1 tutoring and fast phonics. The aim of RWI phonics is to:

- Provide lessons that are energetic, and children can enjoy
- Help children begin their reading journeys early
- Learn to read sounds and blend them to words
- Apply matched knowledge to read and comprehend books which are matched to the sounds they know
- To form letters using mnemonics
- To spell correctly using Fred fingers
- To compose their own writing and take ownership for editing

Class teacher and Teacher Assistants have been trained through the RWI training alongside additional training and practice sessions from the Phonics team. The phonics sessions follow a clear structure from Reception to Key Stage 1.

Reception	Word time	Ditty - Grey books	Off Programme
Introduce new sound Say the sound Read the sound and apply the mnemonic (for example. a a apple) Write the sound Fred talk (oral) Children apply sounds knowledge to games and activities	Review sounds Introduce new sound Oral blending Blending with speed cards Blending with magnetic letters Blending with green word cards Spelling using Fred fingers Children read blending books	Word time - introduce new sound Find the sound Read new words Read review words Read nonsense words Read story over 4 days focusing on decoding, fluency and comprehension Writing activities - hold a sentence, corrections, Big Write Children read RWI story bag books that are decodable	Spellings - applying patters High quality texts Decoding, inferring, predicting, sharing ideas, summarising Children are assessed and given book banded stories

In Nursery, letter, environmental, animal and musical sounds are introduced to the children weekly using songs, rhymes and actions. Children are also introduced to the RWI pictures and sounds

Phonics assessment:

- Children in Reception - Year 2 are formally assessed every term using the Read Write Inc. assessments.
- Children are grouped and areas of learning needs within each group are identified. Children can then be supported and challenged further with their individualised learning.
- Each phonics group is clearly tracked to see the progress children make and further interventions for teaching assistants/teachers are used to support if needed, following the 1:1 RWI tutoring
- Priority pupils are tracked separately
- Resources and videos are shared with parents to support with learning at home through the RWI Phonics Padlet

The Reading Curriculum

	Phonics	The Wider Curriculum
Nursery	Children introduced to sounds (animal, musical, environmental) One sound per week during learning time following the Read Write Inc programme Fred games Songs, rhymes, games and other sound support children	Three daily story times a day - linked to topic and children's interests Mark making, reading opportunities, writing table, dedicated reading area Weekly visit to school library Clear transition to Reception support
Reception	Children are taught a daily phonics lesson (Monday - Thursday), begins at 20 minutes then moves to 40 minutes Discrete groups used Children are assessed and grouped half termly Reading opportunities from phonics embedded in provision Decodable book bag stories sent home	At least 2/3 high quality story times in the day Weekly visit to school library and trips Parent workshops Opportunities to apply within learning time Mark making, reading opportunities, writing table, dedicated reading area

	Number of resources provided for parents	Reading books home, other resources, Tapestry support Decodable books sent home for reading
Year 1	Children are taught a daily 1 hour phonics lesson - reading and writing elements Discrete phonics grouped used Children assessed and grouped every half term Children who complete the scheme move to Off programme - reading skills Decodable book bag stories sent home	Daily reading/reading 3 x a week with targeted children 1:1 phonics fast track tutoring Parent support with RWI workshops and resources sent home Daily story time with high quality texts and pupil choice Cross curricular book choices Weekly visit to school library and trips
Year 2	Children are taught a daily 1 hour phonics lesson - reading and writing elements Discrete phonics grouped used Children assessed and grouped every half term Children who complete the scheme move to Off programme - reading skills Decodable book bag stories sent home	Daily reading/reading 3 x a week with targeted children 1:1 phonics fast track tutoring Parent support with RWI workshops and resources sent home Daily story time with high quality texts and pupil choice Cross curricular book choices Weekly visit to school library and trips
Children needing further support	1:1 tutoring in place to support targeted children with sound gaps Decodable phonics stories used in school and sent home	1:1 tutoring in place to support targeted children with sound gaps 1:1 dedicated time using decodable books Support during lessons with adapted reading materials

Supporting Pupil Premium

- Phonics assessments are tracked and our Pupil Premium children and monitored in terms of progressing and additional support needed, including 1:1 tutoring and additional reading time
- A 6-week RWI workshop is offered to Reception and Year 1 parents, with targeted parents invited to attend to support their children's learning at home
- Targeted support from Phonics team and teaching assistants

- Dedicated 1:1 reading time for targeted children
- EYFS baseline assessments are tracked, and support put in place where needed

Supporting staff

Within the school year, ongoing professional development is implemented to support staff skills, knowledge and pedagogy surrounding reading. All staff are given training directly from RWI with additional sessions put in place with the Phonics team, including 1:1 tutoring and word time sessions. Training is also given on 1:1 reading with a child from Year 2 - Year 6 with times for TAs to share best practice. The English and Phonics leads support staff through team teaching and practice sessions, including whole school PD sessions sharing expectations.

High quality text

From the children's first day, they are introduced to high quality and engaging books to create a love of reading that will last a lifetime. Teachers carefully select books to read and share with the class which are read to children every day to help them learn how to use language to make sense of the world. Where applicable, high-quality texts used as part of English learning have clear and purposeful links to other subjects in the curriculum, for example, 'Maats Feather' linking with learning on the Ancient Egyptians in Year 4.

The library team are constantly assessing and updating the books that children can choose to take home to further develop that love of reading, including visiting the Harrow Book Warehouse to give more ownership in book choice.

Parent Partnership

At Pinner Wood, we work closely with our parents to support children's successes in reading, particularly early reading. We hold targeted RWI workshops for our Reception - Year 1 parents, introduce RWI phonics to our new Reception parents and provide detailed RWI padlets with resources and information to support parents at home. These workshops provide parents with a safe space to share strategies and understanding.

In Reception and Year 1, parents are invited for 'Stay and Read' sessions and to celebrate Fred the Frog Day and Alien Day. In these, we focus on reading for pleasure, recognising sounds and key foundations of phonics.

Throughout the school, we share recommended reads with our parents to support with sharing stories at home. We also actively use Tapestry (EYFS) and See Saw (Year 1 - 6) to share resources, videos and stories.

In the Early Years, phonics support packs are sent home with information and resources, alongside online activities including Phonics Play.

Reading records

Every child has a Reading Record. Parents are supported in understanding how these are used at home through information and workshops. Parents are encouraged to sign and date the record each time their child reads, or they share a book at home. Staff within school also add a comment and sign/date when the child is read with at home. Reading Records are monitored by staff and conversations are had with parents where needed. The Reading Record also contains key information on what RWI group and book banded story the children are reading, their next steps and key comprehension questions.

Monitoring

The English and Phonics team work alongside the teaching assistants and teachers to ensure in depth monitoring of reading is completed across the school including book looks, learning walks, observations and pupil voice. The joint learning conversations between year groups and Key Stage Leaders also allow for conversations surrounding teaching, support and next steps for targeted pupils.

Reading Schemes and Online support

The school uses a range of reading scheme books to promote a love of reading and ensure children are reading at the correct level for their reading speed and understanding.

Other resources that support children's learning are:

- Oxford Owl (access books)
- Fast Phonics (Reception and Year 1)
- Reading Eggs (Reception and Year 1)
- Ed Shed (Year 2-6)