

Reading Policy

January 2024

Clowne Infant and Nursery School



Healthy School



School

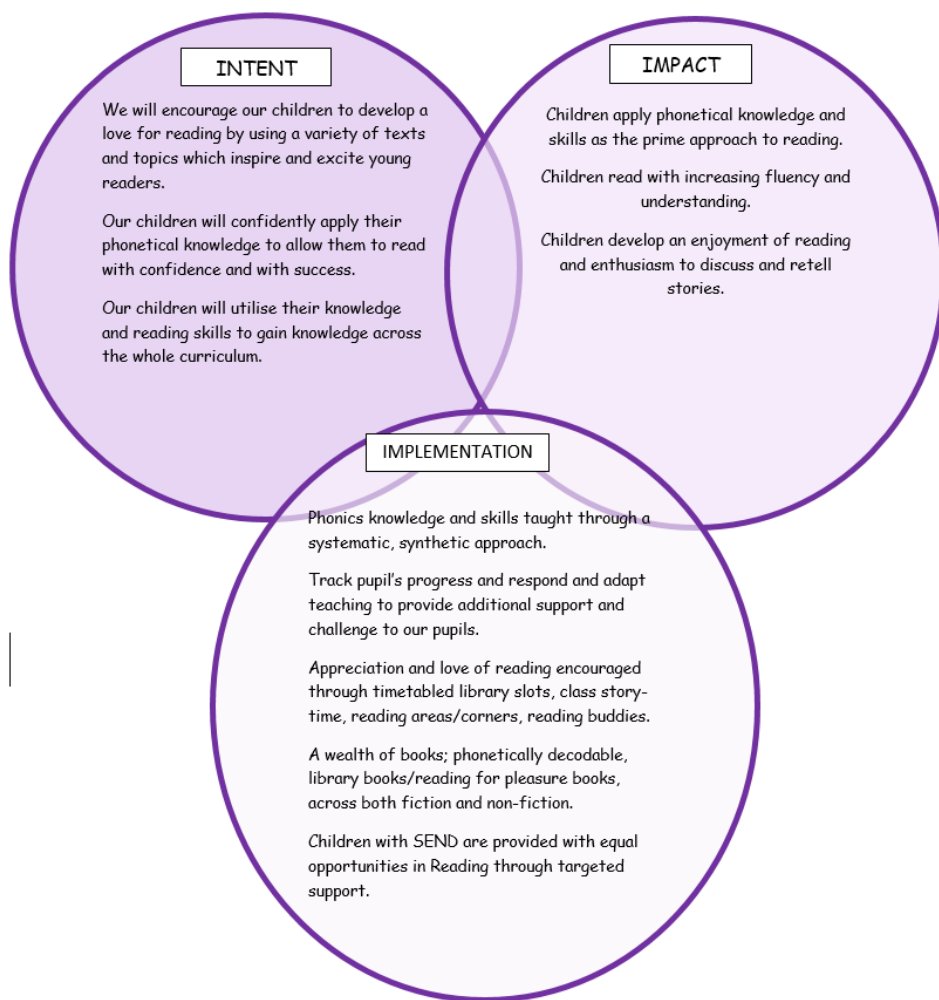
Our Mission Statement

At Clowne Infant and Nursery School our aim is to take our children on a journey of discovery by creating meaningful learning experiences to develop a broad range of skills and foster a love of learning.

Intent:

At Clowne Infant and Nursery School, we will foster a love for reading and encourage our children to read for pleasure. Reading for pleasure opens up new worlds for children. It gives them the opportunity to use their imagination to explore new ideas, visit new places and meet new characters.

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”— Dr. Seuss.



Intent: What are we trying to achieve?

- To ensure the teaching of synthetic phonics is systematic and progressive throughout Foundation stage and Key Stage one to support phonetic knowledge and understanding.
- To ensure that children have secure phonetic knowledge, understanding and skills so that they can decode words confidently and apply this when reading.
- To enable children to apply their phonic knowledge in their reading and writing across the whole curriculum.
- To encourage our children to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.
- To provide our children with opportunities to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live.
- For our children to develop a love of reading and enjoy reading for pleasure across a range of genres.
- To provide a language-rich environment to support and develop children's language development and vocabulary.
- To develop our children's ability to understand and use a variety of grammatical structures.
- To ensure children working below age expected level in reading are targeted and intervention is implemented.
- To ensure our Nursery provision enables all children to develop the key skills required for reading – both decoding and comprehension.

Implementation:

At Clowne Infant and Nursery School, we deliver Phonics through the Twinkl Phonics Systematic Synthetic Phonics (SSP) Programme. We deliver coherently planned sequenced lessons that supports the effective teaching of phonics within EYFS and KS1. Throughout the levels, children will develop and apply blending skills for reading.

Numerous opportunities for reading arise through our SSP scheme, the whole class is encouraged throughout the lesson to apply their phonetical knowledge to read and weekly reading mini-books are provided to give children the opportunity to develop their reading skills by applying the new sounds (phonemes/graphemes*) or spelling rules they have learnt from the PowerPoints that week. For each week, there is an additional reading book available with a different storyline. This can be used for further reading practice of the sounds taught, if needed. In addition to this, children also participate in guided reading sessions twice a week and we aim to independently read with each child twice a term.

Phonetically decodable reading books (Rhino Readers) are matched to the children's phonic level. We use these books as both individual and guided reading books to teach reading alongside phonics. We also give our children phonics-based activities to take home at the appropriate level, these include parent information sheets which are sent home weekly. This helps to consolidate what has been taught in school and encourages a cohesive whole-school approach to Phonics and Early Reading. Reading record diaries are provided to every child in FS2 and KS1, these are a great way for teachers and parents to keep track of pupils' progress and achievements in reading. Teachers check reading record diaries weekly prior to changing their reading book.

Story-time is an important part of the daily routine in EYFS and KS1. In Reception and KS1, children are encouraged to vote for the story that will be read at the end of the day – each day they are presented with a choice of two books and they use mathematical resources to vote for their favourite. In addition to this, each class has an allocated time slot in which they can explore our school library, exchange books and listen to and read stories. Every half term, children in KS1 are paired up with children in EYFS as reading buddies and spend time discussing their books and reading aloud to each other.

In EYFS children have access to a wide range of books and other reading materials in their dedicated cosy reading areas. However, they are also available in all learning areas and are linked to the area or the topic for the week/half term.

All classrooms have their own class reading corners with a range of reading and topic themed books. These books include key texts and enhancement texts that have been chosen to promote a love for reading and link to the wider curriculum areas in each year group. Phonics working walls provide visual stimulus for children to refer to during and beyond the daily Phonics learning. The working walls help

children to foster independence, provide previous learnt graphemes and 'tricky words' and display weekly key learning to support with reading and spelling.

Our Literacy lessons are based around two key texts per term. These texts have been chosen from the Literacy Tree Scheme of work and cover a wide range of writing genres.

Our key texts are shared with parents each term on our termly curriculum plans, these are sent home with the children and are also uploaded onto the school website. In addition to this, a whole school yearly overview reading spine is also available on the school website to inform parents of key texts, enrichment texts, key songs and key poems for each term throughout the year. A Phonics/Reading workshop is provided in the Autumn term for parents in FS2, Year 1 and Year 2, these workshops give the parents an insight into how phonics and reading is taught in our school, how they can support their child at home and give them the opportunity to ask any further questions.

WellComm intervention program is delivered throughout school from EYFS to support speech and language skills and develop the language and grammar they use and understand and support is provided by SALT where necessary.

The use of Phonics Tracker and Eazmag in our school allows our staff to track pupil's progress, to provide opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling us to respond and adapt teaching to provide additional support and challenge to our children. Children identified as needing additional support will receive this through a carefully planned intervention timetable.

Impact

- Children will make progress through reading in line with year group expectations and make progress from their own individual starting points.
- Children will show progression through their contributions in lessons and termly reading assessments.
- Children will become confident and resilient in tackling unfamiliar words by applying learnt knowledge and skills to segment, blend and read words which are real and nonsense. In turn children in Y1 will sit the Phonics Screening check with confidence.
- Children in Y1 will sit the Phonics Screening Check in the summer term. Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2. Phonics screening check data will show impact.

- Children will have an increased fluency when reading due to phonetically decodable books matching their phonics ability and through recognition of tricky words and high frequency words.
- Children will be able to discuss new vocabulary learnt through topic related texts and books.
- Children with SEND will develop phonic and early reading skills and knowledge and they will develop their ability to apply this across the curriculum which will help to prepare them for the next stage in their education.

Expectations

Please see supporting documents as follows:

Phonics Policy 2024 on our school website

<https://primarysite-prod-sorted.s3.amazonaws.com/clowne-infant-and-nursery-school/UploadedDocument/c2008bbc-6bae-4e6a-9842-8aa94fadcdc7/new-phonics-policy-2024.pdf>

Early years foundation stage statutory framework for group and school-based providers

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

National Curriculum in England: English programmes of study- key stage 1 and 2

https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf

Assessment

Eazmag is used at the three assessments points throughout the year to assess Reading. In Reception and KS1 we also assess pupil progress using phonics tracker online assessments at the end of every half term.

Running Records are also carried out every half term to ensure phonetically decodable reading books are correctly matched to the children's phonic level.

Supporting the Lowest 20% Achievers

Regular assessment is carried out to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. As soon as we identify any child who is struggling to succeed in phonics and early reading, the provision will be put into place to close the gap.

Inclusion (See SEND policy)

At Clowne Infant and Nursery School we ensure all pupils are treated as individuals and Phonics is adapted to meet individual needs. The way in which Phonics is adapted is personal to each individual pupil, but may include considering the classroom organisation, teaching materials, adult support or by expected outcome.

Pupils on the Special Educational Needs & Disability register, including those on Educational Health Care Plans along with targeted pupils may have specific Phonics related targets where a priority is appropriate.

Home Learning Expectations

Parental involvement is key in the acquisition of phonics and early reading and supports us in developing a cohesive whole-school approach. A Reading letter is sent out to all parents at the start of the year to explain our approach to reading and our expectations of reading at home.

A Phonics/Reading workshop is provided in the Autumn term for parents in FS2, Year 1 and Year 2, these workshops give the parents an insight into how phonics and reading is taught in our school, how they can support their child at home and give them the opportunity to ask any further questions. We also share support resources regularly, such as the parent information sheets, as these can help ensure that parents and carers are using the same strategies at home as the children are learning in school. Phonically decodable reading books are also sent home for parents to support their child's phonics/reading along with a Reading for Pleasure reading book which is independently chosen by the child.

Monitoring and review

The monitoring of standards of the quality of children's work and the quality of teaching is the responsibility of the subject co-ordinator, team leaders and senior management. The subject co-ordinator is responsible for supporting colleagues, identifying training needs, staying informed about current developments in the subject and for providing a strategic lead and direction for the subject in school. The Headteacher allocates time to the subject co-ordinator so that they can review the quality of teaching and learning, track curriculum coverage and set appropriate targets in order to further improve Reading throughout school. Observations and learning walks are carried out during the school year to ensure high quality and effective teaching is taking place consistently across the school.

A named member of the schools Governing Body is briefed to oversee the teaching and learning in Reading and communicates with the subject lead throughout the year. The subject leader is responsible for creating and carrying out an action plan, based around the current needs of Reading in school each year.