

Early Reading Policy

Early Reading at The Willows

Early reading at The Willows Primary School is centred on the exploration of quality texts which engage and inspire our children. Reading for pleasure is at the heart of all that we do at and this begins as soon as the children enter the EYFS. We recognise that the early years of a child's life are crucial and the experiences that we offer the children in the EYFS and KS1 are fundamental in laying the foundations for future reading success.

Reading interest is sparked in our children from day one and we ignite this through the use of class libraries, mystery readers, daily reading, initiatives to encourage regular reading, celebrations of authors to name a few. Early Years and KS1 children choose class library books to share with families at home. This sharing of books helps to develop a lifetime love of reading.

Daily discreet phonics lessons are taught in differentiated groups that are suitable for the child's phase of learning. To promote high quality phonic teaching at The Willows we use a variety of strategies and resources including:

- Quality daily Read Write Inc phonics lessons that last between 15-35 minutes.
- Careful differentiation for all ability groups, addressing the needs of children with special educational needs, based on ongoing formative assessment and teacher judgement. Groups are fluid and children can move between groups as they progress.
- Well planned interactive lessons, delivered at a brisk pace, that keep children engaged and focused.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- Additional decodable reading books for children to apply their phonic knowledge and continuing on to the colour banded books to ensure children have grasped the basics of reading.

As children's reading develops at different rates, phonics teaching is tailored to each child and their ability. Children are expected to sit a phonics screening assessment in Year 1 that tests their knowledge of phonics sounds. The children that do not pass the phonics screening check are given appropriate support and materials to ensure they catch up. To support these children we ensure they continue to receive daily Read Write Inc phonics at the relevant stage and daily reading in either shared reading, one to one reading or guided groups. These children also become a focus within lessons and they are encouraged to read a range of books that are tailored to support their learning of phonics sounds whilst being written in a context that is suitable for their age. This continues into KS2 if the children are still not secure in their phonics sounds.

Assessment of Phonics.

Alongside the continued teacher assessments of Phonics that take place daily in Nursery, Reception, Year 1 and Year 2, progress is tracked half termly by the class teacher. This allows the progress of every child to be monitored, so further support can be offered if needed. The children are assessed on the sounds they can read. Common exception words are also a focus in year 1 and 2 and teachers assess with the children can read these words and they identify those that need to become a greater focus in class over the next term. At the end of Year 1, the Year 1 Phonics Screening check will take place. This is a national assessment that all Year 1 children take part in.

Reading for pleasure and enjoyment is a key element of our reading programme throughout school. The classrooms contain a wealth of reading materials from Non- Fiction to Fiction and the children are always

encouraged to handle and share books. Children also enjoy sharing books in our wonderful, bespoke reading area 'Wimilly's Wood'.

Parental Support

The Willows recognises and values the significant role of parents in further developing reading skills and they are encouraged to share books and read daily with their child. We support parents in developing their child's reading skills and send regular information home on how to develop reading habits and support their child with learning the 'special friends' sounds in phonics. Parents are regularly invited into school to reading or phonics workshops where there are opportunities to talk to class teachers and take part in a variety of activities with their child. These workshops are always very well attended.

Using Texts in our Curriculum

Quality texts are used as hooks into learning across the curriculum. A rich diet of books from modern classics to contemporary fiction along with high interest non-fiction texts are used to engage our EYFS and KS1 children into new areas of learning. Reading is a core skill that allows children access to all areas of the enriched curriculum, and is in fact an essential and rewarding life skill. Books are placed at the heart of every topic, and reading is integral to everyday school life.

Mystery Reader

At The Willows, we encourage our parents and members of our community to come and share stories with our younger children; we do this through the mystery reader scheme. The aim of "Mystery Reader" is to show children that adults love reading too. We invite family members to come into their child's class and to share a book that their own child particularly enjoys or one they enjoyed when they were growing up. This is kept 'secret' from the children and there is a buzz of excitement as the children guess who the mystery reader may be. Staff also enjoy being a mystery reader!

Progression through the RWI phonics programme

Children are taught sounds in a specific order, at the appropriate pace for their individual ability. As each new sound is taught, children will take home words to practice to consolidate their new learning.

	Set 1 sounds
CVC letters & words Assisted blending	m
	a
	s (ss)
	d
	t
	i
	n
	p
CVC letters & words Assisted blending CCVC words	g
	o
	c
	k (ck)
	u
	b
	f (ff)
	e
	l (ll)
	h
	r
	j
	v
y	
w	
Independently blending	x
	z (zz)
Send home green CCVC CVCC words	qu
	sh
	th
Consider home reading books	ch
	ng
	nk

Set 2 sounds
ay (may I play)
ee (what can you see)
igh (fly high)
ow (blow the snow)
oo (poo at the zoo)
oo (look at a book)
ar (start the car)
or (shut the door)
air (that's not fair)
ir (whirl and twirl)
ou (shout it out)
oy (toy for a boy)

Set 3
a-e (make a cake)
ea (cup of tea)
i-e (nice smile)
o-e (phone home)
u-e (huge brute)
aw (yawn at dawn)
are (care and share)
ur (nurse with a purse)
ow (brown cow)
oi (spoil the boy)
ai (snail in the rain)
e (he me she we be)
oa (goat in a boat)
ew (chew the stew)
er (a better letter)
ire (fire fire!)
ear (you hear with your ear)
ure (sure it's pure)
tion (celebration)
cious/tious (scrumptious, delicious)

Home reading books and word cards

When appropriate, children will start bringing letter sounds home. This usually begins in the Early Years and parents are expected to practice these sounds to consolidate any learning taking place at school. Once children are secure with set 1 sounds they will start to bring home reading books to share with their family and they show off their newly learned blending skills. Children will continue to work through the school reading books at their own pace, and on completion of learning all set 1, 2 and 3 sounds, they are usually ready to begin reading book banded books from turquoise to lime. Once children are fluent, confident and able readers with good comprehension skills, they will move to our Accelerated Reader scheme.

In addition to reading books and having phonics words to practice, children will have word cards containing high frequency words attached to their diaries. There are 12 word cards and children work their way through these until they can read them quickly, confidently and in any order.