

Early Reading Policy

Intent

We aim for all pupils to achieve the following:

- To develop a positive relationship with the written word and enjoy reading for both pleasure and information
- To be reading at a level that is within age-related expectations
- To be familiar with a wide range of poetry, rhyme, traditional tales, modern books and books from other cultures

Implementation

Nursery – daily whole class story time

- Children will have at least 1 high-quality story read to them each day. Those children attending 30 hours will have 2.
- Bi-weekly visit to our school library.

Reception

- Children in Reception will have 1:1 teaching of reading three times a week with a TA and/or Teacher.
- Every day there is a small teacher-led reading group for children to develop language acquisition and comprehension. Each child will attend a group reading session once a week.
- Children will have at least 1 high-quality story read to them each day during story time.
- Bi-weekly visit to our school library.

Year 1

- Identified readers among the lowest 20% of readers in the school have one-to-one reading with a member of SMT every fortnight.
- Whole class teaching of reading (whole class guided reading) happens twice a week.
- Children will have a high-quality story/text read to them each day.
- Bi-weekly visit to our school library.
- Every break and lunch time, children in Year 1 are provided with an outdoor library to encourage them to positively engage with books.
- On a bi-weekly basis, children in Year 1 have a book club assembly, where they get to positively engage with a wide range of texts, engaging in book talk and building their knowledge of texts, authors and illustrators.

Year 2

- Identified readers among the lowest 20% of readers have one-to-one reading with a member of SMT every fortnight.
- Whole class teaching of reading (whole class guided reading) happens twice a week.

- Children will have a high-quality text read to them each day.
- Bi-weekly visit to our school library.
- Every break and lunch time, children in Year 2 are provided with an outdoor library to encourage them to positively engage with books.
- In Year 2, teachers select end-of-day reads from a list of high quality texts covering a range of genres, cultures and styles.
- On a bi-weekly basis, children in Year 2 have a book club assembly, where they get to positively engage with a wide range of texts, engaging in book talk and building their knowledge of authors and illustrators.
- Twice a term, children in Year 2 do peer reading with children in Year 5 to develop their confidence, reading stamina and enjoyment of reading.

Children needing extra support

- The bottom 20% of readers across the school read with a member of SMT on a weekly basis. Information about the child's text choice, strengths and areas for development are fed back to the class teacher.
- Particular struggling readers in the bottom 10% in Years 2-5 are identified by the class teacher and given targeted intervention by trained TAs using Project X Code.
- Children in Year 1 and Year 2 who are struggling with decoding, fluency and comprehension receive targeted interventions from the TA in the afternoon.

Reading

Quality age-appropriate texts are used to teach reading and inspire children to be life-long readers. These enrichment texts will usually link to writing and/or learning in foundation subjects (class topic). The teaching of reading at Charlton Manor takes into account the following:

- A phonics first approach to reading
- Reading for pleasure
- The mechanics of reading
- Reading fluency
- Reading for understanding

Reading for pleasure is developed further through regular visits to our school library and involvement in whole school reading events. Our reading schemes (Oxford Reading Tree, Rhino Readers and Project X Code) provide quality and variety as well as support for lower attainers. We have a language-rich curriculum to ensure that pupils are immersed in high-quality vocabulary from the start. All children are exposed to a language-rich environment that supports children's reading and vocabulary development.

Supporting reading at home

- A weekly phonics information sheet will be sent home, informing parents of the following week's learning in phonics (September 2022)

- All children will be given a phonetically-decodable book which has been matched to their current phonics level (September 2022).
- All parents have been informed and signposted to the relevant page on the school website which informs them on the best way they can support their child with reading at home.

Text and rhyme exposure at Charlton Manor Primary School (Nursery – Reception)

- All children at Charlton Manor Primary School will have opportunities to learn the following stories and rhymes. We believe that these high-quality texts will support the children’s language acquisition and development whilst promoting a strong love of learning. The children will know them well enough to recite them fluently.

Nursery						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Stories	Dear Zoo	The Three Little Pigs	We're Going on a Bear Hunt	Goldilocks and the 3 Bears	Brown bear, brown bear, what do you see?	The Very Hungry Caterpillar
Rhymes	Head, Shoulders, Knees and Toes Wind the bobbin up	Baa Baa Incy Wincy Row Row	If your happy and you know it I'm a little tea pot	The wheels on the bus Old McDonald had a farm	1, 2, 3, 4, 5..... Twinkl, twinkl	5 little monkeys Humpty Dumpty

Reception						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Stories	Whatever Next	The 3 Billy Goats Gruff	Farmer Duck	Mr Grumpy's Outing	The Gruffalo	On the way home
Rhymes	5 Little Speckled Frogs Dingle Dangle Scarecrow	5 Current Buns Miss Polly had a Dolly	Hickory Dickory Dock	5 Little Men in a flying Saucer Tiny Tim	Ten Green Bottles Mary, Mary....	Down in the Jungle

English Overview – Year 1 and 2

These are the core texts that children within these year groups will learn. Children will also be exposed to a variety of additional high-quality texts throughout the year.

		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Year 1	Topic	<i>Superheroes</i>	<i>Kings and Queens</i>	<i>Pen pals</i>	<i>Dig for Victory/Magic Toymaker</i>	<i>The Bees' Knees</i>	<i>How does your garden grow?</i>
	Suggested texts	<u>Supertato</u> by Sue Hendra Traction Man by Mini Grey The Enormous Turnip by Katie Daynes	The Queen's Knickers by Nicholas Allan The Queen's Hat by Steve Antony The Princess and the Pea	The Jolly Postman by Allen Ahlberg Dear Greenpeace by Simon James Arthur's pen pals by Lillian Hoban	Toys in Space by Mini Grey The Toymaker by Martin Waddell Pinocchio <u>Threadbear</u> by Mick Inkpen	Bee and Me by Alison Jay The Book of Bees by Piotr Socha Honeybee's Busy Day by Richard Fowler	Gnomes, Gnomes, Gnomes by Anne Fine <u>Gnomeo and Juliet</u> – Book of the Film RHS Let's Get Gardening
	Writing genres	Comic strip Top Trumps	Descriptive writing	Letters	Instructional writing	Persuasive writing Cereal box writing	Explanation text
	Poetic form	During English lesson: Acrostic poem Guided reading: topic-related poem	Guided reading: song	Guided reading: song	During English lesson: Shape poems/ <u>calligrams</u> Guided reading: topic-related poem	Guided reading: song	During English lesson: Riddles Guided reading: topic-related poem

		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Year 2	Topic	<i>London's Burning</i>	<i>2 sides to every story</i>	<i>Near and Far, UK and Nepal</i>	<i>Great Explorers</i>	<i>In and Out</i>	<i>Now you see me, now you don't</i>
	Suggested texts	Vlad and the Great Fire of London by Kate and Sam Cunningham Samuel Pepys' Diary Toby and the Great Fire of London by Margaret Nash	The True Story of the Three Little Pigs by Jon Scieszka Three Little Wolves and the Big Bad Pig by Eugene Trivizas The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward	Journey by Aaron Becker (picture book) <u>Beegu</u> by Alexis Deacon	Life in the Ocean by Claire Nivola Explorers by Nellie Huang The Great Explorer by Chris Judge	Lila and the Secret of Rain by David Conway	Out of Sight <u>Till</u> Tonight by Tish Rabe <u>The Hodgeheg</u> by Dick King-Smith The Dark by Lemony Snicket Fantastic Mr Fox by Roald Dahl
	Writing genres	Recount (diary writing)	Persuasive writing Missing person poster	Explanation text	Biography	Recount (personal experience)	Non-chron report
	Poetic form	During English lesson: Diamantes Guided reading: topic-related poem	Guided reading: song	Guided reading: song	During English lesson: Haikus Guided reading: topic-related poem	Guided reading: song	During English lesson: Kenning poems Guided reading: topic-related poem

Phonics Overview

Phonics is the fundamental method for teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds (phonemes) in the English language, which we put together to form words. Some are represented by one letter (grapheme), like 'a' in ant, and some by two or more, like 'ck' in duck and 'ear' in hear.

At Charlton Manor, we teach phonics and the application of reading following *Twinkl Phonics*, which is a validated systematic and synthetic phonics programme. We start teaching phonics in the Foundation Stage (Nursery and Reception). We follow the programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that comprehension, speaking and listening are crucial skills for reading and writing in all subjects.

We teach children to read through weekly reading practice sessions in small groups of approximately up to six children. We use books matched to the children's secure phonic knowledge.

To ensure the teaching of Phonics is effective in each class, teachers and leaders closely monitor and assess children's progress and attainment in phonics both in a summative and formative way.

For more information, please click on the link to take you to *Twinkl Phonics* website (to follow).

<https://www.twinkl.co.uk/resources/twinkl-phonics/level-2-twinkl-phonics>

Classroom Environment

Both Year 1 classrooms have a phase appropriate phonics display, concentrating on both sounds and key words that the children are currently learning. Phonics mats are available in every lesson to support children's early writing across the curriculum. Working walls are updated regularly to reflect the current learning. The outdoor learning environments provide multiple opportunities to consolidate learning and the indoor environment is rich with print.

Assessment

In EYFS and KS1, we assess pupil progress on our phonics assessment sheets for each phase and plot the children on a phonics tracker grid each term. Year 1 pupils are assessed against the year 1 phonic screening checks each term. In Years 1 and 2, all children are assessed for reading fluency using an age appropriate text once per term to help teachers identify where to focus interventions.

Staff CPD and monitoring

All teaching staff have received training in early reading and phonics to ensure everyone has up-to-date knowledge of how best to support children. Through learning walks, book looks, pupil interviews and assessment, the intent, implementation and impact are regularly monitored.