

Early Reading Policy



As a school, our main reading focus is to encourage children to have a love and enjoyment of reading. From the start of their school experience, children are immersed in a world of literature with books chosen to stimulate their imagination. Children are introduced to the conventions of books and are taught to regard the illustrations as an integral part of the story, turn the pages singly and understand that text flows left to right etc. We provide a reading rich environment beginning with the children's own names and including the use of captions, labels and instructions. Our classrooms are all set up with reading areas which are inviting and well stocked with a range of captivating texts for all interests and abilities. All staff are encouraged to model their own love of reading by sharing favourite stories and reading to the class on a daily basis. Displays around the school and within classrooms also reflect our whole school passion for reading. The use of stories and rhymes is key and children are encouraged to act out well known tales and join in with a repertoire of nursery rhymes. There is a very strong focus on listening to familiar/well known stories and the use of puppets and role play help to bring these alive. Quality literature and the use of big books continues to be a stimulus for topics, role play and early writing. Throughout this early reading phase the teaching and application of phonics is key.

What is phonics?

The children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through stories, games, rhymes and talk. Once this is developed we use *phonics* to begin the structured teaching of early reading. Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. As a school we use the 'Bug Club' phonics scheme to teach early reading. Children are taught to segment and blend words moving onto letter recognition and formation when ready. Our daily phonics sessions follow a very structured format. Children are also taught to read and spell words from the National Curriculum which are tested each week in KS1. The structured sessions include handwriting and revision of a previous lesson, learning to read new words, including those words in dictated sentences and developing memory skills to aid retention of new words. Phonics application and progress is tracked throughout the school and smaller teaching groups and fluid groupings allow for children to make accelerated progress. All staff involved in the teaching of phonics, be that whole class, small group or 1-1 are given phonics training and offered refresher courses each year to ensure their phonics teaching is of the highest standard.

A phonics and reading workshop is run for parents at the start of each academic year to explain:

- What is phonics?
- What we do in school to support children's phonics learning and early reading?
- What they can do at home to help?

Home support

Reading regularly at home with parents or carers makes a huge difference to children's reading ability and helps to develop an enthusiasm for reading and life-long love of books. Research shows that it is the single most important thing parents can do to help their child's education. Reading aloud improves children's reading ability and their vocabulary; this in turn will feed into the quality of their writing. Home support is encouraged by sending home appropriately levelled books each week with a set of question prompts which allow parents to be involved in their child's learning. As the children begin reading, parents are encouraged to read daily with their child and to communicate with school through comments in a reading diary. We also

use our in school phonics reading scheme- Bug Club- to allow children to access reading books online with questions after to gauge their understanding of a text. This means they are never short of reading material which are always set at the appropriate individual levels of each child. It also engages those pupils who may prefer to read through alternative media to paper. On a termly basis we host a reading themed event in the EYFS and KS1, inviting the parents into school to partake in some interactive reading activities as well as a story read by the class teacher. This helps make our home/school relationship stronger and embeds our message of the importance of reading both in and out of school.

Guided reading

Guided reading is taught by teachers and teaching assistants and is introduced to the children from the EYFS and taught on a daily basis. The main texts taught are selected from our school phonics scheme 'Bug Club' so as to ensure they are in line with the children's phonic abilities covering sounds they are currently working on.

The sessions are well planned and cover a range of reading skills such as speaking and listening, comprehension, segmenting and blending and discussing pictures/scenes in depth. The children are put into groups though the groupings remain flexible and are constantly adapted to the needs of the children within the group.

Guided reading is used to:

- Teach to the group's learning targets and needs.
- Teach reading strategies and provide an opportunity for pupils to practise their reading skills independently.
- Provide a context for pupils to share responses and understanding of different text types and genres with others.
- Explicitly support pupils in their application of comprehension strategies.
- Monitor the comprehension and application of reading skills of individuals.
- Collect evidence to inform next steps and future sessions.

Individual reading

All children will have a reading book set at an appropriate level. It will be carefully matched to the child's specific reading/phonics level which is informed through a regular weekly assessment. These books should be 90% readable by the child and will be monitored regularly. If children want to read a book that is currently beyond their ability level, we will encourage parents to share the book at home with them. Children will be given the opportunity to change their books as often as needed; but primarily three times a week. All reading to an adult (be that with teacher, teaching assistant, reading volunteer or anyone at home) should be recorded in the children's reading diary and the class teacher's reading record.

In foundation stage 'Phonics Bug' books are sent home (and read here at school), but when moving into KS1 both a 'Phonics Bug' and an 'Oxford Reading Tree' book are given to each child to read. This ensures all children are getting books which appropriately challenge their phonics ability and also develops their understanding and comprehension by reading more complex stories and non-fiction texts.

The 'Oxford Reading Tree' books are banded into colours from pink up to lime. We will support and encourage children through these bands, but we will not rush or push children through them when their decoding and/or their comprehension skills are not sufficiently developed. We will often promote children reading a book more than once to ensure full understanding of the text.

Priority Readers: Some children will need to read more regularly to an adult as they need more practise and/or they are not reading to an adult at home. Class teachers will identify these pupils, as 'Priority Reader' and they will read to school staff or other designated adults on a regular basis.

Struggling readers

At Isaac Newton we recognise that the key to success with all learners is 'Quality First Teaching'. However, despite ensuring this, there are still children who continue to fall behind age-related expectations. As a result, we have a robust system in place to monitor and review pupil progress, helping us to identify such children. We review assessment data and ensure that the necessary steps are taken in conjunction with the school SENDCO through regular discussions and termly review meetings. Children who have fallen behind are identified swiftly and effective intervention is deployed to help support them in meeting age-related expectations. Some of the interventions that the school deploys are as follows:

- **Alphabet Arc**
- **Precision Teaching**
- **Paired Reading**
- **5 Minute Number Box**
- **Nuffield Early Language Intervention**

Policy Date: September 2020

Appendix 1: Reading Progression Book Band Guidance

Phase	Year/ Term	Book Band	Word Reading	Comprehension	Example Real Books
Phase 1	Reception Term 1	Lilac (Wordless)	Reception - I can read phonically regular words of more than 1 syllable - I can read many irregular but high frequency words. - I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.	Reception - I can describe the main events in the simple stories they have read.	• Before After by Anne-Margot Ramstein and Matthias Arégui • Follow the Firefly/Run, Rabbit, Run! by Bernardo Cavalho • The Snowman by Raymond Briggs
Phase 2	Reception Term 2	Pink (Phonics Bug Only)			• Monkey and Me by Emily Gravett • Bear on a bike by Hannah Shaw
Phase 3	Reception Term 3	Red (Phonics Bug Only)			• Brown bear, brown bear what do you see? By Bill Martin Jr & Eric Carle • Shh! By Chris Haughton
Phase 4	Year 1 Term 1	Yellow (Phonics Bug Only)	Year 1 - I can match all 40+ graphemes to their phonemes - I can blend sounds in unfamiliar words - I can read common exception words - I can divide words into syllables - I can read compound words - I can read words with contractions and understand that the apostrophe represents the missing letters I can read phonetically decodable words - I can read words that end with 's, -ing, -ed, -est - I can read words which start with un- - I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word) - I can read words of more than one syllable that contain taught GPCs	Year 1 - I can say what I like and do not like about a text - I can link what I have heard or read to my own experiences I can retell key stories orally using narrative language - I can talk about the main characters within a well-known story - I can learn some poems and rhymes by heart - I can use what I already know to understand texts I can check that my reading makes sense and go back to correct when it doesn't - I can draw inferences from the text and/or the illustrations (beginning) - I can make predictions about the events in the text - I can explain what I think a text is about - I can recognise full stops, question marks and exclamation marks and use them when reading - I can make comment on why some words have been used in a text e.g. use of adjectives	• Each peach pear plum by Janet & Allan Ahlberg • I want my dinner! By Tony Ross • One mole digging a hole by Julia Donaldson
Phase 5	Year 1 Term 2	Blue (Phonics Bug-Children given additional book from Oxford Reading Tree)			• Dear Zoo by Rod Campbell • How the elephant got his trunk by Anna Milbourne • Picnic by John Burningham
	Year 1 Term 3	Green (Phonics Bug-Children given additional book from Oxford Reading Tree)			• A dark, dark tale by Ruth Brown • Oh no, George! By Chris Haughton
	Year 2 Term 1	Orange (Phonics Bug-Children given additional book from Oxford Reading Tree)	Year 2 - I can decode automatically and fluently without overt sounding or blending e.g. 90 words per minute - I can blend sounds in words that contain the graphemes for all 40+ phonemes - I can recognise and read alternative sounds for graphemes - I can read accurately words of two or more syllables that contain the same GPCs - I can read words with common suffixes - I can read most common exception words - I can read and comment on unusual correspondence between grapheme and phoneme -I can sound out most unfamiliar words quickly and accurately - I can read most suitable books accurately, showing fluency and confidence	Year 2 - I can talk about and give an opinion on a range of texts I can discuss the sequence of events in books and how they relate to each other - I use prior knowledge, including context and vocabulary, to understand texts - I can retell stories, including fairy stories and traditional tales I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense I can find recurring language in stories and poems - I can comment on word choice e.g. choice of adjective I can discuss the meaning of unknown words and link them to words I know - I can talk about my favourite words and phrases in stories and poems - I can recite some poems by heart, with appropriate intonation - I can answer questions and make simple inferences - I can make predictions using evidence from the text to support my ideas - I can draw simple inferences from illustrations, events, characters' actions and speech - I can comment on the plot, setting and character in familiar and unfamiliar stories - I can comment on features of non-fiction texts	• This is the bear by Sarah Hayes • Me and You by Anthony Browne • Grandad's Island by Benji Davies
Phase 6	Year 2 Term 2	Turquoise (Phonics Bug-Children given additional book from Oxford Reading Tree)			• Funnybones by Allan Ahlberg • The Pig in the Pond by Martin Waddell • The Selfish Crocodile by Faustin Charles & Michael Terry
	Year 2 Term 3	Purple (Oxford Reading Tree)			• When butterflies cross by Sharon Katz Cooper • Something else by Kathryn Cave & Chris Riddell • Mr Wolf's Pancakes by Jan Fearnery
	Year 2 Term 3	Gold (Oxford Reading Tree)			• The Giant Jam Sandwich by Lord John Vernon • A Piece of Cake by Jill Murphy • The day of Ahmed's Secret by F. Heide & J. Gulliland
Bridging Bands	Year 2 Term 3	White (Oxford Reading Tree)	Working at greater depth within the expected standard - I can make inferences on the basis of what is said and done - I can predict what might happen on the basis of what has been read so far - I can make links between the book I am reading and other books I have read		• The Pea and the Princess by Mini Grey • Claude on the Slopes by Alex Smith • Dogger by Shirley Hughes
		Lime (Oxford Reading Tree)			• Molly and the beanstalk by Pippa Goodhart • The Monster Story-teller by Jacqueline Wilson

Year	Reception										
Phase	2				3						4
Colour	Pink				Red				Red/ Yellow		Yellow
Set	1-2	3	4	5	6	7	8	9	10	11	12
Phoneme	s a t p l n m d	g o c k	ck e u r	h b f ff l ll ss	j v w x	y z zz qu	ch sh th ng	ai ee igh oa oo	Ar or ur ow oi	ear air ure er	Consolidation

Year	Year 1														
Phase	5														
Colour	Blue						Blue/Green		Green					Orange	
Set	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Phoneme	wh ph	ay a- e eigh ey ei (long a)	ea e- e ie ey y (long e)	ie i-e y l (long i)	ow o-e o oe (long o)	ew ue u-e (long u) u oul (short oo)	aw au al our	ir er ear	ou oy	eer ere are ear	k ck ch	ce c sc st se	ge g dge	le mb kn gn wr	tch sh alternatievs ea (w)a o

Appendix 2- Phonics Teaching Map

Teaching timetable for phonics bug

Foundation Stage – Phase One provision ongoing

Term	Week	Phonics	Units
1	1,2, 3-7	Phase 1 Teach Phase 2	1, 2, 3, 4
2	1,2 3-7	Teach Phase 2 Teach Phase 3	5 6, 7, 8, 9
3	1-3 4-6	Teach Phase 3 Phase 3 review (units 6-11)	10, 11 Use phonics bug assessment to inform planning for review <i>Use assessment activities in phonics bug program to consolidate</i>
4	1-6	Phase 3 Review (units 6-11)	Use phonics bug assessment to inform planning for review <i>Use assessment activities in phonics bug program to consolidate</i>
5	1-5	Teach Phase 4	
6	1-7	Phase 4 review	Use phonics bug assessment to inform planning for review <i>Use assessment activities in phonics bug program to consolidate</i>

Teaching timetable for phonics bug

Year 1

Term	Week	Phonics	Units
1	1,2	Phase 3 revision	Use phonics bug assessment to inform planning for review and how to support children at phase 3 <i>Use assessment activities in phonics bug program to consolidate</i>
	3-7	Phase 4	
2	1 2-7	Phase 4 Teach Phase 5	13, 14, 15, 16, 17, 18
3	1-6	Phase 5 Review (Review units 13-18) <i>Beginning of January – Mock phonics screen</i>	Use phonics bug assessment to inform planning for review and how to support children at phase 5 <i>Use assessment activities in phonics bug program to consolidate</i>
4	1-6	Phase 5 Review (Review (13-18)) <i>Beginning of March – Mock phonics screen</i>	Gap filling before phonics check.
5	1-5	Teach Phase 5 <i>Beginning of May – Mock phonics screen</i>	19, 20, 21, 22, 23
6	1 2	Gap fill before phonics check Phonics screening check	Use phonics bug assessment to inform planning for review <i>Use assessment activities in phonics bug program to consolidate</i> 23, 24, 25, 26, 27
	3-7	Teach alternative sounds (soft c etc)	

Teaching timetable for phonics bug

Year 2

Term	Week	Phonics	Units
1	1-7	Phase 5 Review and revise	13, 14, 15, 16, 17, 18, 19 20, 21, 22, 23, 24, 25, 26, 27 Revise CEW Y2 daily Assess against phonics bug assessment
2	1-7	Phase 6	28, 29, 30 Revise CEW Y2 daily Assess against phonics bug assessment
3-6		Continue intervention for children with gaps Mock screen for children who did not pass phonics test: <ul style="list-style-type: none"> - Beginning of January - Beginning of March - Beginning of May 	