

Gorse Hill Primary School

Early Reading Policy

At Gorse Hill Primary School we pride ourselves in working together to do our best. We aim to provide equal opportunities for all members of our school family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. We believe that every child has the right to learn to read and see representations of themselves in books and texts across the school from any age.

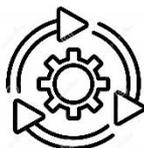
The National Curriculum states that “A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.”



INTENT

- Pupils at Gorse Hill Primary will learn to read accurately and fluently using the Read Write Inc programme (RWInc).
- Pupils are introduced to single sounds in the Summer Term of Nursery. Pupils learn to recognise the corresponding picture and mnemonic to quickly and efficiently recall single sounds in Set 1.
- From Reception pupils will learn the essential skills they need to be readers by embedding sounds appropriate to their current reading level.
- Pupils will be explicitly taught the skill of oral blending, which is vital for the initial stages of early reading. Children will rapidly progress to blending sounds together to help them read 3,4 and 5 letter words.
- Children will learn digraph and trigraph sounds throughout Early Years (EYFS) and Key Stage 1 (KS1). We refer to digraphs and trigraphs as ‘Special Friends’.
- The following sounds are taught in each Set:
Set 1: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, i, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk
Set 2: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy
Set 3: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious, cious, ue, ie, au, e-e
- Staff will use a consistent approach to reading in Reception and KS1. We promote the approach of ‘Special Friends, Fred Talk, Say the Word’ to decode unfamiliar and alien words from Set 1- 3.
- Pupils are taught the skill of blending sounds mentally and at speed with the use of the RWInc approach ‘Fred in your head’.
- This consistent and rigorous approach will provide our children with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary. This is supported with the use of high quality link texts for each books read on the RWInc scheme.
- Children are given daily opportunities to revisit previously taught sounds and words in books that are appropriate to their phonetic level.
- For children who need further support in Key Stage 2 (KS2), RWInc intervention groups are delivered and Fresh Start is used following this in Upper Key Stage 2 (UKS2). Fresh Start is the sister scheme to RWInc and uses a similar lesson structure to build on previously taught reading skills.
- For the children who no longer need to access the RWInc scheme, they will access the RWInc Comprehension scheme which focuses on reading lengthier text with more complex sentences. It also develops basic reading domain skills such as retrieval and inference.

IMPLEMENTATION



- We are systematically teaching RWInc as the phonics programme for pupils in Reception and Key Stage 1.
- Pupils who need further support in reading will continue to access the Read Write Inc scheme in LKS2. Those who need further support in this area will access Fresh Start.
- The teaching of phonics is taught systematically, building on prior sound knowledge to ensure that no child is left with gaps in their sound knowledge and or at risk of falling behind in reading.
- Half termly assessments are carried out to assess pupils sound knowledge and decoding skills- this ensures that any children who are finding reading challenging are identified and support is put in place at the earliest opportunity.
- Pupils have weekly decodable books sent home by their Read Write Inc teacher that they have already read in class, to increase accuracy and fluency by embedding taught reading skills.
- Additionally, Book Bag Books are sent home twice a week at the phonetic level of the child.
- Pupils have weekly access to a range of age appropriate high quality texts in the form of Snuggle Books, KS1 Reading Box and Linked Texts in Read Write Inc sessions.
- Approaching unfamiliar words with a consistent method for decoding- 'Special Friends, Fred Talk, Say the Word'. Increasing fluency is supported in the Yellow reading group through word time lessons on 'Speeding up word reading'.
- Quality and purposeful learning environments to encourage independence and application of skills across other subjects are evident around the school to encourage independence in learning.



IMPACT

By the end of Reception, we want children to be secure in all Set 1 sounds, including the initial digraphs sh, ch, th, nk and ng with an introduction to the Set 2 sounds. Pupils should be used to handling books and reading in partners. Children should be reading a Purple RWInc book when they enter Key Stage 1. By the end of Year 1 pupils should be secure in the 44 taught phonemes and be able to speedily and accurately decode alien words and more complex words on sight. Children can read common exception words and tricky words. Children should be reading a Blue RWInc book when they complete Year 1 and begin Year 2 in Grey group or a Read Write Inc Comprehension group. By the end of Key Stage 1, we want all children to have the skills to read fluently and accurately, comprehending 80-100 words per minute.



ASSESSMENT

Children will be assessed on a half termly basis by the KS1 Early Reading lead (Miss Leigh-Anne O'Neill) to ensure that they are in the most appropriate group to progress on their current phonetical knowledge and reading skills. Children excelling or falling behind the level of the groups will be assessed mid cycle and moved (if needed) to a more appropriate group. The next steps are outlined through the 'What to Teach When' document and should be acted upon by the reading teacher to secure sound knowledge and the

basic skills of decoding. 1:1 tutoring will be allocated to those children who are falling significantly behind the age related expectations in early reading. 1:1 tutoring will be recorded on a separate progress document. Year 1 pupils will be assessed termly in preparation for the Year 1 Phonics Screening test.

“Teach a child to read and keep that child reading and we will change everything.
And I mean everything.”- *Jeanette Winterson*

Date: 06.10.2022

This Policy will be reviewed annually