



Early Reading Policy

2021 – 2022

Vision

At Manor Park, we believe that effective phonic teaching and learning is essential for high attainment in reading and writing. We understand that confidence with phonics is integral across the curriculum and used in all subjects, benefitting every area of pupils' development. At Manor Park Primary Academy, we follow Read Write Inc, which is a programme that helps children learn synthetic phonics. The scheme includes phonics, reading and writing. RWI sessions are delivered daily as continuity and pace of the programme is essential to increasing the speed of children's reading development.

Intent

- To have clear expectations around the teaching and learning of phonics at Manor Park Primary Academy
- To ensure consistency of approach to our phonics teaching
- To raise standards of reading and writing by the end of KS1
- To enable our pupils to read confidently, fluently, accurately and with understanding
- To teach children to employ a full range of reading cues - phonic, graphic, syntactic and contextual
- To correct and make sense of their own reading
- To foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres
- To develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life
- To create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

Implementation

At Manor Park Primary Academy, we hold the belief that it is crucial to get 'Early Reading' right. It is through reading that children are able to access the whole curriculum. We follow the RWI program which begins in nursery.

Quality of teaching, learning and assessment

Children in KS1 have a daily 45 minute RWI session. Children in the EYFS have shorter 20-30 minute sessions in autumn term which get longer throughout the year. Staff are well trained and deliver a good standard of the RWI programme.

The Early Reading Lead will:

- Assess all children at the end of each half term to ensure that children are placed in the correct groups for the next half term
- Collate data from end of term assessments to monitor progress of all groups
- Conduct 'drop ins' on RWI groups to ensure consistency, give advice and check that all children are in the correct groups

Learning environment

Leaders ensure that there is consistency in the learning environments and learning spaces are quiet, vibrant and well resourced. Staff teaching RWI have the responsibility to ensure that they are well organised ahead of each session to ensure a smooth and fast paced lesson.

Assessment

Children are assessed each half term and placed in small groups depending on their reading stage of development. Staff draw upon observations and continuous assessment to ensure children are stretched and challenged and identify children who need additional support. Groups are fluid and children are moved from group to group when staff highlight a need. Each time partner work is used, the teacher assesses progress. The teacher assesses how children:

- Read the grapheme chart
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Pupils working below age related outcomes

Timely intervention is planned for those children working below expected levels as soon as their needs are identified. These children receive additional phonic support from a qualified and experienced teacher.

SEND Pupils

SEND pupils are fully involved in the RWI sessions as children work in groups with others at their level. Teaching is geared to the speed of progress of each group. Additional 1:1 tuition takes place at other times which is identified by teachers in discussions with the SENDCo.

Reading with an adult

All children read aloud daily during phonics or guided reading. In addition to this they read at least once more a week with a member of staff; the focus being on the lowest 20%.

Homework and parents

Children working on the RWI programme take home a 'book bag' book matched directly to their current phonic level; they are also encouraged to choose an additional book to share with their family at home. We expect family members at home to read these books with their child daily and make comments in their child's reading record. To help family members to value and support their child's reading journey, we hold parent workshops in which staff give tips on how to help at home.

Impact

Through the teaching of systematic phonics and reading enquiry, children become fluent and confident readers who can apply their knowledge and experience to a range of texts through their school journey. We have clear expectations of children's expected progress and this is tracked. When children have completed the RWI programme in Year 2, they move onto whole class reading. We ensure that all children

are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in other areas of the curriculum. At Manor Park Primary Academy, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.