

Medina Primary School

EARLY READING POLICY



At Medina Primary School we are determined that every child will learn to read by the age of six. We have a consistent approach to the teaching of early reading throughout the school. We aim to develop a love of reading, to provide systematic phonics teaching that enables children to read rapidly and to give children opportunities to apply what they have learned across the curriculum.

Phonics

At Medina Primary School, early reading is taught using synthetic phonics as the main approach to reading. (Read Write Inc) This is taught from the beginning of Reception.

Pupils are systematically taught the phonemes (sounds), how to blend the sounds for reading, and how to segment the sounds in order to write words.

Children are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught how to read high frequency words which do not completely follow the phonic rules.

Daily Read Write Inc lessons are fast paced and engage all children.

All pupils are assessed using the Read Write Inc Assessment materials. The Read Write Inc Manager then uses this to assign all children to a Read Write Inc phonics group. Children are then regularly assessed to enable them to move to the next group. The school has clear expectations of pupils' phonics progress term by term from Reception to Year 2. All pupils who join the school are assessed to identify their phonics knowledge.

Readers who are falling behind

The Read Write Inc Manager quickly identifies children who are falling behind the programme's pace and targeted support is given immediately. This support includes the child being identified as being a Regular Reader or following a Better Reading intervention. These children are monitored by the Inclusion Manager. The Reading Leader will monitor the progress of the lowest 20% of children in each class on a termly basis.

Statutory phonics screening check

At the end of Year 1, all children undergo a phonics screening check. This is a statutory assessment which began in 2012. All children in Year 1 take the check and any Year 2 children who did not meet the expected standard in the previous year take the check again. The phonics screening check is designed to confirm whether or not individual children have learned phonics decoding to the appropriate standard and support the RWI manager in monitoring children's progress in the RWI groups

Other reading strategies

Phonics is seen as one aspect of a rich literacy environment. Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and a love of reading. All classes have a daily story time after lunch in order to become familiar with and enjoy listening to a wide range of quality texts. Reading is celebrated through the topics. Many topics are based on popular children's books and authors. Role play areas in Early Years and Year 1 are often focused on stories and familiar books. Teachers revisit quality texts to embed the vocabulary and enable children to become familiar with story structures.

Parents and carers are informed of these books prior to the start of the topic through the Learning Together sheets and Knowledge Organisers so they can read the text with their children at home and discuss key vocabulary.

In Reception children have the opportunity to practise their reading skills throughout their day and in all areas of the setting including child initiated play. Outside, children are encouraged to go on sound or letter hunts, practise writing letters in the sand or making signs using their phonic knowledge.

Parents and carers, of children from homes where English is an additional language, are encouraged to read the book in the home language, to help children's understanding and language development.

Reading Schemes

Individual reading books are chosen from a range of reading schemes to ensure children have access to wide a range of texts. Books are book banded using the 'Reading Recovery' levels of assessment and matched to the phases of the Read Write Inc program. Teachers ensure that the books children take home for reading are in line with their phonics knowledge. Children read individually on a regular basis with the class teacher or teaching assistant. Listening to children read individually is used to develop a range of reading skills as well as reinforcing what has been taught during discrete phonics lessons. All staff have been trained to ask good quality questions in order to ensure children are developing comprehension skills as an important part of their reading.

Children that are identified as needing support have extra reads with teaching assistants or other adults working in the class. Those children who do not receive support with reading in the home are targeted for extra support within school, and this is rigorously monitored by teachers. Reading books are sent home every day. A dialogue of communication with parents and carers is created with the class teacher in Reading Record Books to identify children's next steps and track their progress.

The Reading Lead and class teachers review all children regularly to ensure that there is an accurate match between RWI groups, book bands and any reading assessments carried out. This is sometimes supported by Benchmarking assessments.

Pupils also select a library book of their own choice often linked to their own interests or a familiar author. Pupils are encouraged to discuss their preferences and make recommendations to their class.

Parental involvement

Parents/carers are invited to an initial meeting to show how they can help their children read at home. Many RWI training clips are shared with parents. In Reception class children take home sheets highlighting new sounds they have learnt so that this can be supported by parents and carers.

Children receive gold coins to encourage and reward effort for home reading.

Parents attend weekly Reading afternoons which provide an opportunity for children, parents and staff to share books and promote quality texts and texts linked to classroom work.