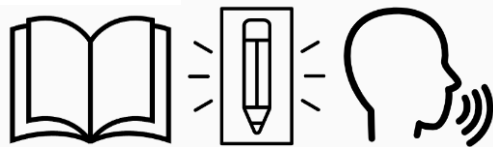




Early Reading



#everything is possible.

Our School Vision

For with God, everything is possible
(Matthew 19:26)

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Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them.

*For with God, everything is possible.
(Matthew 19:26)*

#everything is possible.

Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

Our reading curriculum is built on a shared understanding that at Queen's Park we want every child to leave us as a competent reader but with a love of reading. Reading opens doors to opportunities and is linked to attainment and future life chances. Reading is a priority for us and something we value immensely

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Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



Knowledge

Our five Crown Principles drive our English curriculum.

Rationale for our Early Reading

Challenge

Through the 'challenge' curriculum driver we want our children to *relish challenges that reading can bring* such as decoding, blending, fluency and understanding. Despite the challenges of barriers or background, we ensure that every child at Queen's Park is a reader.

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination *in reading*. We have the highest of expectations in *reading*. Our high expectations encourage children to be *resilient readers*. Through daily 'stage not age' phonics sessions, the children are encouraged to be resilient readers.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. Through careful curriculum planning ensure we have a range of enhancements throughout the year such as: *author, poet*

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and illustrator visits, themed days and trips. We provide ample opportunities within the curriculum for children to become *articulate speakers, readers and writers*. We believe that 'reading opens doors' - our *English book spine* offers a range of opportunities through the *power of reading*.

Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. We work hard to build a great parent partnership, *encouraging 1:1 reading at home through training videos*. We create *a love of reading* including *daily story time* from EYFS - Y6. SMSC, British and Christian Values woven throughout each quality text. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kNowledge

Through the 'kNowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. *The children use their knowledge of reading taught through 'stage not age' Read Write Inc sessions, daily individual reading and guided reading sessions to become fluent and independent readers.*

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Systematic Synthetic Phonics Programme



At Queen's Park, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

Reading for Comprehension

When children are fluent readers, children take part in guided reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. Because children are competent in decoding and blending, they are able to access high order questioning.

Reading Across the Curriculum

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Each classroom has a curriculum bookshelf with a selection of books which are age appropriate and linked to their curriculum focus. This offers opportunities for the children to apply their phonic knowledge, comprehension and reading skills across the curriculum.

Reading Culture

Storytime

Stories are chosen for a reason and have a clear purpose. Whether it elicits a strong response, has a strong narrative or extends children's vocabulary. All books read during story time are high quality and are delivered by a teacher every day.

DEAR

At Queen's Park we create fun and excitement around reading for pleasure. After each lunch time, the children take part in Drop Everything and Read (DEAR). The children either choose a book and simply 'drop everything and read' or are read to by a member of the school staff. It sends a message that reading for pleasure is important and something everyone has time for.

Reading buddies

Children in upper KS2 are trained by the English Lead to support in decoding, blending and the reading of words of our youngest children.

Reading Environment

Phonics Learning Spaces

All areas in school where phonics is taught is uniform and consistent. Children learn to read when sitting at tables and can clearly see the teacher. Children are directed to sit in a position where they have access to the sound chart.

Library and Reading Garden

The school library is accessible to all and is open to all before, during and after the school day. Our early readers are encouraged to go to the library for a beloved book.

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Our inviting reading garden and outdoor reading spaces are utilised during the school day to support our early readers.

1:1 Reading

1:1 reading or 1:1 sound recognition is a priority for our early readers. Those children at risk of falling behind are exposed to more 1:1 time with experienced adults to ensure they keep up with their peers.

Home Reading/Parent Partnership

Books Match Sounds

From EYFS until children have completed the RWI phonics programme, all children take home 2 books weekly, one of which is linked to the sounds they are learning. This book should be read **by** the child independently. The other book is a book to develop language and experience of story structure. This should be read **with/to** the child. Both books have a very different purpose and parents are informed of this.

In addition to home reading books, the children are sent home weekly online phonics links from Ruth Miskin. This is to support and consolidate sounds learnt in school, at home. This also gives the parents an insight into how we teach phonics here at Queen's Park.

In KS2, children who are not yet 'free readers', will work through our school reading scheme - these are banded books which match the children's current reading age.



Progression documents

Read Write Inc

Long Term Plan

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Read Write Inc Long Term Plan

All children are grouped based on their phonic knowledge. RWI assessments are completed once every half term (6 times a year) and children are grouped accordingly.

At the end of each half term, children working at age related expectations should be in the phonic group stated

	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Group A Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Group B Read 25 Set 1 sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Group C Read 25 Set 1 simple letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Ditty Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Red Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Green Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Green Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers
YEAR 1	Green Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Purple Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Pink Read Set 2 Sounds and matched Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed	Orange Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Yellow Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Yellow Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Blue Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words



Read Write Inc Long Term Plan

All children are grouped based on their phonic knowledge. RWI assessments are completed once every half term (6 times a year) and children are grouped accordingly.

			Read nonsense words Spell using Fred Fingers: focus on Set 2 words				
YEAR 2	Blue Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Blue Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Grey Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Grey Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	L&L	L&L	L&L

The long-term plan above shows the expected progression through the Read Write Inc programme starting from our earliest readers in EYFS until the children are off the programme.

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Implementation



RWI



Stage not Age

Here at Queen's Park, all children are grouped based on their current stage and developing need. Through our rigorous phonics programme and mission of 'keep up not catch up', children are taught and grouped based on 'stage not age'. We know all children receive a phonics diet which explicitly matches their phonics ability.

Staff

All staff who deliver the RWI programme have been trained which has given them the skills, knowledge and confidence to plan, deliver and assess phonics to a high standard. Staff are very clear on progress expectations and which sounds children are expected to know by each half term. Reading leaders, teachers and teaching assistants use their professional judgement on a daily basis to assess the children in their group and identify any gaps in children's phonetic knowledge.

Lesson Structure

Lesson structure and Organisation

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All phonics teachers follow the sequence of learning within the RWI programme. Children progress through 3 sets of sounds, allowing them to learn the essential 'building blocks' of words to help them read and spell with greater fluency. RWI routines are introduced as soon as the children join us in EYFS and these are consistent throughout the programme. Each group leader has access to Oxford Owl and Ruth Miskin training where planning and teaching resources can be found to support their delivery.

Assessment

Formative Assessment

All children are assessed throughout each phonics session. To ensure our vision of 'keep up not catch up' is instilled, all teachers and learning assistants provide verbal feedback and live intervention throughout the session to address any misconceptions straight away.

During each session the teacher assesses how the children can:

- Recognise sounds
- Decode words
- Blend sounds to read words
- Read green and red words
- Spell green and red words using a simple or complex sound chart
- Read nonsense words
- Comprehend the story
- Complete writing tasks linked to the story

Summative Assessment

Children are assessed at the end of every half term using the RWI assessment tools. Assessments show how the children decode and read words independently and how they apply their reading skills.

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Children are then grouped based on their ability. Assessments also inform home reading levels to ensure children have the correct books to consolidate and further learning at home.

Following summative assessments, half termly phase meetings take place with all staff within a year group. This is an opportunity to discuss progress and levels of our lowest 20% readers and all children whom each staff member is working with. This is also a chance to spot any children who would benefit from additional reading or 1:1 sound recognition.

Phonics Screening Check

At the end of year 1, the children complete the Phonics Screening Check to assess their phonic knowledge and ability to decode words when reading. Should the children not reach the pass mark of 32 in year 1, the children will retake the screening check again in year 2. They will then continue to retake the screening check every 6 weeks until they meet year 1 standard in phonics. The children will continue to receive daily synthetic phonics.

For children who do not pass their phonics screening by KS2, an intensive intervention package is delivered. This package is bespoke to the children and their gaps in phonics based on a diagnostic assessment. We adapt the delivery to a more multi-sensory approach. This is delivered by highly skilled and trained members of staff.



Early Reading in EYFS

RWI



Phonics begins for our earliest readers as soon as they start with us in September in EYFS. The phonics programme sequence is followed to ensure all children are taught the fundamental skills to recognise sounds, decode and blend words.

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Continuous Provision

As well as the teaching of systematic synthetic phonics, every area of the provision in reception includes a wealth of rich reading opportunities. Within our indoor and outdoor environment, we embed sound recognition and provide ample opportunities for the children to apply their learning within their play, both independently and adult led. We endeavour to create rich learning experiences which reflect the children's interests and fascinations; therefore, our planned activities are carefully crafted to match their needs and support maximum progress.

Talk 4 Writing

In addition, we develop an awareness of rhyme, alliteration and oral sound blending through engaging children in various daily activities. In Reception, we instil a love of reading with various stories that can be shared with the children. Like KS1 and KS2, every term, Reception focus on high-quality texts and we provide opportunities for the children to sequence, retell and use role play to develop their imagination and own ideas of storytelling. This is delivered following the Talk 4 Writing programme and strategies.

Reading for Comprehension

For those children who are fluent readers, they develop their vocabulary, consider a range of issues and deeper meanings in texts, develop comprehension skills and enjoyment of books through the use of high-quality texts. In whole class guided reading sessions, children develop their key reading skills of decoding - skills covered include vocabulary, inference, prediction, explanation, retrieval and summarising. Children also continue to develop their reading fluency skills, building upon their phonics knowledge and skills. We recognise the importance of developing a rich and extensive bank of vocabulary; therefore, we discreetly teach vocabulary directly linked to the text during every phonics and guided reading session. This is reinforced daily during sessions, ensuring new vocabulary is embedded.

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Home Reading & Parental Engagement

Top Tips

To support children with reading at home, we have shared Ruth Miskin's 'Top Tips' with parents. We aim to give parents the skills and ideas to develop and further their child's reading as much as possible.

Ruth Miskin Phonics Link

In addition to home reading books, the children are sent home weekly online phonics links from Ruth Miskin. This is to support and consolidate sounds learnt in school, at home. This also gives the parents an insight into how we teach phonics here at Queen's Park.

Website Support

On our school website, RWI and early reading support is available for our parents to help their child read at home.



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Impact

Through the teaching of systematic synthetic phonics, our aim is for children to become fluent and confident word readers by the end of KS1. Following the sequence of learning, progress will be evident as children move through the groups and complete the programme.

As a Year 6 reader, transitioning into secondary school, we aspire 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 all areas of the curriculum. 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.

Roles and responsibilities

RWI lead

- Organises the assessment of all pupils accessing phonics and designates pupils to the correct groups
- Assigns leaders to groups
- 'Drops in' to provide coaching and support for staff.
- Attend up-date meetings when they occur and report back to group leaders and Head Teacher.
- Speaks with the Head Teacher and English lead regarding groupings, teaching spaces and other pertinent matters.
- Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.
- To work alongside RWI reading consultant to raise standards and support progression.
- Works diligently with English lead to ensure that the intent for Early Reading is not just in EYFS and KS1 but is pivotal in KS2.

Group Leaders

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- Delivering phonics at the correct level, guided and supported by RWI lead and Head Teacher.

Head teacher and English Lead

- Oversee phonics assessments, groupings and progression in Early Reading.

Governors

- To be kept up date by RWI lead, English Lead and Head Teacher with assessments, data and policy changes.

Equal opportunities:

Stage not Age

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be.

All children are taught to 'stage not age' to assure children receive the targeted teaching of systematic synthetic phonics to suit individual needs and ability.

Provision for our SEND children

At Queen's Park, we ensure children are supported and access intervention to target their specific needs. Through early reading IPP targets, the children spend time completing activities targeted at their early reading need and to support their phonological knowledge where required. In EYFS, SEND children receive a phonics session from a teacher at some point during the day when it is suitable for those children. All RWI group leaders, TAs and teachers, are fully RWI trained with regular updates shared and refresher training offered through the Ruth Miskin portal.

Children in receipt of a pupil premium offer also access targeted specific early reading intervention.

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Other Documents and Appendices

English Policy

Reading Policy

Curriculum Policy

www.oxfordowl.co.uk

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