

ETTINGTON C of E PRIMARY SCHOOL

Reviewed February 2024



*Ettington Church of England
Primary School*

*Learning for Fullness of Life
Trust-Respect - Love*

EARLY READING POLICY 2023-2024

Ettington C of E Primary School

As a school, we aspire to live out God's plan for all to flourish.

We believe in providing our children with opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace 'Life in its fullness' (John 10:10) following the teachings of Jesus.

Our vision is to place the child at the heart of everything we do, 'Learning for the Fullness of Life'. It is to work together, where everyone is a partner in learning; providing a safe, happy, caring and stimulating community, where children are given opportunities to reach their true potential.

Introduction

At Ettington C of E 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 synthetic phonics teaching that enables children to read rapidly and to give children opportunities to apply what they have learned across the curriculum.

Phonics

At Ettington C of E Primary School, early reading is taught using systematic synthetic phonics as the main approach to reading. The scheme we use for this is Monster Phonics and this is taught from the beginning of Reception through to the end of Year 2. 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 year specific common exception words which do not completely follow the phonic rules.

Daily Monster Phonics lessons are fast paced and engage all children using a range of multi-sensory approaches where children learn to segment and blend phonemes. We promote all four interdependent strands of language in the lessons: speaking, listening, reading and writing.

All pupils are assessed using the Monster Phonics assessment materials and interventions are put in place to provide targeted support where needed to help prevent children from falling behind.

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. The Reading Lead 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, children undergo a statutory phonics screening 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.

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 are often focused on stories and familiar books. Teachers will use quality texts in literacy lesson to embed vocabulary and enable children to become familiar with story structures. Parents and carers are informed of these books at the start of the term on the Curriculum Overview.

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.

Children are encouraged to read in the school holidays by being given a reading challenge record. Children receive a certificate if they show on the challenge record that they have been reading in the holidays. We also have a display in school called 'Caught Reading'. This consists of photos of children reading outside school in an interesting place or in an interesting way or simply enjoying their reading book.

To further encourage the children's engagement with phonics, every year we have a Monster Phonics day. On this day, children and staff in Reception and KS1 come to school dressed as one of their favourite Monsters from the scheme. The children then take part in a variety of engaging and motivating phonics activities and games during the day.

Reading Schemes

All Reception and KS1 children, read books from the Monster Phonics reading scheme. Children read them in class with the teacher in reading sessions and they are the books that are then sent home to read to parents and carers. The staff ask quality questions to promote discussion and to ensure children are developing decoding, fluency, prosody and comprehension skills.

Children will take home two books each week. One will be the Monster Phonics book which is fully decodable and will match children's learning in the classroom. It has been carefully chosen so that children can read all the words. The other book will be chosen to help to develop children's love of reading and offer a breadth of reading genres. It may have words that the child is not able to read yet. It is for the parent to read to the child and talk about together. This book may be a library book of their own choice often linked to their own interests or a familiar author.

A dialogue of communication with parents and carers is created with the class teacher in Reading Record Books to track engagement.

Assessment and Interventions

We use formative and summative assessment to track children's progress and we provide individual or group interventions for children identified as needing extra support. These children and those who do not receive support from home, also read regularly one to one with either the class teacher, teaching assistant or parent helper. Listening to these children read individually is used to develop a range of reading skills as well as reinforcing what has been taught during phonics lessons.

Reading for Pleasure – An Ettington Culture

It is crucial that reading is a pleasurable experience and associated with wonderful memories. Class teachers read with their classes on a daily basis – this is to model prosody and provide access to quality text with ambitious vocabulary that children may otherwise not be able to access and to foster and promote a love of reading. To embed this across the school, the following activities take place:

- World Book Day – a full dress up day with a host of activities
- Peer to peer reading – older pupils host younger pupils and vice versa.
- A recent extensive investment in books to excite and engage all learners.
- Creating attractive reading environments and displays in all classrooms.
- Visits to the school library, which can bring topics to life.

Parental guidance and homework

Parents/carers of children who are in Reception are invited to a phonics and reading workshop early in the Autumn term to show how they can help their children read at home. In Reception class children take home 2 common exception words to practise reading and writing so that this can be supported by parents and carers. In Years 1 and 2, children are given a word list each week to reinforce their learning in class. They are expected to practise reading and writing the words and they are given a weekly spelling test when this has been completed.