

# Early Reading Policy

## HARRIS PRIMARY SCHOOL



<b>Approved by:</b>	Ian Groom (Head Teacher)	<b>Date:</b> November 2024
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## ***Intent***

At Harris Primary School, we believe that reading is one of the most important skills children learn from the moment they begin their learning journey at our school. We put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure Harris pupils develop a love of books as well as learning to read by using their knowledge of phonics.

At Harris, we use Red Rose Letters and Sounds phonics programme. The intent behind *Red Rose Letters and Sounds* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers. We, at Harris, know the part that high quality phonics teaching and learning provides in developing early reading, writing and spelling skills. Phonics is accessible to all children and is taught in such a way to help children know, remember and understand more. Through daily phonics teaching pupils are taught the skills they need to read quickly and skilfully. They are taught to look closely at the sounds individual letters or groups of letters make in words and use this to decode words to read or segment words to spell.

Through structured, systematic and synthetic phonics teaching we intend for our pupils to be able to:

- Recognise, say and write all phonemes within each phase
- Use their phonic knowledge to orally blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

## ***Implementation***

Pupils at Harris, in EYFS and Year 1 are taught specific sounds daily in ability groups. Children are working through the Red Rose Letters and Sounds programme and learn letters in a systematic order. As part of their daily phonics sessions children are taught actions to help them remember each individual phoneme. Children are also taught memorable phrases (patters) from the Red Rose Letters and Sounds programme, to help children to write each individual letter using the correct letter formation.

The Red Rose Letters and Sounds programme includes:

- Overviews for each phase with termly expectations
- Word banks that directly match the teaching of focus graphemes
- Additional word banks to broaden and deepen vocabulary in order to provide stretch and challenge
- Comprehensive daily planning following revisit / review, teach, practise, apply
- Carefully sequenced tricky words and high frequency words with high expectations for application into reading and spelling
- Application opportunities planned throughout to ensure blending and segmenting of words and sentences
- Regular consolidation and assessment points to support the identification of children on track and those falling behind

Guided reading workshops are run from EYFS, with EYFS and Year 1 having a strong focus on phonics. Pupils in Year 2 begin a more rigorous approach to guided reading workshops as they move into their developing stage of reading. Phonics 'learning choices' permeate throughout continuous provision in EYFS and Year 1 providing many opportunities for pupils to deepen their understanding and apply their knowledge through various activities. During

the summer term in Year 1, pupils will take a phonics screening check which assesses their ability to apply what they have learnt.

## **Early Reading**

Quality age-appropriate texts are used to teach reading and inspire children to be life-long readers. These will most times, link to writing and/or learning in foundation subjects (class topic). The teaching of reading at Harris Primary School takes into account the following:

- A phonics first approach to reading
- Reading for pleasure
- The mechanics of reading
- Reading for understanding

Reading for pleasure is developed further through regular visits to our school library, book fairs, and whole school reading events. Our 'Home Readers' are tightly matched to the sounds and tricky words the children know and are currently learning. At Harris, we use a range of texts to provide a vast reading diet of quality and variety for children, right from the start of their reading journey. This achieves clear progression through organisation into the sounds the children are taught week by week and phase by phase, through Reception and Year 1. This progression is supported with appropriate assessment materials to ensure children progress well and any gaps are identified early and intervention can be put in place to close gaps quickly.

We have a language rich curriculum to ensure that pupils are immersed in high-quality vocabulary from the start. All children are exposed to a language rich environment that supports children's reading and language acquisition development.

## **Supporting reading at home**

- All children in Reception and Year 1 take home 2 reading books per week. These books are tightly matched to each child's phonetic ability and are therefore accessible to all our children at Harris.
- In addition to phonic books, all EYFS and KS1 children are invited to take home a school library book to share at home. This is a book that aims to develop language acquisition and comprehension whilst continuing to develop a love of reading.
- EYFS and Year 1 parents are invited to reading and phonics workshops that are led by the Phonics and Early Reading Leader. This provides parents with guidance on how to best support their child's phonics journey, ideas of how to support their children at home with reading and how to promote a love of reading at home.

## **Classroom Environment**

Every classroom has a phase appropriate phonics display, concentrating on sounds, tricky words, high frequency words and key vocabulary that the children are currently learning. Phonics mats are available in every lesson to support children's early writing across the curriculum. Working walls will be updated daily to reflect the current learning. Phonics mats are readily available in all areas of the provision in EYFS and Year 1.

## **Assessment**

At Harris, we plan, teach and assess using the Red Rose Letters and Sounds programme. Within the programme, a comprehensive overview of progression is provided. This tool outlines clear incremental progression steps for phonic knowledge and skills, and expectations of progress within and across phases. It enables teachers to conduct frequent and ongoing assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided.

In addition to the Red Rose Letters and Sounds programme, Harris uses catch-up and consolidation programmes in order to support children falling behind who need extra practice. These programmes follow the same progression as Red Rose Letters and Sounds.

The programmes include:

- Fast Track Phonics for Phase 2 to Phase 5
- Bounce Back Phonics for Phase 4 and Phase 5
- Bounce Back Boost Pack for additional elements of Phase 5

Additionally, Year 1 pupils are assessed against the statutory Year 1 Phonics Screening check.

### **Staff CPD and monitoring**

All staff have received extensive training by Lancashire Phonics Consultants to deliver the Red Rose Letters and Sounds programme. Regular training in early reading and phonics is also carried out to ensure everyone has up to date knowledge of how best to support children in early reading and phonics. Through learning walks, book looks, learning journal looks and assessment the intent, implementation and impact will be regularly monitored.

Written by: Mrs S. Grainger (Early Reading and Phonics Lead)

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