

# Harris Primary School



## Early Reading Policy

**(EYFS & KS1)**

**January 2022**

**Review date: September 2022**

## 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.

Harris Primary School knows 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 set
- 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

This academic year, we will continue to use **Read, Write, Inc.** to support our daily teaching of phonics. Read, Write, Inc. builds on children's speaking and listening skills which in turn prepare children for learning to read, write and spell by developing their phonic knowledge and skills. Read, Write, Inc. is made up of 3 Sets that build on children's phonics ability in a structured, systematic and synthetic way.

<b>The Read, Write, Inc sets</b>	<b>Phonic Knowledge and Skills</b>
<b>Set 1</b>	<p><b>Learning Set 1 Speed Sounds</b></p> <p>These are the Set 1 Speed Sounds written with one letter:</p> <p><b>m a s d t i n p g o c k u b f e l h r j v y w z x</b></p> <p>These are the sounds written with two letters, the children will be taught that these sounds are 'special friends' and will also be taught they are called 'digraphs':</p>

	<p><b>sh th ch qu ng nk ck</b></p> <p>Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.</p>
<b>Set 2</b>	<p><b>Learning Set 2 Speed Sounds</b></p> <p>These are the Set 2 Speed Sounds:  <b>ay ee igh ow (as in <i>blow</i>) oo (as in <i>zoo</i>)  oo (as in <i>look</i>) ar or air ir ou (as in <i>out</i>) oy</b></p> <p>Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.</p>
<b>Set 3</b>	<p><b>Learning Set 3 Speed Sounds</b></p> <p>These are Set 3 Speed Sounds:  <b>ea (as in <i>tea</i>), oi (as in <i>spoil</i>), a–e (as in <i>cake</i>), i–e (as in <i>smile</i>), o–e (as in <i>home</i>), u–e (as in <i>huge</i>), aw (as in <i>yawn</i>), are (as in <i>care</i>), ur (as in <i>nurse</i>), er (as in <i>letter</i>), ow (as in <i>brown</i>), ai (as in <i>snail</i>), oa (as in <i>goat</i>), ew (as in <i>chew</i>), ire (as in <i>fire</i>), ear (as in <i>hear</i>), ure (as in <i>pure</i>)</b></p>

Pupils in EYFS and Year 1 are taught specific sounds daily in ability groups. Children are working through the Read, Write, Inc. scheme and learn letters in the order shown above. As part of their daily phonics sessions children are taught actions to help them remember each individual phoneme. Children are also taught memorable phrases from the Read, Write, Inc. scheme, which use rhymes to help them to write each individual letter using the correct letter formation.

Pupils in Year 2 begin guided reading workshops and targeted support is given to individual pupils by the class teacher or teaching assistant. Phonics activities 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.

## **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 reading schemes (Read, Write, Inc.) provides quality and variety. It achieves clear progression through organisation into phonic sets that relate to the Read, Write, Inc sets, and is supported with appropriate assessment materials to ensure children progress well. 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 4 reading books per week. These books are at a phonetically decodable level accessible to the children.
- 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 class teachers. This provides parents with ideas of how to support their children at home with reading.

### **Classroom Environment**

Every classroom has a phase appropriate Phonics display, concentrating on sounds, red words and key words 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.

### **Assessment**

In the EYFS and KS1 we assess pupil progress on our Phonics assessment sheets for each set and plot the children on a Read Write Inc phonics tracker grid each half term. Year 1 pupils are assessed against the year 1 phonic screening checks each term.

### **Staff CPD and monitoring**

All staff receive regular training in early reading and phonics 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

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