# Clover Hill Primary School

# Early Reading Policy

What does reading look like in Reception at Clover Hill?

**Intent**

We would like to:

* foster a love of stories, songs and rhymes in our children from the very start of their time with us.
* promote a positive ‘can do’ attitude towards learning to read where all progress is acknowledged and celebrated and where a climate of challenge encourages children to work hard and persevere
* utilise the strong links we have with our very supportive families and ensure that parents and carers are involved and informed throughout their child’s learning to read journey.
* ensure our children are reading at or above Age-Related Expectations (ARE) and are able to achieve their Early Learning Goal for reading by the end of their Reception year and to achieve ARE in the KS1 assessments.
* ensure that children are exposed to a wide and rich diet of vocabulary and are supported in the development of their communication and language skills.
* ensure that all children meet the demands of the KS1 Phonics Check, ensuring they can fluently read all graphemes taught via our Phonics Shed sessions.

**Implementation**

**Organisation and Delivery of the Reading Curriculum in Reception**

Every day in Reception we have “Book of the Week” time in which we share a carefully chosen book, the children thoroughly enjoy this time and we enjoy talking about this reading journey as the year progresses. We promote reading for enjoyment and excitement, we show excitement around stories and poems and foster a love of language as well as developing children’s knowledge and understanding about books: authors, illustrators etc. We investigate and explore new vocabulary which is reinforced and recapped through the week, any new vocabulary is displayed on our “Never Heard the Word” display.

Children receive a wordless reading book in their first few weeks of school, as soon as the Baseline Assessment has been carried out. We share with parents our reasons behind this and ask that they encourage their child to narrate the story from the pictures using story language, following the parental lead where necessary. We support this in class by sharing wordless stories in big book format and modelling for the children how the story might be told when they take it home to share with an adult.

In Reception, our home reading system closely follows our phonics curriculum (see Phonics Policy, we use the Phonics Shed scheme) this also starts immediately after the Baseline period. Children take wordless stories home until they are able have the grapheme/phoneme correspondence and phonological and phonemic awareness necessary to start on the worded texts. These begin with “Pink Band” then move through “Red Band” and “Yellow Band” as children progress. Each colour band is sub-divided according to the graphemes included in the text and the phrase or sentence length. As we place significant emphasis on the children reading with fluency and understanding, we tend to allocate children a book band below their grapheme/phoneme knowledge until they are able to re-read decoded words back without re-blending.

In Reception class, we aim for each child to read with a member of the team each week and with a teacher at least once per fortnight, usually more. Because reading books are closely matched to children’s developing phonic skills, reading books are allocated by a teacher. We strongly believe that parents and carers play a vital role in their child learning to read and so we use our Home Links book to share detailed information and practical advice with parents.

At Clover Hill, we know that comprehension is at the heart of reading and that children need to be able to read with understanding in order to make progress in all areas of the curriculum. Children need to be able to read with sufficient fluency in order to understand the text and so we have implemented a “Three Reads” policy in Reception and Key Stage One.

Read One – decoding

Read Two – fluency

Read Three – comprehension

The foci for these reads are shared with parents and we give support and guidance regarding how the sessions should look and how to get the most from them.

Running alongside children’s development in phonics and decoding is their sight vocabulary of common, phonically irregular words. We teach, reinforce and monitor each child’s progress with this on a weekly basis. Again, we closely involve parents and carers in this by organising the Tricky Words into sets according to each Phonics Shed chapter; we send these home to parents for practise and consolidation at home alongside the direct teaching of these sight words in our phonics lessons. As we find that children’s spelling of these words is often a stumbling point when completing our regular assessments, we challenge children to spell the words from each set as soon as they can read them (once all graphemes have been introduced in the Autumn term). To give children plenty of opportunities to practise spelling these words at school, we target it during our early morning whiteboard work.

All staff share a common ethos regarding reading and regularly meet formally and informally to share expertise and ensure consistency of approach.

**Organisation and Delivery of the Reading Curriculum in Year One**

The organisation of reading in Year One is very similar to that of Reception. One decodable reading book is sent home each week and children read with an adult at least once per week, usually more. Everyone reading with a child (parents, carers and school staff) follow the “Three Reads” system. Children read individually at the start of the year and then, when appropriate, move towards guided reading in a group every week with individual reading every third week. Children also read together as part of every phonics session. High Frequency Words are sent home to practise (reading and spelling) in the back of children’s Home Links books and assessed at regular intervals.

**Organisation and Delivery of the Reading Curriculum in Year Two**

The organisation of reading in Yr2 is very similar to that of Yr1. Key children who are struggling with their phonics read daily. Children engage in regular phonics lessons over the week. A reading skills (VIPERS) session take place each week and all children read in a guided group each week.

**Impact**

We receive very positive feedback from parents regarding their child’s progress in reading and our strong and close communication links regarding their child’s progress which is evident in our Parent Questionnaires (May 2021)

**Monitoring and Evaluating Reading**

Teaching and learning is monitored through planning and assessment scrutiny, lesson observations, work scrutiny and through talking to the children within lessons. This provides a basis to evaluate reading effectively.

**Assessment, Recording and Reporting Formative Assessment**

Assessment in Reception is a continuous and ongoing feature of the classroom and is largely carried out through observations and discussions with the children. We watch for children using their developing reading ability within everyday situations in the classroom and invite parents to share their observations regarding their child reading at home with us. This is done via the Home Links book for formal home reading homework but also via Seesaw to let us know about their children starting to read signs and print in the environment.

The majority of our assessment and record-keeping for reading is done from our individual reading sessions with the children and their progress is very closely monitored and documented in our Reading File.

**Inclusion**

Children for whom we have concerned regarding their progress in reading are targeted quickly for focussed intervention which happens daily and aims to support children in address the gaps in their knowledge and skills. As this is closely linked to their phonics progress, more information regarding assessment and intervention can be found in the Phonics Policy.

**Curriculum Strengths in Reading**

**Strong and close links with parents and carers**

**Significant investment in new and engaging reading books which closely follow the Phonics Shed Phonics Curriculum**