

Carleton Green Community Primary School: Early Reading Policy September 2023



The policy is based on research:

- EEF Preparing for Literacy- Improving communication, language and literacy in the early years.
- EEF Improving Literacy in Key Stage 1.
- The Reading Framework July 2023.

Introduction

At Carleton Green, the priority of all teaching and learning is the development of communication and language. We intend that all pupils read with increasing confidence and fluency by the end of Year 2, regardless of their background, needs, ability and age, through high quality systematic, synthetic phonics teaching in all classes, the development of language and a love of reading.

This policy sets out the structure and approach to the teaching of early reading. It is mandatory for each teacher at Carleton Green to include all the elements below in their classroom and teaching. Reading is at the core of all teaching and teaching must be direct and EXPLICIT.

It is expected that all teachers, can themselves, read aloud with excitement and enthusiasm so modelling reading for pupils.

Teachers are expected to have a love of reading themselves.

Reading is always part of individual teacher's performance management as it is the bedrock of good and better teaching.

End Points - by the end of Key Stage 1

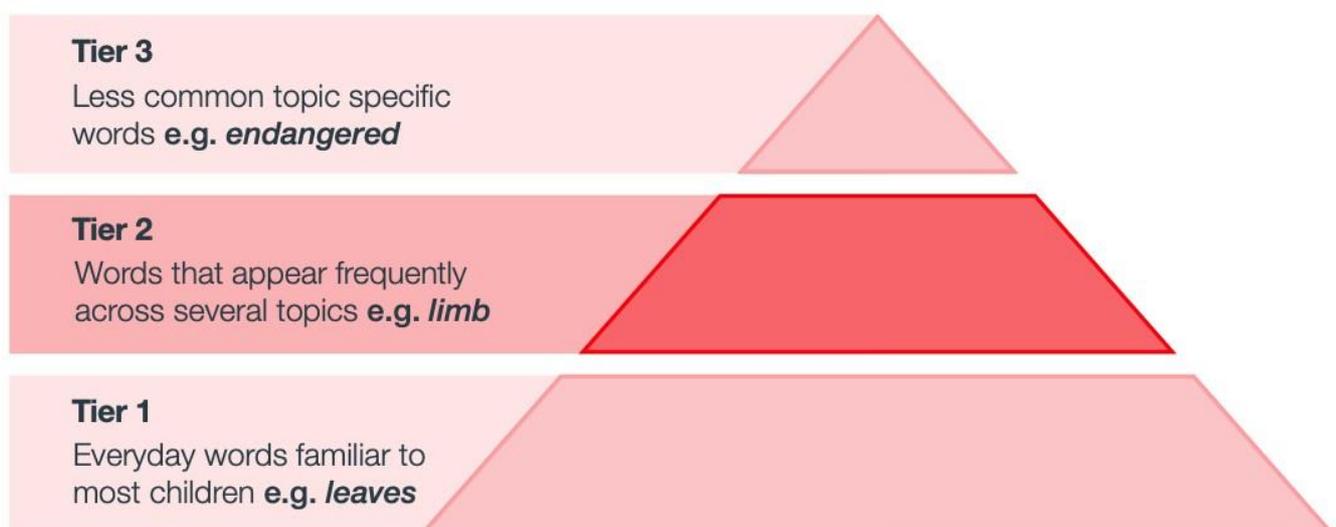
- All pupils will have a love of reading and will enthusiastically talk about their favourite books and listen to stories, rhymes and poems with enjoyment.
- All pupils will be able to recite a wide repertoire of songs, rhymes and poems.
- The systematic, synthetic phonics scheme, Red Rose Phonics is taught by all teachers with fidelity and a 'keep up not catch up' approach resulting in 100% pupils passing the phonics screening check.
- All pupils will know more words and understand the relationship between words and the contexts in which words can be used.
- Parents are engaged with their child's reading and understand how to support at home.

Development of Communication and Language- Importance of a language-rich environment

A language-rich environment provides children with continued opportunities to develop their language through high quality interactions, modelled and displayed vocabulary, songs, rhymes, labels and imaginative play. Expanding children's knowledge and experience of language and new vocabulary can help to enable reading comprehension by equipping children to better understand written texts.

There are three tiers of word, and it is the tier 2 and 3 vocabulary which need to be carefully selected for explicit teaching.

**Figure 2: Tiered systems for selecting target words for explicit instruction
—adapted from Beck & McKeown (1985)**



What is expected?

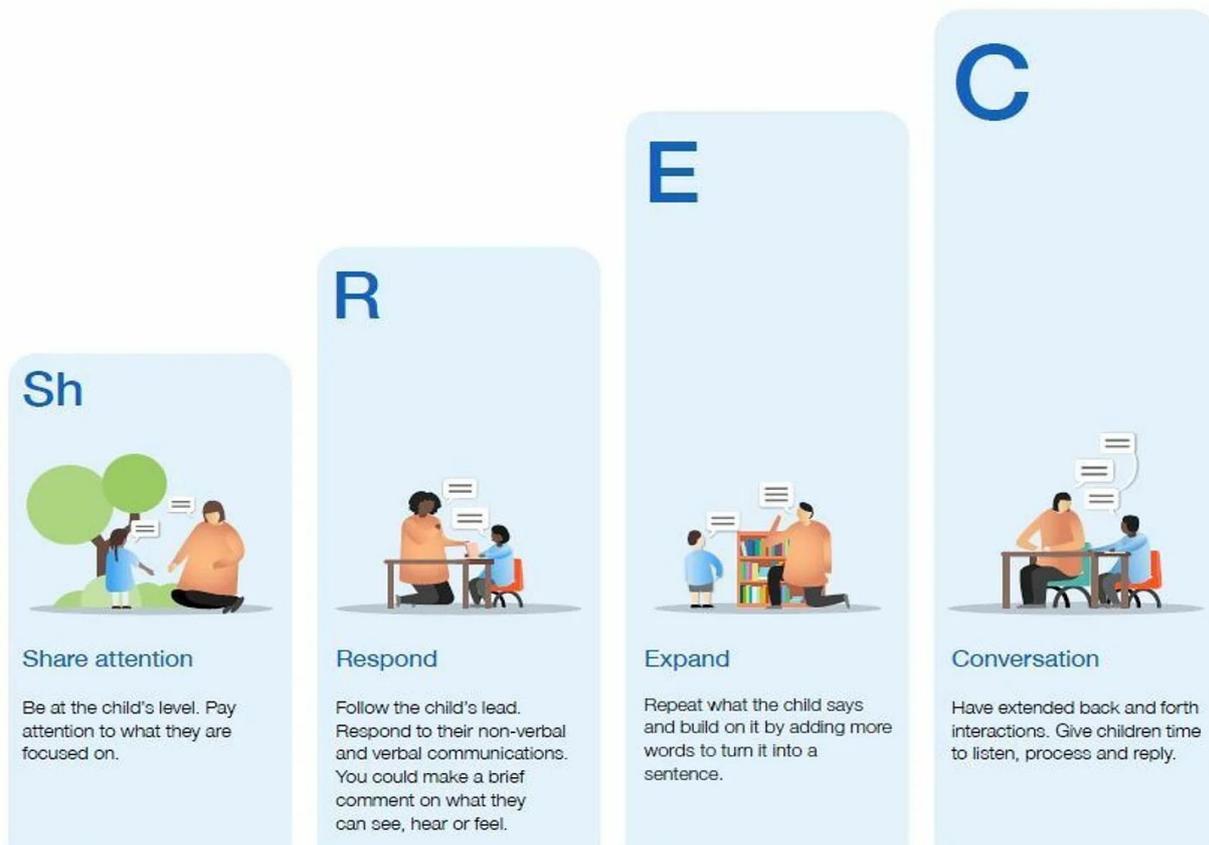
1. Teachers must understand how to model effective language and communication and explicitly teach and extend vocabulary.
2. Teachers must encourage back-and-forth interactions with children throughout the day.
3. Teachers to model and extend vocabulary.
4. Role play areas in EYFS provide rich opportunities for staff to extend pupils language.
5. Teacher must carefully plan the teaching of vocabulary across the curriculum and the words they will reinforce and revisit throughout a topic- **prioritise tier 2 and 3 words.**
6. Taught vocabulary must be clearly displayed to revisit throughout the week- LARGE font with visuals to support SEND learners.
7. Pupils must be able to speak using the new vocabulary and explain their new knowledge using the vocabulary.

Back-and-forth interactions- The Reading Framework July 2023:

Children's back-and-forth interactions with adults form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. These back-and-forth interactions involve the adult in:

- *thinking out loud, modelling new language for children*
- *paying close attention to what the children say*
- *rephrasing and extending what the children say*
- *validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary*
- *asking closed and open questions*
- *answering the children's questions*
- *explaining why things happen*
- *deliberately connecting current and past events ('Do you remember when...?')*
- *providing models of accurate grammar*
- *extending children's vocabulary and explaining new words*
- *connecting one idea or action to another*
- *helping children to articulate ideas in well-formed sentences.*
- *Some pupils, especially those who speak English as an Additional Language, need more explicit teaching of vocabulary, including through the use of visual images.*

EEF HIGH QUALITY INTERACTIONS IN THE EARLY YEARS- The ShREC Approach



Phonics

Improving Literacy in Key Stage 1 EEF- The purpose of phonics is to quickly develop pupils' word recognition and spelling. This involves developing a child's phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them.

Phonics teaching starts from the first week in Reception and is taught as a discrete lesson. It is also incorporated into lessons across the curriculum and through the writing process. We have the same expectations for all children including those with SEND or EAL.

What is expected?

1. Teachers must teach children to decode words following the systematic, synthetic phonics programme Red Rose Phonics.
2. All teachers of phonics must use the training videos to support their own teaching.
3. Lessons must be active and engaging with pace and rigour.
4. ALL pupils are expected to pass the phonics screening check at the end of Year 1.
5. 'Keep up not catch up' with extra phonics sessions and repetition during the day to prevent children of concern from falling behind.
6. Half-termly phonics assessment to highlight children in need of extra phonics and inform teaching and review sessions.
7. Phonics must also be explicitly taught through the writing process.
8. Parent meeting on phonics teaching and reading in the autumn term.
9. Parents must be kept up to date about their child's progress in phonics and supported to practise phonics at home.

Stories, Songs and Rhymes

Daily stories, songs, rhymes and poems are essential to teach children new vocabulary and develop their understanding of vocabulary in a range of contexts. Repeated rhymes and poems allow children to practise the rhythm of language and gain awareness and control of their voices. Singing and rhyming activities also help children develop phonological awareness and ability to identify rhymes, count or clap the number of syllables in a word and recognise words with the same initial sounds.

What is expected?

1. Poems, rhymes and songs for each year group are listed, including rhyming poems, alliteration, traditional songs and rhymes, nonsense rhymes and rhythmical poems.
2. Poems, rhymes and songs must be repeated daily so children learn them off by heart.
3. Poems, rhymes and song words must be sent home half termly for parents to practise and repeat with their child.
4. Poetry, rhymes and songs should be learned using 'call and response' with children joining in gradually, strengthening vocabulary and embedding new words.
5. Daily stories must be carefully chosen and read and re-read until children can retell the story and read it for themselves. (See 'Choosing Books'- The Reading Framework 2023)

6. All teachers must read aloud with enjoyment and enthusiasm whilst emphasising memorable words and phrases and Tier 2 words.

Choosing books- The Reading Framework July 2023

Choosing books

Does the book:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend children’s vocabulary?
- have illustrations which are engaging and reflect children from all backgrounds and cultures?
- help children connect with who they are?
- help children to understand the lives of people whose experiences and perspectives may be different from their own?

Reading Comprehension and Whole-Class Texts

Whole class texts are used from Reception to teach reading and develop language and comprehension skills. The whole class texts are chosen to widen children’s vocabulary and understanding and are more challenging than a child’s individual reading book (Individual decodable books in Reception and Year 1 do not have the breadth of language needed to extend children’s understanding.)

What is expected?

1. Teachers must be able to model expert reading aloud.
2. Texts must be carefully chosen to engage children and develop their language and understanding.
3. Whole class reading list for each year group- Stories, poems, non-fiction.
4. Non-fiction books must be carefully chosen to teach across the curriculum (science, geography, history.) Books are available to borrow and share with parents at home.
5. The key reading strategies (below) should be EXPLICITLY taught and modelled and scaffolded by the teacher.

Strategies to develop reading comprehension.

- Activate prior knowledge: Always explain an overview of the book.
- Generate enthusiasm for the book.
- Point out difficult words e.g, page 5... and tell the class to put their finger under the word and learn to read (smaller groups in Reception).
- Teach reading strategies i.e. model the reading of a longer sentence.
- Teach that when questions are asked about reading the answers are always in the text- pupils must not memorise but always refer to the text.
- Make words in the **context** of the text a large part of the work.

Prediction—pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.

Questioning—pupils generate their own questions about a text in order to check their comprehension.

Clarifying—pupils identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.

Summarising—pupils succinctly describe the meaning of sections of the text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring. This can be attempted using graphic organisers that illustrate concepts and the relationships between them using diagrams.

Activating prior knowledge—pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, ask questions to fill in missing or incomplete information and use existing mental structures to support recall.

Developing a Love of Reading

All teachers are expected to read aloud with excitement and enthusiasm and to have a love of reading themselves.

Parents/Carers are an essential part of developing a love of reading.

What is expected?

- A wide range of stories, non-fiction, rhymes and songs must be shared daily for enjoyment.
- The environment must be language-rich with continued talk about words and new vocabulary visible.
- Book corners in every classroom must display a selection of carefully chosen books to read and reread. Children can take these books home.
- Books read and re-read to children through daily story time must be carefully chosen to appeal to the class, have a strong narrative, extend vocabulary and reflect a range of backgrounds and cultures.
- Give children a sense of choice about what they read.
- Teachers must use a range of non-fiction books alongside topics to read in groups and send home for parents to share with their child.

Self-Regulation

Self-regulation must be developed quickly in Reception and Nursery so that the children can focus on listening attentively. Pupils must be taught how to sit still and listen carefully to the teacher from nursery. Pupils must be taught how to listen and focus by:

- Teacher modelling good listening- 'I need to listen carefully...'
- Reinforcing and praising good listening- 'I can see you were listening carefully because...'
- Visual prompts for younger children/SEND learners (eyes looking, body still, ears listening...)

Home-School Reading

Every child has a reading diary. This forms the home school parent partnership for reading. It is expected that ALL parents, in accepting a place at the school, accept and participate in this system. This is trained with parents and there are reading meetings to train Carleton Green's approach.

What is expected?

1. Pupils must read at least three times a week with their parent/carer.
2. There must be continuous dialogue in diaries between parents and teachers. Parents will be called if there is lack of engagement.
3. Decodable reading books need to be matched to child's ability and sent home weekly.
4. Individual readers must be listened to throughout the week and teachers must comment in the reading diary.
5. Whole class texts and non-fiction books related to current topics must be sent home for parents to read aloud and talk about with their children.

Reading into Writing

Writing needs to be directly taught and pupils' increase their skill through learning new words in context and through focusing on a book together.

New language must be modelled and explicitly taught for the children through the text and understanding developed through discussion. Children will learn to read new words and phrases from the text and use them in their writing.

Dictation is also a vital part of teaching writing- *Writing simple dictated sentences that include words taught so far gives children opportunities to practise and apply their spelling, without their having to think about what it is they want to say- The Reading Framework 2023*

What is expected?

1. New vocabulary must be introduced and collected through exciting, real-life experiences related to the class text.
2. New vocabulary collected must be displayed (LARGE FONT) and accessible on a word bank to support both spoken and written sentences.
3. Reception will learn to spell key words early and segment new words using their phonics knowledge.
4. Pupils must be given critical feedback on how to improve their work.
5. Letter formation must be modelled and corrected and children must be taught how to check and correct their writing.

Formative and Summative Assessment in Reading

Formative: On-going through questioning, listening to readers, giving verbal feedback to pupils

Summative: Half termly phonics checks. Year 1 Phonics Screening Check

- Identify bottom 20% in Reception on entry in September- target for additional group work to close the gap- daily stories, rhymes.
- Nuffield Early Language Intervention- Monitor progress of language development over time
- Teacher must listen to bottom 20% read DAILY to monitor progress.
- Meetings with parents to take place at the beginning of the year and continue each half term to discuss progress and how to support at home.
- Reading is encouraged and motivated by Carleton Codes. Any children not reading at home are highlighted from the beginning of the year- conversations with SLT and class teachers.
- Phonics assessments every half term to monitor progress.
- Year 1 Phonics Screening Check.