



Talavera Junior School
Early Reading Policy

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Signed: Alexis Pinto (Policy Owner)

Print Name: Alexis Pinto

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Signed: RJ (Governor Approval)

Print Name: Robyn Jarret

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Talavera Junior School Early Reading Policy

Rationale:

Reading is at the heart of our curriculum; in order for our children to thrive, they must learn to love reading. Reading invites children to explore new worlds, meet interesting characters and learn about our history. Therefore, we are passionate about teaching children the discrete skills they need in order to develop as a fluent reader.

As a school, we recognise the fundamental importance of improving reading standards and the impact that this has on a child's future academic achievement and wellbeing. Proficiency in reading is vital to a pupil's successes. Competence in reading is the key to independent learning and therefore, the teaching of reading should be given a high priority by all staff.

Most children do not develop the ability to read without direct teaching. This policy will outline our 'Early Reading' beliefs and principles and explore how our most vulnerable readers are taught to develop their proficiency in reading. We inspire this through a range of texts and regularly visit our school and local library.

Aims

Our aims are to encourage children to:

- ~Develop enthusiasm and confidence as readers who can decode, access and understand a wide range of texts;
- ~ Develop the ability to recognise and read the GPCs for phase 2, 3, 4 and 5 sounds using 'Little Wandle' specific terminology to ensure consistency with Talavera Infant School;
- ~ Develop the ability to blend phonemes into spoken words;
- ~ Develop the ability to segment unfamiliar words into phonemes;
- ~Develop the ability to read aloud fluently and with expression;
- ~Develop the ability to read for meaning;
- ~Develop the skills needed to become a 'free reader';
- ~Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- ~Be taught and orchestrate cueing strategies for reading including:
 - Phonetical (sounding the letters and blending them together);
 - Visual (whole word recognition and analogy with known words);
 - Contextual (use of picture and background knowledge);
 - Grammatical (which words make sense);
- ~Be encouraged to listen attentively; and
- ~Gain awareness of the close links between reading and writing activities.

Vision

As a school, our vision is that every child will become a free reader who can select appropriate texts. This means that children will select texts that:

- provide appropriate challenge;
- children will be able to understand and discuss the content of; and
- will be engaging for the reader.

All children will be discretely taught how to select appropriate books. They will make informed choices based on the genre of the text and inferences they can make from both the images on the cover and from the information gathered on the blurb. All

children will be taught the 'Five Finger' strategy in order to assess the difficulty level of the text and to make a judgement about whether it is an appropriate text for them to read independently.

Practice

Reading is fundamental to education and pupils who find it difficult to learn to read are likely to struggle across the curriculum. For this reason, reading is taught daily across the school for a minimum of 30 minutes in every class.

Early Readers

A vital element to developing as a fluent reader is the early and successful teaching of phonics. For this reason, Talavera Junior School provide catch up reading interventions through Collins Big Cat Phonics books. This intervention programme takes place in reading lessons (a minimum of 30 minutes a day) and revises the GPCs from phase 2 - phase 5 ensuring consistency with Talavera Infant School and Collins Big Fat Phonics. The 'Little Wandle' free resources have been selected as the scheme to support with the transition between infant and junior school. Talavera Infants use the 'Little Wandle' free resources scheme as their discrete phonics provider.

Although these sessions are not discrete phonics lessons, the GPCs are modelled with the same mnemonics, actions, prompts, key words and routines which were taught explicitly within discrete phonics lessons in KS1.

Children working within this intervention programme will revise the phonemes and graphemes which they were taught in KS1 and will develop their ability to decode texts.

Decode in this context means:

- reading unfamiliar words (words which have not been decoded before) by saying the sounds corresponding to the letters in the word and then blending the sounds together, either aloud or silently
- reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously.

During these sessions, children will also be taught skills to support their development of comprehension and inference. Children will be taught how to retrieve evidence from the text, explore 'tricky words' and explore their meaning in the context of the books. Sessions follow the whole school structure of 'teach' and 'apply'. This ensures that children are continuously building their independence within reading lessons and are 'closing the gap' in their learning.

Once this intervention programme has been completed, children will participate in reading sessions where they read the whole-class reading texts. Adaptations and pre-teaching (for example topic specific vocabulary) are essential steps to ensure that these texts are accessible to the children. Integration back into whole-class sessions is to ensure:

- that all children are being exposed to high quality texts,
- that all children have exposure to texts which reflect the ever-changing diversity that make up our school community; and
- that all children have the opportunity to close the gap in their learning and read engaging, age-appropriate texts

Additional Intervention

If a child has been selected to participate in the Collins Big Cat Phonics books as part of catch-up reading interventions in reading lessons, then additional reading interventions will take place daily. Daily reading with an adult will take place every afternoon. Texts will be selected which correlate with graphemes and phonemes that children need to practise in order to develop their reading fluency. Once practised in school, weekly reading books will be selected and sent home.

Texts which are selected and sent home will include graphemes and phonemes that children need to practise. To avoid ambiguity between how these GPCs could be modelled at home and to avoid confusion between different schemes, parent workshops and resources will be provided alongside reading books. Comprehension skills will also be developed within these additional afternoon sessions.

All adults working with these children undertake regular CPD to ensure that they are modelling the skills of a fluent reader and understand how to prompt and elicit rich discussions based on the books they are reading.

All children are also invited to weekly story time sessions where carefully selected texts are chosen and children have the opportunity to be emerged in a high-quality text. This is an opportunity for children to develop their enthusiasm for reading and to build their vocabulary.

Parental Engagement

Clear and concise communication is critical in supporting all children to become free readers and regular reading must take place at home. For those children working within the phonetically decodable texts, weekly books will be sent home. Reading records are also sent home which parents are expected to sign. Parents are invited into workshops to learn how to model the GPCs which they practise with their children in the books which have been selected for them.

This expectation of home reading extends beyond phonetically decodable texts. Parents are encouraged to continue to read and question their children when they become a free reader. Parent reading workshops are also provided throughout the year to support with developing an enthusiasm for reading at home.

As a school, our expectation is that all children are reading at home for a minimum of three times a week.



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POLICY CHANGE HISTORY

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1.0	23/01/2023		HP		
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