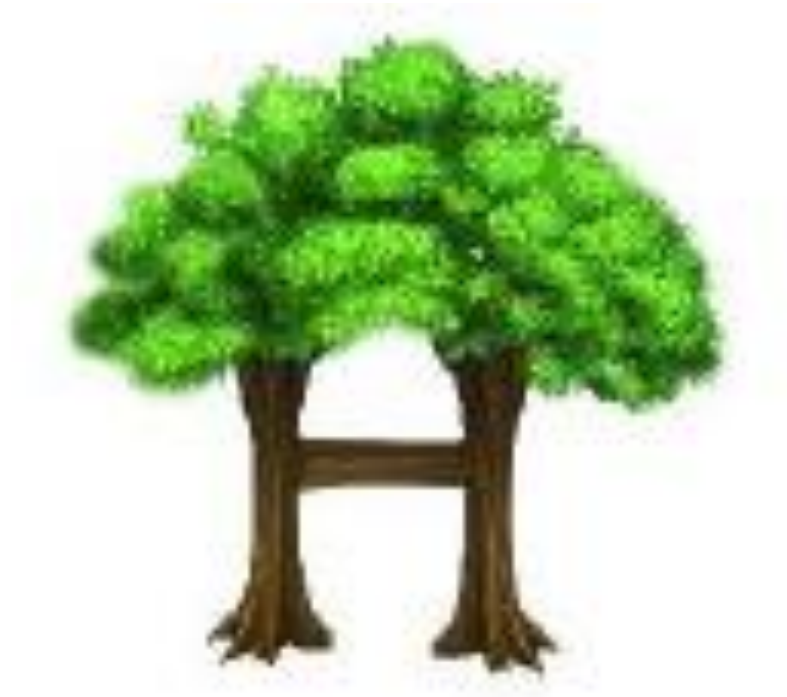


Healdswood Infant and Nursery School



Early Reading Policy

Early Reading Policy

At Healdswood Infant and Nursery School we strive to ensure that all children become effective, fluent readers by the end of Key Stage One. We believe that this is achievable through high quality and discrete phonics teaching alongside a whole school language approach that promotes a 'Reading for Pleasure' culture. Our aim at Healdswood Infant and Nursery School is to support our children to move on into Key Stage Two with the confidence to use the phonic code to read independently, an increased vocabulary and a love of reading.

We follow 'Essential Letters & Sounds' across the Foundation Stage and Key Stage One.

The principles of ELS are based upon

- the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'

ELS whole-class, daily phonics teaching begins from the first days of Reception. Through the rigorous ELS teaching programme, children will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes).

In addition to phonics, reading is supported by:

- All classrooms having a high-quality reading area that is accessible to all children.
- Children have access to a variety of high quality texts in different areas of the school. (Class reading areas, school library area, schools entrance hall, a variety of texts are available in provision areas)
- Regular visits to Stanton Hill library and the school library throughout the school year.
- Our whole curriculum is book based and children are exposed to high quality texts linked to their current learning.

- Author of the term.
- Celebrating World Book Day.
- Children are read to for pleasure on a daily basis.
- Reading books are closely matched to children's phonic knowledge.
Children also choose a book to take home weekly that they choose from the school library.

Supported by Essential Letters and Sounds we ensure that:

- all staff are fully trained in delivering ELS and have ongoing CPD and coaching provided by the phonics lead.
- adults follow the teaching sequence outlined in the ELS handbook and deliver four-part sessions to allow children to revisit previously taught sounds, learn new phonemes, and then practice and apply knowledge.
- all children are involved throughout the phonics sessions. We do not put a ceiling on children's learning.
- phonics session builds on prior learning.
- new learning is quickly embedded because children are engaged and active in lessons.
- all staff use 'robot arms' and 'blending hands' to demonstrate how to segment and blend a word.
- there is equal weighting on reading and writing during each phonics session.
- phonics is embedded through the classroom environment, revisiting sounds throughout the day, school and home reading.
- all areas where phonics is taught have the following: ELS Wall frieze, ELS Poster, ELS phoneme mats.
- all adults articulate phonemes using pure sounds.

High-quality phonics teaching:

- Staff deliver high quality phonics sessions which are engaging and multisensory.
- Adults follow the teaching sequence outlined in the 'Get Set for Phonics' documents and deliver four-part sessions to allow children to revisit previously taught sounds, learn new phonemes, and then practice and apply knowledge.
- All phonics sessions build on children's prior learning and ensure all children are involved throughout the session.

- New learning is quickly embedded because children are motivated and engaged throughout.
- All adults ensure children are actively involved during phonics lessons.
- All staff use 'phonics fingers' to model the segmenting and blending of a word.
- There is equal weighting of opportunities to read and write during phonics sessions.
- Staff ensure that phonics teaching is embedded and is therefore applied beyond the sessions through guided and independent reading, home reading and through phonics displays and continuous provision.

Assessment:

- In Nursery observations are used to assess children's learning.
- All practitioners use assessments to plan for future phonics and reading provision.
- In EYFS and KS1 ongoing phonics trackers are used to assess the children's phonics knowledge.
- In KS1 termly spot checks against the Year 1 Phonics screen are used for Year 1 children and those in Year 2 who did not pass the check in Year 1.
- Half termly phonics and book set trackers are used by teachers to identify children who need an intervention to help them 'keep up, not catch up'.
- Reading books are well matched to the current decoding ability of the children therefore children make good progress and are effectively challenged during each book set.
- Pupil Progress meetings are used to monitor progression.

Interventions:

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.

At Healdswood Infant and Nursery School, our interventions:

- Are time limited
- Have a clear focus
- Allow progress for their ability
- Close any gaps that are present in children's phonics knowledge
- Are repetitive to reinforce learning

All interventions are informed by the Phonics Trackers. The interventions are directly linked to the gaps identified by the assessments undertaken.

Roles and Responsibilities

The Phonics and Reading lead monitors the provision and resources used to deliver phonics. Monitoring sheets are used as well as the ongoing assessment trackers are reviewed for reading and phonics. The lead also carries out termly practice screening checks on KS1 children to assess progress.

Observations and learning walks are carried out by the Phonics and Reading lead and the Head teacher termly to ensure high quality, effective teaching is consistent across the school.

All information is fed back to the Head Teacher.