



Early Reading policy

Document Owner: Early Reading Leader

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REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Spring 2022	Spring 2023	New policy aligned to NNPS

Vision



Our curriculum LEAVES us knowing and remembering more.

At Alderman Pounder, our school vision is 'Making a difference as we grow together'. This is embodied with our curriculum which has been carefully designed to prepare our children to be compassionate citizens of our world, valuing the local context and community.

We define curriculum as the totality of a child's experience at Alderman Pounder including not only what, but also how, each child learns. Our broad and balanced curriculum has been developed to inspire our children through enquiry, addressing the identified barriers to learning, to deliver the skills, cultural knowledge and understanding to achieve every day of their lives. It encompasses our school values of aspiration, confidence, creativity, enjoyment, perseverance, pride and responsibility.

Alderman Pounder staff supported the development of our curriculum principles which are informed by our context and needs of our local community. We communicate our vision through the acronym, 'LEAVES'.

Aims

At Alderman Pounder, we believe that all our children can become fluent readers and writers. This is why we teach reading through *No Nonsense Phonics supported by Flying High Partnership*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the NNPS progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Alderman Pounder, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the programme.

Teach a child to read and keep them reading
and you will change everything.

And I mean everything.

Jeanette Winterson

No Nonsense Phonics

The No Nonsense Phonics Skills programme provides a comprehensive step-by-step method for teaching reading, handwriting and spelling. Author Debbie Hepplewhite guides the teacher, and consequently the children, through a series of carefully designed phonics routines to master the complex English Alphabetic Code.

Each book is rich in content, providing phonics instruction and exercises with cumulative code, words and meaningful texts. The children will develop their language comprehension and build up their knowledge of new vocabulary and spelling word banks. High-frequency words, tricky words and additional letter/s-sound correspondences are all drip-fed into the teaching and learning sequence. Mini stories throughout the books bring all the different strands of the programme together.

The programme;

- Provides systematic and rigorous phonics teaching and practice with a rich vocabulary
- Teaches handwriting linked to the English Alphabetic Code
- Extends phonics to reading and writing cumulative text, developing language comprehension and evoking imagination
- Involves and engages the learner fully and routinely in formative assessment

Throughout Foundation Stage and Key Stage One phonics is taught in a systematic way following the No Nonsense Phonics validated programme. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting in Reception with the aim that all children will be readers by age seven. The dedicated phonics programme works alongside the decodable books which allow pupils to apply and practise their phonic knowledge.

There are nine phases that children will experience throughout the programme.

1	s a t i p n c k -ck e h r th
2	m d g o u l -ll f -ff -ss b j y
2+	v w -x z -zz qu ch sh -ng -nk
3	ai -ay w oa ow -ie -igh -le o a e i o u -y
4	ee or z -zz wh ea -ea -s -se -ze aw
5	-ng -nk v -ve -oo oo -y ₂ -ey -x ch sh th ₂ ph
5+	er ₂ ir ur a-e e-e i-e o-e u-e ₂ air -are ear ₂
6	qu ou ow ₂ oi oy -ue -ue er ₂ ar -ce -ge -se
7	c ₂ g ₂ -oe i-e e-e o-e a-e u-e ₂ air -are -ear -ere
8	eer ear ₂ -ere ₂ -ier ir ur ear ₃ wor -our ₂
9	-x ₂ -ie ₂ ew ₂ ch ₃ ou ₃ a ₅ ch -tch -ture -ti -ci -ssi -si -s ₃ -ge ₂ -le -il -al -el f -ff ph -gh j -ge gl -dge kn gn wr -mb -st -or ore -our ₂ oar -oor ₂ ough aw au a -al augh war quar

In Foundation Stage and Key Stage One, the children have a taught daily phonics lesson five days a week. These sessions follow the No Nonsense Phonics Skills program of learning. The No Nonsense Phonics Skills program provides daily progression and ensures children are able to build on prior learning each week. The children are introduced to a number of new graphemes alongside high frequency and common exception words (tricky words) that they are encouraged to both read and write in a variety of different ways.

From the start of Nursery, children are taught the fundamentals of phonics including tuning in and identifying different sounds, listening to and remembering sequences of sounds and talking about sounds and language. We then start teaching phonics code in Reception and follow the NNPS progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.



Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons follow a consistent approach to the whole class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. These consistent inventions are supported by our early reading folders.

Assessment

Phonic & Reading Assessment Name: _____

N.B. Colours relate to Collins Big Cat decodable reading book colour bands.
Common exception words are taken from NNPS, CSC and NC guidance. Bold words show those not found in NNPS books.
Yellow highlight indicates need for incidental teaching of code to achieve the decodable book level.
Green highlight indicates code taught in NNPS

Date and colour used for

↓ = recall is automatic
• = not automatic
blank = not known

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

Phase 1		
Ullac	Oral blending	oat meac soap hoop jug noame oaac light
Phase 2		
Pink A NNPS Book 1	NNPS Book 1	s a t i p n sat tap sap sat pat pan pin sit tip pit
	NNPS Book 2	m d mat Sam dip dad
	Common exception words	l the is
Pink B NNPS Book 2	NNPS Book 1	c k ck a h r cat can kit sick duck red dan hit
	NNPS Book 2	g o u l l f ff ss got pod run hiss huff bill fun but
	Common exception words	has his as to into of and
Phase 3		
Red A NNPS Book 2+ consonant digraphs	NNPS Book 1	ch jam yet
	NNPS Book 2	j y
	NNPS Book 2+	v w x z zz van box wet zip just qu ch sh ng nk chip shop thing quit
	Common exception words	he she we me be are
Red B NNPS Book 3 NNPS Book 4 vowel digraphs (ingraphs)	NNPS Book 3	ai oa ow igh high boat rain low
	NNPS Book 4	ee or sheep for
	NNPS Book 5	oo oo book cool
	NNPS Book 5+	our ear far
	NNPS Book 5+	ear ur hurt dear
	NNPS Book 6	ow oi ar er farm cow coin corner
Common exception words	3: oh all no so they some come you her by 4: people very was your what do like	
Phase 4		
Yellow adjacent consonants with short vowel phonemes: cvcc, ccvcc, ccvcc	Blending to read	bcnd mand hump bent damp spot spin trip glass block green
		CVCC
		CCVCC
	NNPS Book 5 (covered in Book 2+)	spend twist stamp bland frost crisp
		ng wk v w ch sh th
NNPS Book 5 (not needed for reading yellow CSC)	we oo oo live food spoon	
Common exception words	*y ay ph sunny key graph friend go my little old said again have out here house were when	

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- Daily within class to identify children needing Keep-up support.
- Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- Every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- Progress maps are used, to narrow attainment gaps between different groups of children so that any additional support for teachers can be put into place.
- Assessment is essential in phonics at Alderman Pounder because it informs our teaching and individual interventions. After completing the children's individual assessments each half term, the teaching team complete whole class gaps analysis which then informs classroom practise and areas for staff development.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Daily Keep-up lessons ensure every child learns to read

'The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.' SIH p87: 293.

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. Dedicated time is given to ensure these take place and a quiet space is used to ensure the children have the best possible environment enable them to make progress. Teachers understand individual readers and their barriers considering additional needs such as SEND, EAL, speech delay, attendance, time in school, previous teaching.

Children make rapid progress with an intervention tutor who is enthusiastic, patient quiet and calm. Children are tutored individually which enables teachers to target them at their exact challenge point. Staff model and mime using minimal teacher talk which distracts from the learning.

Supporting document: Extra Practice Activities

Reading Books

At every stage of reading, children's reading books are matched to their ability. At the early stages of reading, all of our children read **decodable reading books** These books are closely matched to the phonemes/graphemes that children have been taught and systematically reviewed through a half termly assessment. These decodable reading books are used to build our children's fluency and confidence by providing the opportunity to apply this knowledge in practise and to ensure that children have a sense of reading independence.

'The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.' SIH p87: 293.

Our early readers take three text home with them.

1. A **new decodable mini story** that the children can read at an **instructional level**. The book has the code and common exception words they know. Children can read it with at least 90%-word accuracy.
2. A **decodable book**, that the children can read at an **independent level**. The book has the code and common exception words they know. Children can read it with at least 95%-word accuracy.
3. A book to **share and love**. Our children will choose this book from the library. The children might have heard it lots in class so can take it home to retell or it's a book that someone at home can read to them.

Once our children are reading fluently, PM benchmarking is used to ensure books beyond our decodable books meet the needs of the children.

Comprehension

At Alderman Pounder, we recognise the importance of reading and it is therefore timetabled to be taught everyday.

At the early stages of reading, our children follow LaunchPad Reading as an approach. There is a clear structure to the teaching of reading in particular the development of fluency, expression and comprehension, and there is consistency in how it is being delivered to the children

Beyond early reading, our approach is based on the *Fischer Family Trust Reading Comprehension Framework* and is centered around the key skills of Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing. We use the FFT progression documents to ensure coverage throughout the year and to ensure that there is clear progression across the year groups, within each of the 8 strands (see FFT progression document for further information). These lessons focus on developing children's vocabulary and understanding of a particular skill associated with reading. This may be achieved by exploring smaller sections of a text and using book journal approaches or practicing specific question types. Activities are planned to enable pupils to develop skills to support them at all stages of their development for example, matching activities, true or false or sequencing of events.

Below is a flight path of how we teach reading at Alderman Pounder.

Strand	Foundation Stage 1	Foundation Stage 2	Year 1	Year 2
Phonics lessons	Daily Phonics Sessions – environmental and instrumental sounds, oral blending and segmenting.	Daily Phonics Lessons – No Nonsense Phonics		Phonics interventions for targeted children, based on phonics assessments.
End of year phonics expectations	Secure knowledge of aspects of 1-7, oral blending and segmenting and alphabetic order.	Secure knowledge of Phase 2/Phase 3. Exposure to words containing adjacent consonants (Phase 4).	Secure knowledge of Phase 4/Phase 5	Secure knowledge of Phase 6 Year 2 spelling rules
Reading lessons	Daily story time sessions	Launchpad Reading		FFT Reading Comprehension Framework lessons
End of year reading expectations	To know what a book is, and to find one when asked. Enjoys sharing books with an adult.	Retell stories -Achieved ELG -PSC – first 20 words.	-Read fluently at Phase 5. -Pass the PSC	Reading fluently and comprehending.
End of year reading book expectations	Independently chooses a book of choice	Decodable Books (yellow)	Decodable Books (orange)	Decodable Books (gold)
Books sent home	Storybooks to share at home.	3 book approach 1. Mini-story (90%) 2. Fluency (95%) 3. Enjoyment		
Regular assessment	On-going assessments	NNPS assessments conducted half termly to identify and target children who need support to keep up, and to ensure accurate book banding for all children. Benchmarking children to ensure correct book bands are used. PSC termly assessments. Termly reading assessment NTS Reading SATs at the end of KS1		
Quality texts	Quality texts read to class by the teacher – mapped across whole school on the LTP			
Targeted interventions	1:1 reading with the lowest 20% (minimum). Planned weekly timetable. Daily reading picked up at any time, whenever there is a chance. Daily phonics hub reading interventions.			
Parental Involvement	Share a story mornings Accessible library books	Termly Reading Breakfast Phonics Meetings		

Key
Decoding
Prosody
Comprehension

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, word cards and weekly practice sessions ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Training

‘The school has developed sufficient expertise in the teaching of phonics and reading.’ SIH p87: 293.

All staff are trained to deliver NNPS. We teach Phonics to the whole class, supporting those who need in the lesson and delivering appropriate interventions with a ‘Keep up not catch up’ approach to all children.

The RL ensures staff are kept up to date with current practise and visits lessons regularly to ensure practise is consistent. Staff access appropriate CPD through the Flying High English Hub.

Our approach is consistent, all staff work hard to pronounce phonemes correctly. Staff use the same terminology, routines, resources and actions.

Resources

Resources are consistent in all rooms where phonics takes place. No additional resources are used – this includes rhymes and mnemonics. Flash cards and word cards are the same in all classes, Worksheets follow a similar format so they are familiar to the children.

Make a Strong Start in Reception

'Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception' SIH 2019.

In Reception, phonics is timetabled daily SSP from day one of Reception. 25 minutes is given to teaching of phonic, this builds up to 45 minutes by the end of the autumn term. In addition, writing and reading is taught during English lessons with two adult led reading/writing tasks planned each week.

VIPs (pupils who are falling behind) are identified by the third week in school and have a daily booster tailored to their needs. All children practice in reading letter-sound correspondences and oral sound-blending a few times each day and teachers use opportunities like lining up time to practise reading sounds and oral blending.

Talking and Listening

'Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.' SIH p87: 293.

Children who with delayed language acquisition are identified quickly. Teachers organise frequent, sustained one-to-one and small group discussion for these pupils. From Reception, children are taught the skills and expectations for partner, class and group discussion including:

- listening behaviours
- routines for talking with a partner
- routines for giving feedback to the group

Staff plan the teaching of vocabulary within lessons and in the provision to help pupils learn and use new vocabulary throughout the day, in each area of learning. Talk is modelled constantly, Children are shown how to use new vocabulary and syntax through the day by using words and phrases relevant to the area of learning, deliberately, systematically and repeatedly.

I'm not just...

Happy: cheerful, excited, cheery, jolly, delighted, smiley, in a good mood, over the moon, jumping for joy, on top of the world.

Sad: miserable, fed-up, gloomy, glum, down in the dumps, out of sorts.

Cross: annoyed, angry, irritated, furious, fuming, bad-tempered, tetchy.

Strategies taught include:

- building sentences orally and rephrasing what they say
- teaching new vocabulary before a given activity
- modelling how they think out loud
- asking questions to check pupils' understanding
- extending their ideas
- asking both closed and open questions

Storytime

We know that emotional engagement is the tipping point between leaping into the reading life or remaining in a childhood bog where reading is endured only as a means to other ends.

Maryanne Wolf: Proust and the Squid

Teachers read quality stories at story time. Books are selected carefully to promote good mental health and diversity.

Teachers choose books and stories to read using the following criteria.

1. Elicits a response e.g. curiosity, anger, excitement, enjoyment, amusement, interest.
2. Has a strong narrative structure
3. Extends vocabulary (not too many new words at once)
4. Connects with something they know (book, author or experience)
5. Has intriguing illustrations.

Storytimes are timetabled each day, teachers show enjoyment of each story using their voice and manner to make the meaning clear. They re-read and talk about stories to build familiarity and understanding and teach new vocabulary in the context of the story. Book corners are appealing but simplistic to ensure the books are the central feature.

As well as stories, teachers read aloud non-fiction books that will extend the children's knowledge of the world and illustrate a current topic. In Reception, Floor books are made with photographs and narratives of everyday events, Welly Wednesdays and activities, and places the children have visited. Adults share these books with pupils, introducing specific vocabulary and building sentences orally. The floor books are available for children to read and revisit in the book corner.

In Foundation Stage, we enjoy singing nursery rhymes every day. Traditional and contemporary poems and rhymes are planned for and we use these to further develop the children's vocabulary. The children learn key phrases from both stories and rhymes and are encouraged learning them by heart.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

Developing a love of reading

In order for our children to become frequent readers, developing a love of reading is fundamental. Each classroom has an area dedicated to reading for pleasure; this is separate to decodable/banded books. This is set up to include bestsellers, classics, up-and-coming authors and diverse themes, ensuring our children are exposed to a range of quality literature and varied vocabulary, regardless of their ability. We are constantly developing and evolving our reading areas to ensure books are up to date and relevant.

A reading culture is further promoted and celebrated throughout school in various ways:

- ♥ Use of high-quality texts across the wider curriculum
- ♥ Consideration given to text choice to inspire all children
- ♥ Daily reading aloud sessions for pleasure
- ♥ Daily opportunities for every child to read in class
- ♥ Themed days and events e.g. World Book Day, Book Fair
- ♥ Teachers modelling a love of reading (talking about books, enthusing about books)
- ♥ Breadth of texts throughout the enquiry
- ♥ Core spine of books
- ♥ Vocabulary shared (word collector) through Storytime
- ♥ Library opportunities in schools
- ♥ Visits to the local library
- ♥ Bob the library bus

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

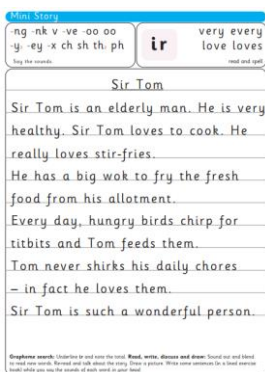
Curriculum communication to parents

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents twice a year either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their child's teacher and discuss their progress.
- School website and year group pages inform parents what has been happening in the curriculum.
- Class Dojo inform parents specifically about a class within school on the day to day lessons and learning of this specific group of children. Children's achievements are celebrated on Class Dojo.
- Termly Newsletters are communicated from each year group which share the knowledge the children will be learning over the term and knowledge organisers for our enquiries are shared.

Teachers are of course also available at the start and end of each day for any necessary communications.

Home Learning



Each week, class teachers will post on ClassDojo the code that the children have learnt in class and the mini stories that they have read to practise at home.

Children with additional needs

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents.

At our school we teach all children, whatever their ability. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and scaffolding opportunities to assist with a child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a trip to study the local area, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal opportunities

It is important that teachers plan work that offers equal opportunity in respect of gender, race and ability. For example:

- by ensuring that activities are carefully thought out to meet the needs of all children and ensure scaffolds are available to the children who need more support.
- by ensuring that subjects are promoted to both sexes and that the materials used are attractive to all children
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience.