



## Rationale

The early reading experience alongside the effective teaching of phonics are the main elements in learning to read that are essential in supporting children in their journey to becoming competent readers. At Cheadle Catholic Infant School, we want all our children to read for pleasure and we place just as much emphasis on the joy of reading as the teaching of reading.

## Intent and Implementation

### Phonics

Our dynamic approach to teaching phonics begins in Nursery and progresses through Reception and into KS1. We ensure all teaching is consistent, well-paced and systematic so that all children are given every opportunity to become confident and enthusiastic readers.

At Cheadle Catholic Infant School, we use the 'Read Write Inc' phonics programme to ensure our teaching is robust and comprehensive. Children learn how to hear and read sounds (phonemes) in words and how these sounds can be written down (graphemes).

All children are regularly assessed in order to track their phonic understanding.

### Nursery

In nursery we begin phonic teaching by encouraging the children to hear environmental, instrumental and body percussion sounds. This progresses with rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. This

phase is vital because it encourages listening to sounds, hearing sounds, confident speaking, discriminating phonemes, reproducing phonemes audibly and segmenting words into phonemes. This is all completed through fun and exciting games and activities.

### Reception and Year 1

As children enter Reception they complete a baseline assessment which gives an indication of the starting point for each child in their phonetic development. The 'Read Write Inc' scheme of work provides a structure for teachers to follow and plan children's progression. Teachers' regular assessment of individual children will inform the rate and pace at which they are able to progress through the scheme. The children are split into ability groups which are appropriate to their phonetic knowledge and ability. Because of regular assessment, movement is fluid between these groups. This allows each child to develop their knowledge at their own pace. Phonics is taught on a daily basis using a systematic approach and routine that the children quickly learn. All children take part in all parts of the lesson. Full participation is gained through partner work and choral response. Each lesson is between 20 and 40 minutes long and consists of:

- Learning simple ways of remembering sounds and letters.
- Practising and repeating sounds and writing letters.
- Blending and segmenting beginning with simple CVC words, progressing to CVCC and CCVC words and reading longer words and simple sentences.
- Speedy reading of individual words and repeated reads of shared texts, linked to phonic understanding.
- Explicit teaching of words that are not phonetically decodable such as 'the', 'said', 'one'. Repetition of reading and writing these words.
- Activities that support accurate and fluent reading and facilitate comprehension.

In addition, children who are able to blend CVC words take fully decodable reading books home to practise skills learnt at school. These are matched by the teacher to ensure that children are reading books of an appropriate level.

The lowest 20% of children in EYFS to Year 2 will receive 1:1 tuition each day tailored to their individual needs.

All children in Year 1 will undertake a phonics 'screening' test in June. Children who do not pass this test, or who achieve a low pass will continue to receive daily phonic lessons and 1:1 tuition in Year 2.

### Year 2

By Year 2 most children will be reading with some fluency and understanding. The teaching of reading is still vital and phonic work continues on a daily basis until children are confident readers with a good level of pace, accuracy and prosody.

Each lesson will include:

- Speedy reading of individual words and repeated reads of shared texts, linked to phonic understanding.
- Explicit teaching of words that are not phonetically decodable. Repetition of reading and writing these words.
- Activities that support accurate and fluent reading and facilitate comprehension.

- Linking graphemes to spelling patterns.

## Shared Reading

Shared Reading is an important aspect of reading acquisition as children learn new vocabulary and are given opportunities to explain their understanding of a text. They also acquire the vital skills of inference, prediction, retrieval and sequencing.

## EYFS

Shared Reading sessions are planned with a focus such as letter and sound recognition, comprehension skills or developing early reading skills.

Simple shared reading sessions focus on how to handle books and comprehension skills, taking clues from the pictures and developing language skills.

Children learn to listen carefully to simple texts and are able to discuss and explain their understanding. They learn simple sequencing skills by retelling stories orally and they begin to develop comprehension skills by answering simple questions about the text.

## Key Stage 1

In Year 1 and 2 Shared Reading lessons are focused on a book or a text. Children are given a copy to share with a partner.

Lessons include:

- Listening to the teacher read aloud with a good pace and using the correct intonation and expression.
- Shared reading with a partner.
- Class discussions and talk partner work.
- Recording in books focusing on one or two reading domains.

## Reading for Pleasure

At Cheadle Catholic Infant School, we want all our children to **love** reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

In Year 2 some children are chosen to be 'Reading Champions'. These children have weekly meetings with our School Librarian to discuss and recommend books, and consider new and exciting ways to develop 'Reading for Pleasure' throughout the School.

Reading for pleasure activities include:

- All children and staff take part in regular 'DEAR' time (Drop Everything and Read). During this time the focus is simply on finding a comfy spot and reading for pleasure. Parents are invited to some of our DEAR sessions where full participation is expected and enjoyed.
- We encourage children to bring photos of themselves reading at home or when they are out and about, and to discuss and recommend books to their class, or bring in books from home that might be enjoyable during story time.
- We have a 'Reading Cafe' where tables are laid out with books of different genres and classes come to read and share books whilst enjoying a small drink and a biscuit.

- Our Reading Champions choose a genre and we have a school 'Battle of the Books'. A number of books are chosen and all classes vote for their favourite. We have very exciting semi-final and final reads to determine the overall winner.
- All classes have timetabled visits to the school library which is well stocked with a variety of exciting and interesting texts to enjoy and all children are encouraged to borrow a book from our school library on a weekly basis to take home and share.

## Nursery

The Nursery has an attractive book area where children can select a book from a range of familiar fiction, non-fiction and poetry/rhyming books. Pictures of familiar symbols and logos from our local area are displayed around the room, encouraging the children to develop their pre-reading skills.

Quality story time is a daily occurrence where the children are encouraged to foster a love for books. The teachers model expressive reading and encourage children to join in with familiar stories and rhymes. We focus on reading familiar stories that include rhyme and alliteration and those that follow a familiar refrain.

Children are introduced to the symbols for Tales Toolkit as a prompt to discuss the characters, setting, problems and solution. This encourages every child to enjoy and discuss the story. The use of drama and role-play through our DEAL initiative supports their understanding of story structure.

Each child takes a library book to share at home with their family. They are encouraged to draw a picture of the story and parents can scribe what their child has said about the story.

## Reception

In each classroom there are a wide range of opportunities to apply reading skills, for example: alphabet mats, alphabet charts, name cards placed in the writing corner or in the ICT area, print in the environment, clearly labelled resources and questions on displays and in the role-play areas. This is also seen in the outdoor environment with signs for role-play areas, road signs, reading den and challenge signs. Pictures of familiar symbols and logos from our local area are displayed around the room, encouraging the children to develop their reading skills. Books are available in all areas of the continuous provision within the classroom and in the outdoor environment and all children continue to take home a library book too.

The children become familiar with the activities from DEAL and gain confidence in re-telling and acting out familiar stories. They continue to work on the principles of character, setting, problem and solution with 'Tales Toolkit' activities.

Through shared reading in school children experience a range of different genres including stories, rhymes, poems and non-fiction. Shared Reading also provides opportunities for the teacher to model fluent, expressive reading to the whole class and to demonstrate book behaviours, for example directionality of print, examples of CVC words and high frequency words which have been used during phonic sessions.

During the Spring and Summer terms, the children continue to develop their word recognition and language comprehension develops as the children acquire and

secure automatic decoding skills. They progress from 'learning to read' to 'reading to learn' for purpose and pleasure.

The children are encouraged to use their skills during Library time and DEAR time. The children become aware of authors by visiting their local libraries and having visiting authors coming into the classroom. They listen to a variety of genres, for example, fiction, non-fiction, poems, taped stories, traditional tales and nursery rhymes.

## KS1

All classrooms have an inviting book area which children are encouraged to use as regularly as possible. This area is always kept orderly and children are taught how to replace books neatly, so they are well looked after and easy for other children to find.

Daily quality story time is essential where staff read with expression and enthusiasm and new words and phrases are discussed.

Environmental print is clear in the classrooms and all areas are well labelled so that resources are easy for children to find.

Class books used as a focused read for work during English lessons are displayed with new vocabulary that has been discussed. This is revisited to remind children of the meaning of new words they have learnt.

They continue to use our DEAL initiative regularly within lessons to continue to understand the importance of story structure, setting, characters, drama, plot and descriptive story lines.

## Progress and Assessment

Reading progress is assessed on a half termly basis and monitored by the Reading leader and Headteacher. All children have half termly phonic assessments and children in Key Stage 1 undertake half termly reading assessments. Children who are making less progress have daily 1:1 phonic practise in order to accelerate learning.

When children begin to read they share a book with their teacher each week. This allows the teacher to monitor their progress. Teachers assess their understanding through book discussions and understanding in Guided Reading lessons.

Claire Lees

September 2023

Impact

Signed:

Date: