



St Agnes Academy
flying high



Kernow Learning
Building Excellent Schools Together

Early Reading Policy

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Appendices:	Yes
School or Trust policy:	School Policy

Meeting your communication needs:

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Introduction

This policy sets out the aims of early reading, and how it is taught, assessed, and reported on as well as the roles and responsibilities staff have in ensuring that these aims are fully met.

Sarah Thomas is the Early Reading Lead and Emma Lawton is English Lead. This policy has been written in consultation with teaching staff.

This policy should be read alongside the Reading, Writing and Handwriting policy.

The national curriculum for English states that:

- 'Children should be taught to read easily and fluently.'
- 'Children should be taught to read with good understanding.'
- 'Children should develop the habit of reading widely and often for pleasure and information.'

Implementation

At St Agnes Academy early reading is taught primarily through the Read Write Inc. (RWI) synthetic phonics programme. This scheme is aligned with the National Curriculum and is on the DfE's list of validated systematic synthetic phonics (SSP) programmes.

RWI is for:

- Pupils in Reception to Year 2 who are learning to read
- Any pupils in Years 3 who need to catch up rapidly

Fresh Start will be used for children in years 4, 5 and 6 who still need to learn how to decode fluently.

In RWI pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Respond speedily with the correct sound to graphemes
- Blend sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words on sight
- Read words containing taught suffixes –s, -es, -ing, -ed, -er, -est
- Read multisyllabic words containing taught Grapheme, Phoneme Correspondence (GPC)
- Read words with contractions
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' pronunciation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading - stage not age.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them.

Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Reading for Pleasure

Alongside daily phonics teaching, teachers read a wide range of stories, poetry and non-fiction to pupils and children can choose a 'sharing book' to read with an adult at home. This is to foster a love of reading for pleasure and to expose them to a wide range of high-quality 'real' books. Each year group has a 'Reading Spine' which includes fiction, non-fiction, poetry and performance rhymes and poems.

Storytime

Children listen to stories every day for enjoyment and to develop their comprehension and vocabulary.

In addition, our lowest 20% of readers in each class have a weekly small group storytime to help strengthen their listening and story-tracking skills as well as widening their vocabulary and improving their comprehension through discussion.

Impact

At St Agnes Academy, we have 3 measures of curriculum impact, all of which are essential in ensuring that our children make excellent progress, are ready for the next phase in their learning journey and are well-rounded, thoughtful and responsible individuals.

Our 3 measures of impact are:

1. What we learn (developing our children's knowledge and understanding)
2. Who we are (developing character, a sense of belonging and responsibility)
3. How we behave (developing our children as self-aware, successful learners)

Our children will be able to confidently decode age-appropriate texts and read with speed and expression (fluency). They will enjoy reading independently and listening to stories, non-fiction and poetry. Our children will see themselves as 'readers' and have good reading habits. They will view reading as a key skill across all curriculum areas and have developed preferences and opinions. All our children will be able to confidently access the next stage of their learning journey.

Through the teaching of early reading, our children will have accessed texts that raise issues and offer opportunities to make links between what they read and their own lives.

The way in which early reading is taught means that children learn to take turns and to engage and participate fully in their own learning.

Expectations of progress

After two years of implementation, it is expected that:

- Reception children will be able to read Green Storybooks by the end of the summer term.
- Year 1 children will be able to read Blue-Storybooks by the end of the summer term.
- Year 2 children will have completed the Phonics programme by the end of the spring term.

Please see appendix 1 and 2 for more detail of progress expectations and what to teach when.

We have high expectations for our children to meet the expected standard in the Phonic Screening Check and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note that these are the expectations for the lowest 20% of children. Other children should be well in advance of this.

All children should achieve these expectations, if they have followed the programme from Reception.

Talk for Reading

In addition to Read, Write, Inc. children also have the opportunity to deepen their understanding of vocabulary and their comprehension of texts through short lessons which develop children's oracy skills and equate to about 60 minutes across the course of the week. They study high-quality diverse texts which raise good discussion points and link to the wider curriculum.

For more information on **Talk for Reading** please see our **Reading Policy**.

Timings

EYFS-Y3 Read Write Inc lessons are taught for 45 minutes 5 x per week.

Fresh Start is timetabled for individuals as appropriate to them and their individual needs.

Children in Y2, who have completed RWI, progress to Talk for Reading lessons and will have 5 x 45-minute sessions in-line with the rest of the KS1 RWI lessons.

Talk for Reading sessions are whole class 15-minute sessions from EYFS until the children move from RWI in Y2 when they progress to 45-minute sessions 5 x a week with a combination of oral and written outcomes.

Storytime is timetabled daily for 10-15 minutes

Small group Storytime for the lowest 20% is for 20 minutes per week.

Assessment and Reporting

For children to make the best possible progress, they will read storybooks or non-fiction texts closely matched to their reading level, every day. This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age.

Formative assessment is used daily by the reading teachers when hearing the children read in lessons.

Every half-term, we assess all children in YR to Y3 who have not yet met the end of Key Stage 1 National Curriculum expectations for reading. We assess Years 4, 5 and 6 children who are at risk of not meeting end of Key Stage 2 national expectations for reading using the Fresh Start assessment.

The Reading Leader, along with a small team of experienced and highly trained reading teachers, carries out all the online assessments to ensure children are placed in the correct group.

We track each child's individual progress on the online assessment tracker. We use this to identify children who need more support through daily one-to-one tutoring.

Children who are at risk of falling behind or require catch-up intervention are quickly identified and given 1:1 phonics tuition by a highly trained reading tutor.

Moderation of reading leaders is undertaken before each new assessment to ensure consistency in assessment. Teachers discuss the progress of children's reading in parent's evenings and parents are formally reported to on the outcome of the Y1 Phonics Screening Check (PSC) and the Y2 PSC retake if this has been necessary.

Pupil Progress Meetings in Spring 1 allow teachers, SLT and SENDCo to identify children who are falling behind or are at risk of falling behind and to put interventions or additional strategies in place.

New starters to school (mid-phase) are given a phonics screening regardless of year group to quickly establish any fluency issues.

Planning

RWI is taught every day in EYFS, Year 1 and Year 2 if still necessary. Teachers follow the sequence of teaching as set out by the Read Write Inc program – no additional planning is necessary.

Talk for Reading sessions are planned using the school's planning template which maps out the teaching sequence (see Appendix 3)

Resources

There are a range of resources to support the teaching of reading across the school, including:

- Subscription to the Ruth Miskin RWI portal (for training videos, teaching resources and assessment)

Resources to support the teaching of RWI including magnetic letters, Set 1, 2 and 3 sound card, green word cards, red word cards, sound charts, pocket charts, storybooks, black and white storybooks for home practise, Book Bag books. All resources are kept in a well-organised and dedicated RWI space.

All classes (EYFS-Y6) must display a phonics speed sound chart. In all KS2 classes this should be a complex speed sounds chart.

Home Links

We value the support of our parents and carers, and know that a strong partnership between school and home is the key to a child's success. Our families are informed about reading through:

- Learning folders
- Links to lessons from the Read Write Inc schools portal via Class Dojo
- Information evenings for parents on reading expectations and termly parent meetings on phonics in EYFS
- Termly open afternoons
- Parent consultations
- Annual written reports

Learning folders contain the following;

- Speed sounds to learn
- Words to practise from stories read to increase automaticity
- Black and white copy of the book that has been read in school that week

- Book bag books that are linked texts to books being taught that week

Roles and Responsibilities

Senior Leadership

The SLT are responsible ensuring that the school's curriculum is coherent and challenging and that subject leaders are confident and effective in leading their subject. Emma Lawton is responsible for curriculum, and teaching and learning.

Subject Leader

The Early Reading Lead is Sarah Thomas and the subject lead for English is Emma Lawton.

The Reading Leader's role is vital to ensure that the teaching of reading is of the highest quality and all children make rapid progress. They organise one-to-one tutoring for children who need extra support.

Importantly, they are released from class teaching duties during Read Write Inc. sessions to coach reading teachers and therefore ensure a consistent and high standard of teaching.

All staff have been thoroughly trained to teach reading. They attend a two-day Phonics training course and receive termly coaching from one of Ruth Miskin's training consultants to ensure that children are making the best possible progress. They also have access to all the training on the Ruth Miskin Training School portal.

The Reading Leader organises further training in weekly practice sessions. These ensure teachers get better at teaching every week: everyone practises together so they can teach reading confidently. They underpin the progress of all teachers and children.

The practice sessions set the agenda for the weekly coaching and feedback schedule. Reading teachers are coached and receive face-to-face feedback and practise of any steps that need further rehearsal.

It is the role of the subject leader to:

- Provide a coherent subject curriculum
- Monitor and evaluate the impact of their curriculum
- Analyse data to inform groupings and interventions
- Monitor the quality of teaching and learning in their subject
- Provide training and support for colleagues
- Ensure that the subject is appropriately resourced
- To keep up to date with local, regional and national developments in their subject area

For additional information on the role of subject leads, please refer to our Subject Leadership policy.

Teachers

It is the role of teachers to:

- Adhere to the guidance set out in this policy
- Teach the subject with passion and enthusiasm
- Uphold high standards of presentation
- Have high expectations of all pupils
- Provide opportunities to practise basic skills
- Provide feedback that helps the child to move forward
- Look after and return resources after use
- Seek advice and support from the subject lead when necessary
- Participate in training opportunities in order to improve practice
- Ensure that the teaching activities are accessible to all

- Take swift action, in identifying and reporting children, who have fallen behind their peers, to the SENDCo,
- Respond to individual needs

Monitoring and Evaluation

The quality of Read Write Inc and Fresh Start is monitored daily by our Early Reading Lead who ensures the reading teachers are following the scheme correctly and are delivering lessons with purpose, passion and pace. They identify and addresses any areas of development needed.

The reading leader models lessons and team teaches with reading leaders as necessary.

The reading leader delivers training every week, including any updates to the programme as they occur.

Talk for Reading is monitored by the English Lead – Emma Lawton. The school's subject leadership cycle of monitoring is adhered to so that planning, outcomes (including SEND and DA), teaching quality and pupil attitudes are reviewed and action points identified.

Continuing Professional Development

Our Reading Leader receives regular training and support through the English Hub, Kernow Learning, Ruth Miskin training portal and a Read Write Inc development day.

Reading teachers are supported weekly by the Reading Lead who monitors practice, identifies areas requiring improvement and gives immediate feedback. Reading teachers requiring more structured support and training are regularly released from class to work alongside the Reading Lead.

New staff have RWI and Talk for Reading training as part of their induction.

Staff training sessions focus on Talk for Reading every term and each year group receive coaching sessions with the English Lead to strengthen practise. Coaching sessions are dependent on identified need but are at least once a year.

Equal Opportunities

At St Agnes Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. All children will be held to the same high expectations.

Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Careful consideration will be given to ensure that resources promote positive images and avoid stereotyping and that children have access to books which positively represent our diverse population.

Inclusion

All children have the right to a high-quality education which caters for their needs. It is the responsibility of teachers to ensure that children can access learning and seek out the advice and support of the SENDCo if they cannot.

All children can access RWI as it is taught by stage not age.

Children at risk of falling behind are quickly identified by their reading leaders and reading manager and are given intervention to support a speedy catch-up.

Regular discussions with the SENDCo and during pupil progress meetings ensure that children's needs are addressed.

Modifications, such as changing the text size and font, will be made when necessary.

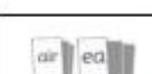
What To Teach When

Updated January 2025

This grid provides the focus teaching for your Speed Sounds Lessons.

Once children can read the group's focus sounds and words confidently, follow the guidance in the next row.

You can print additional Word Time 1.6 and 1.7 words, and longer words for each set from Phonics Online on Oxford Owl.

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B		Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read all Set 1 single letter sounds speedily Blend independently using Set 1 Group C blending lesson (maximum 2 weeks) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Expectations of progress

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read 16 single-letter Set 1 sounds	Read 47 sounds (all Set 1 and Set 2 sounds) Read Purple Storybooks	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all 25 Set 1 single-letter sounds Blend sounds into words orally	Read 52 sounds (first 5 Set 3 sounds) Read Pink Storybooks	Read Grey Storybooks
End of Spring 1	Read all 25 Set 1 single-letter sounds Blend sounds to read words Read short Ditty stories	Read 58 sounds (11 Set 3 sounds) Read Orange Storybooks	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read 31 sounds (Set 1 Special Friends) Read Red Storybooks	Read 64 sounds (17 Set 3 sounds) Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read 35 sounds (4 double consonants) Read Green Storybooks	Read 69 sounds (22 Set 3 sounds) Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks	Read 75 sounds (all Set 3 sounds and additional graphemes) Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Appendix 3 – Talk for Reading planning template



Unit Text/s	
Comprehension focus/s	

Planning Phase

Vocabulary to teach	Background contextual knowledge needed	Prior Knowledge	Investigative questions	Grammar/syntax/punctuation features to focus on during reading

Introduction Phase

By the end of the phase, children can access the text and join in with parts of it and have a basic understanding

Hook Prior knowledge, Contextual information, vocabulary before reading	
Prediction Teacher models reading Initial responses (Tell Me Grid) – likes, dislikes, questions, links/patterns (own life and other reading)	
Reread, experiment with expression/meaning/vocabulary Teacher models with children joining in with patterns etc	
Literal Retrieval questions Establish Focus (The big question to investigate during next phase)	

Investigation Phase

By end of phase, children will be able to join in with longer sections and have a deeper understanding of the text

Book Talk (dialogic) Model being a reader (think aloud) Line by line reading and use of pictures Questioning (use investigative questions from planning stage)	
Response Activities Drama Writing in role The arts	
Summarise (summarise the whole text to get the big picture)	
Evaluate (personal response to text)	

Independent Phase

By end of this phase children understand text and can independently demonstrate levels of understanding

Use a different text to apply learning e.g. What is different or the same about the setting in this new book?	
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Supporting notes

<u>Core Literary Concepts</u>	<u>Reading Strategies</u>
Structure of text – how the text works Role of characters/issues/information Role of setting/tone/mood Use of language including figurative language Perspective/viewpoint – writer/narrator/character/reader Main themes/arguments/ideas	Decoding Activate prior knowledge – link to own life and experience Understand new vocabulary – identifying and finding out Self-monitoring – checking that what they read makes sense to them Skimming – working out the gist of a text Scanning – locating specific information Retrieval – finding what ‘we know’ about text and making links Inference – thinking about what is not explicitly stated and create links

