

## Charlton Manor Primary School

### Early Reading Policy

#### Intent

We aim for all pupils to achieve the following:

- To develop a positive relationship with the written word and enjoy reading for both pleasure and information.
- To be reading at a level that is within age-related expectations.
- To use high quality texts to support their learning across all subjects in the curriculum.
- To be familiar with a wide range of poetry, rhyme, traditional tales, modern books and books from other cultures and to be able to recite some of these by heart.
- For children to enjoy and be familiar with a wide range of texts, including those beyond their current phonic level.
- For children to have regular exposure to practice their fluency and comprehension skills through individual, group and whole class reading opportunities.

#### Implementation

##### Nursery

- Children will have at least 1 high-quality story read to them each day. Those children attending 30 hours will have 2.
- Weekly visits to our school library.
- Children have daily phonics lessons.
- Children will hear and recite familiar nursery rhymes, poems and songs.

##### Reception

- Children in Reception will have group reading with an adult twice a week with the first session focusing on decoding and fluency and the second session focusing on comprehension using the same text.
- Children will have the opportunity to read 1:1 with an adult every week.
- Children will have at least 2 high-quality texts read to them each day, including stories, poems and songs during dedicated story time sessions.
- Bi-weekly visits to our school library.
- Children have daily phonics lessons.

##### Year 1

- Identified readers among the lowest 20% of readers in the school have one-to-one reading with a member of SMT at least once a half term.
- Whole class teaching of reading (whole class guided reading lessons) happens weekly.
- Children will have a high-quality story/text read to them each day as well as a poem. In Year 1, teachers select end-of-day reads from a selection of age appropriate texts covering a range of genres, cultures and styles as well as a collection of pre-selected poems.
- Bi-weekly visits to our school library.
- Once a half term, children in Year 1 do peer reading with children in Year 4 to develop their confidence, reading stamina and enjoyment of reading.

- Every break and lunch time, children in Year 1 are provided with an outdoor library to encourage them to positively engage with books.
- On a bi-weekly basis, children in Year 1 have a book club assembly, where they get to positively engage with a wide range of texts, engaging in book talk and building their knowledge of texts, authors and illustrators.
- Children have daily phonics lessons.
- Fluency is modelled and taught across all lessons through the use of echo and choral reading.

## **Year 2**

- Identified readers among the lowest 20% of readers in the school have one-to-one reading with a member of SMT at least once a half term.
- Whole class teaching of reading (whole class guided reading) happens twice a week.
- Children will have a high-quality story/text read to them each day. In Year 2, teachers select end-of-day reads from a list of high quality texts covering a range of genres, cultures and styles, as well as a range of poems over the year.
- Bi-weekly visit to our school library.
- Every break and lunch time, children in Year 2 are provided with an outdoor library to encourage them to positively engage with books.
- On a bi-weekly basis, children in Year 2 have a book club assembly, where they get to positively engage with a wide range of texts, engaging in book talk and building their knowledge of authors and illustrators.
- Once a half term, children in Year 2 do peer reading with children in Year 5 to develop their confidence, reading stamina and enjoyment of reading.
- Children have daily phonics lessons.
- Fluency is modelled and taught across all lessons through the use of echo and choral reading.

## **Children needing extra support**

- Children from the bottom 20% of readers across the school read with a member of SMT on a weekly basis. Information about the child's text choice, strengths and areas for development are fed back to the class teacher.
- Children who did not pass the phonics screening re-check in Year 2, as well as other readers who would benefit from additional phonics support, receive weekly high-quality phonics interventions.
- Children in year 3 who did not pass the phonics retake will initially receive an intensive phonics intervention using Twinkl phonics and will then, if necessary, continue to receive Twinkl Codebreakers, a KS2 phonics intervention.
- Particular struggling readers in the bottom 10% in Year 4 are identified by the class teacher and given targeted intervention by a trained TA using Project X Code a programme which develops decoding, fluency and comprehension. As of Spring 2023, identified children in KS2 will receive the Twinkl Phonics Codebreakers intervention once they have been assessed and sufficient training has been provided for staff.

## **Reading**

The teaching of reading at Charlton Manor takes into account the following:

- A phonics first approach to the teaching of reading
- Reading for pleasure
- The mechanics of reading
- Reading fluency
- Reading for understanding

Reading for pleasure is developed further through bi-weekly visits to our school library and involvement in whole school reading events. Our Rhino Readers books provide quality and variety as well as support for early readers, lower attainers and their parents. We have a language-rich curriculum to ensure that pupils are immersed in Tier 2 and 3 vocabulary from the start. All children are exposed to a language-rich environment that supports children's reading and vocabulary development.

### Supporting reading at home

- A weekly phonics information sheet is sent home, informing parents of the following week's learning in phonics.
- All children are given a decodable book which has been matched to their current phonics level to read at home.
- All parents have been informed and signposted to the relevant page on the school website which informs them on the best way they can support their child with reading at home.

### Text and rhyme exposure at Charlton Manor Primary School (Nursery – Reception)

• All children at Charlton Manor Primary School will have opportunities to learn the following stories and rhymes. We believe that these high-quality texts will support the children's language acquisition and development whilst promoting a strong love of learning. The children will know them well enough to recite them fluently and share them with their class.

#### Nursery

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Stories</b>	Dear Zoo	The Three Little Pigs	We're Going a Bear Hunt	The Very Hungry Caterpillar	Rainbow Fish	Goldilocks and the Three Bears
<b>Rhymes</b>	Twinkle, twinkle Little Star  Humpty Dumpty  If you're happy and you know it	Heads, Shoulders, Knees and Toes  Baa Baa Black Sheep  Incy Wincy Spider	Row, Row, Row...  Miss Polly had a Dolly  The Wheels on the Bus	1, 2, 3, 4, 5...  Five Little Monkeys Jumping on the Bed  Old Macdonald had a Farm	London Bridge is Falling Down  Jack and Jill  Three Blind Mice	I'm a Little Teapot  This Little Piggy  The Grand Old Duke of York

#### Reception

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Stories</b>	We're Going on a Bear Hunt  Monkey Puzzle	The Dinosaur that Pooped  Dinosaurs Love Underpants	Three Billy Goats Gruff	What the Ladybird Heard	How to Catch a Star	People who Help Us (non-fiction)
<b>Rhymes/songs</b> <i>Including repetition of rhymes taught in Nursery.</i>	We're all Special	Five Little Speckled Frogs	Mary had a Little Lamb  Ten in the Bed	Days of the Week song	Zoom, Zoom We're Going to the Moon  Five Little	Five Little Firemen

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## English Overview – Year 1 and 2

These are the core texts that children within these year groups will learn. Children will also be exposed to a variety of additional high-quality texts throughout the year.

Year 1	Autumn 1 (7 weeks 2 days)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Theme	This is us	It's all Ancient History	Picture Perfect	Where in the world?	Into the Unknown	Fight for the right
TOPIC	Jeffer's and Blake	Kings and Queens	Every picture tells a story	X marks the spot	Magic Toy Maker	Equality – all different but all equal
Key Text	<i>Here We Are</i> by Oliver Jeffers <i>What We'll Build</i> by Oliver Jeffers <i>The Way Back Home</i> by Oliver Jeffers <i>Last and Found</i> by Oliver Jeffers <i>Angelica Sprocket's Pockets</i> by Quentin Blake <i>Mrs Armitage on Wheels</i> by Quentin Blake <i>Zog</i> by Quentin Blake	<i>The Queen's Knickers</i> by Nicholas Allan <i>The Queen's Hat</i> by Steve Antony <i>The Cat and the King</i> by Nick Sharratt <i>The Princess and the Pea</i> by Hans Christian Andersen and Maja Dusiková <i>The Pea and the Princess</i> by Mini Grey	<i>I Want My Hat Back</i> by Jon Klassen	<i>The Jolly-Rogers and the Ghostly Galleon</i> by Jonny Duddle <i>Meet the Pirates</i> by James Davies <i>The Legend of Captain Crow's Teeth</i> by Eoin Colfer <i>Pirate Stew</i> by Neil Gaiman and Chris Riddell <i>The Pirate Captain's Cat</i> by Philip Ardagh	<i>Toys in Space</i> by Mini Grey <i>The Toy Maker</i> by Martin Waddell <i>Pinocchio</i> by Lily Murray <i>Threadbear</i> by Mick Jorgan	<i>Big H and Little h Dog</i> by Victoria Smith <i>Six Dots: A Story of Young Louis Braille</i> by Jen Bryant <i>All the Way to the Top</i> by Annette Bay Pimentel <i>I Am Not a Label</i> by Cerrie Burnell <i>The Story of Helen Keller</i> by Christine Platt <i>Supertato</i> by Sue Hendra <i>Real Superheroes</i> by Julia Seal
Writing Genre	To be covered over the course of the year: Comic strip, descriptive writing, missing poster or play script ( <i>I Want My Hat Back</i> ), instructional writing, persuasive writing, cereal box writing					
Poetic form	During English lesson: Acrostic poem Guided reading: topic-related poem	Guided reading: song	Guided reading: song	During English lesson: Shape poems/calligrams Guided reading: topic-related poem	Guided reading: song	During English lesson: Riddles Guided reading: topic-related poem

Year 2	Autumn 1 (7 weeks 2 days)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Theme	This is us	It's all Ancient History	Picture Perfect	Big Planet	Into the Unknown	Fight for the right
TOPIC	Blackman and Ahlberg	Great Fire of London	Every picture tells a story	Explorers	In a land far, far away	Refugees
Key Text	<i>Fangs</i> by Malorie Blackman <i>Space Race</i> by Malorie Blackman <i>The Monster Crisp-Guzzler</i> by Malorie Blackman <i>Ellie and the Cat</i> by Malorie Blackman <i>Please Mrs Butler</i> by Allan Ahlberg <i>Heard it in the Playground</i> by Allan Ahlberg <i>Miss Brick the Builders' Baby</i> by Allan Ahlberg <i>The Jolly Postman</i> by Allan Ahlberg	<i>Vlad and the Great Fire of London</i> by Kate and Sam Cunningham <i>The Baker's Boy and the Great Fire of London</i> by Tom Bradman <i>Samuel Pepys' Diary</i> <i>Toby and the Great Fire of London</i> by Margaret Nash <i>The Great Fire of London</i> by Emma Adams <i>The Great Fire of London</i> by Izzi Howell	<i>Journey</i> by Aaron Becker	<i>Life in the Ocean</i> by Claire Nivola <i>Explorers</i> by Nellie Huang <i>The Great Explorer</i> by Chris Judge <i>Shackleton's Journey</i> by William Grill <i>A Galaxy of Her Own</i> by Libby Jackson	<i>Hansel and Gretel</i> by Anthony Browne <i>The Stinky Cheese Man and Other Fairly Stupid Tales</i> by Jon Scieszka <i>The True Story of the Three Little Pigs</i> by Jon Scieszka <i>Three Little Wolves And The Big Bad Pig</i> by Eugene Iwajima	<i>The Journey</i> by Francesca Sanna <i>Wisp: A Story of Hope</i> by Zana Fraillon <i>The Day War Came</i> by Nicola Davies
Writing Genre	To be covered over the course of the year: Recount (diary writing), persuasive writing, explanation text, biography, recount (personal experience), non-fiction report					
Poetic form	During English lesson: Diamantes Guided reading: topic-related poem	Guided reading: song	Guided reading: song	During English lesson: Haikus Guided reading: topic-related poem	Guided reading: song	During English lesson: Kenning poems Guided reading: topic-related poem

## Phonics

Phonics is the fundamental method for teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds (phonemes) in the English language, which we put together to form words. Some are represented by one letter (grapheme), like 'a' in ant, and some by two or more, like 'ck' in duck and 'ear' in hear.

At Charlton Manor, we teach phonics and the application of reading following *Twinkl Phonics*, which is a validated systematic and synthetic phonics programme. We start teaching phonics in the Foundation Stage (Nursery and Reception). We follow the programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lessons and across the curriculum. We have a strong focus on language development for our

children because we know that comprehension, speaking and listening are crucial skills for reading and writing in all subjects. We use books matched to the children's secure phonic knowledge.

To ensure the teaching of phonics is effective in each class, teachers and leaders closely monitor and assess children's progress and attainment in phonics both in a summative and formative way.

For more information, please click on the link to take you to [Twinkl Phonics](#) website.

### **Classroom Environment**

Both Reception and Year 1 classrooms have a phase appropriate phonics display, focusing on both sounds and tricky words that the children are currently learning. Phonics mats are available in every lesson in Year 1 to support children's early writing across the curriculum. Working walls are updated regularly to reflect the current learning. We ensure that our Reception classrooms are print-rich environments which encourage children's interactions with the written word.

### **Assessment**

In Year 1, prior to the screening check in June, children will be assessed using the Twinkl Phonics assessments, which align with the sequence of phonics teaching. Further information can be found on our Early Reading page on the website. This is done to identify any gaps in the material that has been taught, allowing teachers to target their phonics lessons and interventions, to ensure that all children make good progress towards becoming fluent readers.

### **Staff CPD**

As of December 2022, all EYFS, KS1 and KS2 staff will have received Twinkl phonics training to ensure that all staff have up-to-date knowledge of how best to support early readers and deliver high quality lessons and interventions.