

Early reading Policy

September 2021

Review September 2022

**Early reading**

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| **Date** | **Review Date** | **Coordinator** | **Nominated Governor** |
| **September 2021** | **September 2022** | **Mrs J Bradley****Mrs K Tuff****Miss J Thorpe** | **Mrs P Weston** |

# Introduction

In order to raise achievement and attainment for all pupils, St Joseph’s has a consistent approach to the teaching of early reading throughout the school. Our aim is for all children to develop a bank of skills to assist them with word recognition, fluency and language comprehension. We teach early reading through phonics lessons which have a planned structure, are fast paced, engaging and encourage active participation for all.

Pleasure for reading, guided reading, whole class reading and independent reading are used to develop children’s range of reading skills and reinforce what has been taught during phonics lessons. We also ensure there are cross-curricular links relating to reading throughout our language rich and creative curriculum.

# Aims

* To create an ethos that makes everyone in the school community feel valued and respected.
* To provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
* To create a therapeutic ethos in school whereby every member of staff responds to children’s behaviour and emotions with insight and understanding based on neuroscience and trauma-informed techniques
* To create a nurturing, loving environment where children are not punished for having big feelings but instead are guided through them
* To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
* To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
* To respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change
* For all children to feel safe in our care, especially when they are overwhelmed with their feelings
* To develop positive mental health and wellbeing through this approach
* To promote good behaviour by forging sound working relationships with everyone involved with the school.
* To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
* To ensure pupils complete assigned work to the best of their abilities.
* To regulate the conduct of pupils.

# Responsibility for the Policy and Procedure

**Role of the Governing Body**

The Governing Body has:

* the duty to set the framework of the school’s policy on pupil discipline after consultation with the parents and pupils of the school
* responsibility to ensure that the school complies with this policy;
* delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
* delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
* the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
* responsibility for ensuring that the school complies with all equalities legislation;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* responsibility for the effective implementation, monitoring and evaluation of this policy

# Role of the Headteacher

The Headteacher will:

* determine the detail of the standard of behaviour that is acceptable to the school;
* ensure all school personnel, pupils and parents are aware of and comply with this policy;
* work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
* promote good behaviour by forging sound working relationships with everyone involved with the school;
* encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
* ensure the health, safety and welfare of all children in the school;
* work closely with the link governor and coordinator;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* work closely with parents;
* deal with external agencies;
* monitor the effectiveness of this policy;

# Role of the Senior Leadership Team

The Senior Leadership team will:

* lead the development of this policy throughout the school;
* work closely with the Headteacher and governors;
* provide guidance and support to all staff;
* provide training for staff;
* keep up to date with new developments and resources;
* work with the School Council;
* monitor school support systems;
* undertake classroom monitoring;
* work closely with parents;
* deal with external agencies;
* monitor the effectiveness of this policy;

# Role of School Personnel

It is the responsibility of each staff member to respond and guide the children when dealing with a difficult behaviour or feeling. Ensuring all staff have the appropriate therapeutic training and will respond with connection and not disconnection to an incident. This will ensure children feel safe in the care of our adults and reduce the feeling of rejection. This approach considers the complexities that arise with attachment disorder and childhood trauma as well as child development, helping to maintain trust between our children and staff. We expect that the member of staff who is involved with the child(ren) when the behaviour is occurring to be the person to follow through our behaviour policy to further create a feeling of security and trust with the children.

Staff are further expected to

* comply with all aspects of this policy
* encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
* devise a set of classroom rules with pupils at the beginning of each academic year and ensure they are on display in a prominent position;
* promote self-discipline amongst pupils;
* deal appropriately with any unacceptable behaviour;
* apply all rewards and sanctions fairly and consistently;
* record concerns in class pastoral file so patterns of behaviour can be established;
* fill in appropriate paperwork e.g. serious incident form, concern form;
* discuss pupil behaviour and discipline regularly at staff meetings;
* provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
* be sensitive to difficulties which happen in family situations and which can affect children;
* attend organised training on behaviour management;
* ensure the health and safety of the pupils in their care;
* identify problems that may arise and to offer solutions to the problem;
* implement the school’s equalities policy and schemes;
* report and deal with all incidents of discrimination;
* attend appropriate training sessions on equality;
* report any concerns they have on any aspect of the school community

# Role of Pupils

Pupils will:

* be aware of and comply with this policy
* be polite and well behaved at all times;
* show consideration to others;
* talk to others without shouting and will use language which is neither abusive nor offensive;
* listen carefully to all instructions given by the teacher;
* complete work to the best of their ability;
* ask for further help if they do not understand;
* treat others, their work and equipment with respect;
* obey all health and safety regulations in all areas of the school;
* co-sign and abide by the Home School Agreement;
* comply with this policy at all times on the school premises and when representing the academy on school-organised or related activities or wearing the school uniform;
* liaise with the school council make suggestions about improving school behaviour;
* take part in questionnaires and surveys

# Role of Parents/Carers

Parents/carers are encouraged to:

* comply with this policy;
* have good relations with the school;
* support good behaviour;
* support the school mission statement;
* sign the school’s ‘Home-School Agreement’;
* ensure their children understand and value the meaning of good behaviour;
* support school rules and sanctions

# Role of the School Council

The School Council will be involved in:

* discussing improvements to this policy during the school year;
* suggesting amendments and rewards to the policy
* supporting other pupil’s to adhere to the policy
* reviewing the effectiveness of this policy with the Headteacher or a senior teacher.

# Procedure

**Engaging with Print**

Children and adults share high quality texts from Nursery up to Year 6. High levels of engagement with books are expected in nursery to ensure that children begin to have a love for stories, which in turn will inspire them to want to read stories independently as they grow older.

Adults ensure there are ranges of books for children to have access to daily, stories are read throughout the day particularly at keyworker times and at snack times. Adults share their love for reading and the importance and value of books, through the teaching of early book handling skills. Children are encouraged to take an interest in the text and print themselves, meaning their desire to read or engage independently is increased. The children are empowered to choose texts to share through a democratic voting system the way through their school journey at St Joseph’s

**Teaching phonics – see RWI policy**

Children begin their phonics journey from joining in nursery. Staff in the nursery immerse children in a ‘talk rich’ environment ensuring rhymes, stories and songs are part of the daily routine and that they happen consistently throughout the day (singing for instructions, learning time, transitions, outside games etc)

Memorable rhymes and patterned language help to engage concentration and develop an ‘ear’ for language and increase vocabulary. Research suggests that, “singing and rhyming activities are likely to help children develop phonological awarenes” (Higgins et al, 2017). They also serve to support children’s growth in rhythm, drama and the exploration of the musicality of language.

Phonics is taught following RWI discretly and at set times.

The children at St Joseph’s continue their phonics journey throughout school as appropriate. Phonics sessions are lively, vigorous, engaging, multi-sensory challenging and creative to ensure we raise expectations for all children using our mastery approach to learning. Children also have RWI book banded reading books that support their phonics alongside a reading for pleasure book and a library book.

# Teaching reading comprehension

Whilst depending on phonics solely has been shown to make very little academic difference long term, combining phonics with strategies that are known to develop reading comprehension means that we are more likely to develop passionate and successful readers – those who read for meaning and for pleasure.

In line with our approach to the teaching of reading across the school, early readers are encouraged to develop comprehension in line with what we can glean from the best research into reading.

We believe that for children to be successful readers, they need good vocabulary knowledge and good general knowledge. They need memory of what they have read (a couple of sentences ago, a page ago or in a previous chapter) and of the general knowledge or experience upon which they need to draw on to interpret the text. Children also need a good standard of coherence: children who are not aware that they do not understand or are not troubled by not understanding, lack a standard of coherence. On the other hand, children who find it unacceptable to not understand what they have read will ask questions and grapple with meaning. Therefore, reading sessions take into account these elements:

* Vocabulary
* Experience and general knowledge
* Children monitoring their own understanding
* Role modelling
* Memory

Teachers plan for quality opportunities to engage in oral language discussion and comprehension. Young children need good oral language skills - to listen to stories and retell the story in a sequence. They need to be able to express ideas; exchange information and ask questions; recognise rhyme; and appreciate humour in nonsense rhymes.

Children have many opportunities to engage with text. All children throughout the school have daily reading for pleasure time, where they are free to look at and read a range of books. They have access to our school library weekly and get to choose a book to take home. Staff also ensure they hear children read throughout the week, ensuring where appropriate children who are Pupil Premium and children who have Special Educational Needs and Disabilities children are read with daily.

Whole class Reading sessions and the imitation stage of Talk for Writing, all support elements of reading comprehension. Children’s comprehension is supported through real life experiences behind the story as well as through the following strategies:

**Book Talk**

Dialogue about books is vital. Children’s questions and intrigue about stories – their plots, characters and settings – lead to rich discussion and feed children’s love of books and reading. Rich and quality talk about text aid to reading comprehension. The Blooms’ book talk questions are used to stimulate discussion in the early years. The way in which the questions are worded means that all children have something to contribute – there is no correct or incorrect answer. For children at the very early stage of reading, the questions can easily be applied to illustration as well as to text.

**Pre-Teach**

Before reading the book, teachers may feel the need to teach the book before they read it with their children. During this time, the context of the story, background to the story, addressing where the story is set, the geographical context, vocabulary and any other important information is taught to help children with the understanding of the story.

**Re-enactment and role play**

Exploring stories through play-based activities is a powerful aid to reading comprehension. Role play areas in Early Years are focused on story and familiar books, and children are encouraged to revisit stories with which they have engaged previously, so that the ‘bank’ of texts is continually being revisited.

Children in the early years are taught specific traditional tales and each class has an agreed list of books we want the children to know.

**The use of image and visualisation.**

Image and text work closely together. Teachers in the early years explore picture books with children to explore how image and text weave together to make meaning. Both still and moving images are used to develop skills that are essential to reading – inference, prediction, summarising, questioning.

**Supporting Struggling Readers**

Those experiencing difficulties with reading are identified early at St Joseph’s. To aid early identification, Early Years use the ‘Early Reading’ baseline. This enables staff to identify gaps and plan to fill them. We also assess children’s Speech and Language. At St Joseph’swe tailor our programmes of support for ‘Struggling Readers’ and personalise interventions to ensure SMART targets are set and rapid progress can be made. We are able to offer at risk Dyslexia Screening Assessment for pupils who present with a need.

‘Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling’ (https://www.nhs.uk/conditions/Dyslexia)

* Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
* Dyslexia occurs across the range of intellectual abilities.
* It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
* Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

Strategies are put in place for those with dyslexic tendencies in line with our policy on supporting children with Special Educational Needs and Disabilities. Those struggling with phonetic awareness are supported through intervention and struggling comprehenders receive oral language comprehension sessions, in which skilled support staff provided extra opportunities to engage with text and explore meaning. Those children who do not receive support with reading in the home are targeted for extra support within school, and this is rigorously monitored by teachers.

**Incentivising Reading**

Children who read 3 times per week at home are rewarded with £5 of school currency each week. We also celebrate World Book Day every year. We provide weekly book recommendations from our librarians and have Reading Ambassador Roles in every class. At St Joseph’s, we strive to instil a love and passion of reading for all of our children.

**Parental Involvement**

Parents are key in promoting the importance and love of reading for our children. We work in partnership with our parents through frequent communication using the Reading Diaries.

Children are able to visit our school library and have the opportunity to choose a book to take home to share with their parents.

Nursery parents are also invited to parent reading workshops and to watch me learn phonic workshops are recorded and shared on the Dojo/Facebook in order that parents can recreate sessions at home.

In Reception classes, .parents are invited into the setting to take part in various activities which help to promote their children to enjoy and learn how to read. These consist of, parent reading workshops and watch me learn phonic workshops, a display is regularly updated in order that parents are aware of what sounds and texts are being taught.

# Raising Awareness of this Policy

We will raise awareness of this policy via:

* the School Prospectus
* the school website
* meetings with school personnel
* communications with home such as newsletters

# Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

All new staff to the school meet with our literacy leader to ensure they are clear with how we teach reading. They also receive any necessary CPD around Phonics and Reading which is delivered through the RWI portal.

Our literacy leader ensures new initiatives are disseminated throughout the school to ensure we provide our children with the best start to their reading journey.

# Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

# Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years (or when the need arises). It will be reviewed by the coordinator, a member of the senior leadership team, the Headteacher and the necessary recommendations for improvement will be made to the Governors.

**References:**

Higgins, S. et al. (2017) Sutton Trust - Education Endowment Foundation Early Years Toolkit | Early literacy approaches. Available from: https://educationendowmentfoundation. org.uk/evidence-summaries/early-years-toolkit/earlyliteracy-approaches/

Department for Education (2014), EYFS profile exemplification for the level of learning and development expected at the end of the EYFS Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/360532/ELG09\_\_\_Reading.pdf

# Linked Policies

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| * RWI
 | * Teaching and Learning
 | * Literacy
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| **Headteacher:** | *Mrs. E. McCullagh* | **Date:** | September 2021 |
| **Chair of Governing Body:** | *Mr. R. Mellows* | **Date:** | September 2021 |