

Early Reading at Clifton

Early Reading Program in EYFS and KS1

At Clifton Primary School, we are committed to providing all children with a solid foundation in reading, using evidence-based practices to support their literacy development. We use the Read Write Inc. (RWI) phonics scheme, which is proven to help children learn to read fluently and with confidence. Our programme is structured to ensure children receive the right level of support at every stage of their learning, with a focus on continuous professional development for staff and active involvement of parents in their child's reading journey.

Key Components of the Early Reading in EYFS and KS1

RWI in EYFS and KS1

RWI Phonics Scheme: We follow the RWI phonics programme, which provides systematic and structured lessons to teach children the relationship between letters and sounds. This scheme ensures that children can decode words fluently and build a strong foundation for reading and writing.

Phonics Leaders in Each Phase: We have Phonics Leaders in each phase who are responsible for leading, supporting and mentoring staff to ensure that the teaching of phonics is consistent and effective across the school. Reading Leaders regularly team teach with staff to ensure consistency and quality of teaching.

Nursery

Nursery children are introduced to a range of nursery rhymes, songs, and stories throughout the year. Before starting RWI lessons, children practice using 'pure sounds', use Fred Talk for oral blending and match sounds to pictures with the sound picture cards. In the Summer term, children are taught a new Set 1 sound every day in their groups and practise forming the sounds in the air. Once children can recognise and say all the Set 1 single letter sounds quickly, they are taught to blend sounds in small groups.

Reception

In Reception all children learn how to read the sounds, to form the letters and, later, how to read the sounds in words. Daily sessions of RWI begin at 30 minutes and increase throughout the year to 1 hour. Those who are ready, begin to read and write simple words and sentences. Time is set aside everyday for 'Fred Time' to practise oral blending and 'Pinny Time' to embed sound knowledge.

Year 1 and Year 2

Children follow the same format as Reception but work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour.

As well as learning to read and blend real words children have plenty of opportunities to apply their sound recognition skills to reading 'Nonsense words'. These words also feature heavily in the Year One Phonics Screening Check in the summer term. These words provide endless opportunities for children to apply and practise their thinking in a range of different contexts.

Time is set aside every day for 'Pinny Time' to embed sound knowledge.

Year 2 comprehension program

Those children who have completed RWI move onto the RWI comprehension program to develop their analytical reading skills.

Staff Training and Development

- Continuous Professional Development: Staff are regularly trained to deliver RWI quality lessons.
- Ongoing Training: Throughout the year, staff participate in workshops and in-house training to improve their practice and share best practices.

Assessments and Grouping

- Frequent Assessments: Children are assessed every six weeks to determine their progress and ensure they are placed in the relevant phonics group according to their ability. This allows complete participation in lessons.
- Interventions for Progress: For children who may be struggling with specific sounds or skills, we offer targeted interventions. Our "keep up, not catch up" approach ensures that no child falls behind, and all children have the support they need to succeed.
- Daily 1:1 tutoring takes place for identified pupils to support them to make progress and keep up with RWI knowledge and skills.
- Additional 1:1 tutoring takes place for identified pupils to support them with identified gaps in their sound and word levels skills.

English/Oracy lessons

In the EYFS, daily oracy lessons take place during the autumn and spring terms to develop children's language skills and support their ability to compose sentences. This, in turn, supports their writing of simple sentences in the summer term when this becomes a focus.

In KS1, daily English lessons allow children to use transferrable skills from RWI in their English lesson. We use a range of high quality books including traditional tales, books from our English heritage, non-fiction and poetry. During these lessons, there is an emphasis on using oracy skills to compose sentences that the children can transfer to their writing.

Supporting Reading at Home

- Homework and Online Resources using Oxford Owl: To reinforce learning at home, children are given regular phonics-based homework. This includes a correctly levelled reading book as well as an online reading book matched to their RWI level and a quiz to complete. In addition to this, pupils have access to a vast range of free books to read on the Oxford Owl ELibrary as well as books beyond their reading age that parents can read to them. Parents have been invited to Inspire workshops where they have had the opportunity to learn to use the vast online reading resources. We also provide access to RWI videos, which allow parents to see how sounds and words are taught and practice alongside their child.
- Inspire Workshops: Throughout the year, we hold workshops for parents to share our approach to teaching reading, offer practical tips for supporting their child's reading development at home, and answer any questions parents may have. These workshops are an essential part of fostering a partnership between home and school.

- Home Reading Books: Children are sent home with the correct reading book for their developmental stage, matched to their phonics ability. We also provide a library book of their choice, encouraging a love of reading for pleasure.

Talk Through Stories for EYFS

To extend and deepen children's comprehension skills and vocabulary and foster a love of storytelling, we use Talk Through Stories as part of our story time routine. This approach encourages children to engage with stories through discussion and prompts, helping them understand narrative structure, character development and key themes. We repeat the books for a week at a time, allowing children to build familiarity and confidence in retelling stories. We expose children to a wide range of literature, including fiction, non-fiction, poetry, and traditional stories with repetition. This diversity helps children develop a broad vocabulary and understand different genres and text types. These books are revisited later in the year to reinforce learning and deepen children's understanding.

As part of our program, we have a dedicated vocabulary teaching slot, where we focus specifically on the new words introduced during *Talk Through Stories*. These words are explored through various contexts, helping children understand their meanings and how they can be used in different situations. By embedding these words into daily conversations and activities, we aim to build children's vocabulary and language skills in a meaningful and engaging way.

Analytical Reading for KS1

Children are exposed to a variety of texts for example, traditional tales, books from our English heritage, non-fiction and poetry. At the start of each English text, children are taught a discrete analytical reading lesson. As part of this lesson, children are taught to analyse text and infer meaning from them through modelling and questioning from the teachers. Children are taught to comprehend meaning of words based on evidence from the text. They are supported to understand how the author has used specific phrases and language to give the text meaning and bring it to life.

Building a Love of Reading

Book Club

In KS1 teachers model recommending books to children based on early enjoyment and experience of the book. Later, children use these skills to recommend books to each other. This promotes a love of shared reading.

- Choice and Enjoyment: We believe that developing a love of reading is just as important as developing decoding skills. By providing children with a range of books to choose from in the class library, we encourage them to explore different genres and find books that spark their interest. Each year class teachers have a budget to buy books to meet children's interests in their class.

- Creating a Reading Culture: Our classroom environments are rich in print, with displays of books, reading corners, and interactive storytelling sessions. We celebrate reading through events such as World Book Day, author visits, and book fairs.

KS2 Early Reading

When children move up to year 3 they are assessed on their phonetic knowledge in line with the RWI scheme. The children who are not fluent readers or working at the required age-related expectations are then grouped into small groups to receive the required teaching for 1 hour every day. This is a short-term intervention for some pupils and all groups are assessed every half term (roughly 6 weeks). Children who are doing well and increase their reading fluency move up to the next group and continue to do so each half term until they have completed the scheme. The Reading Lead monitors the teaching and learning standards of these groups and provides regular support to ensure there is consistency. These groups follow the RWI scheme and children work on learning either phase 1, 2 or 3 sounds and the associated reading books enabling them to apply their knowledge.

If required, children in year 4 have daily phonic teaching. If it is required in years 5 and 6 children are taught using the Fresh Start reading scheme. Evidence has shown that pupils who work in small intervention groups on a regular basis make excellent progress in their phonics.

Year 3 and 4 pupils take home a RWI home reading book weekly and year 5 and 6 pupils have Fresh Start material to support their home reading.

Additional reading support takes place in KS2 via the following:

- Accelerated reader.
- Book club
- Whole class analytical reading
- Priority readers with Teaching Assistants
- Lexia comprehension
- Parent workshops
- Afternoon pinny time with 1:1 TA's.

High Needs SEND Children

Following guidance from our RWI consultant, we introduce the phonics programme to our high needs SEND children who are assessed as having receptive communication skills. These children are considered ready to start RWI lessons.

For children who are not yet ready, they will engage in pre-RWI activities, such as learning through play, to help build foundational skills.

EAL

In EYFS and KS1, children participate in small group RWI lessons where they start by learning sounds from the very beginning. They follow a structured process: saying the sound, reading the sound, identifying the sound among others and writing the sound.

Progress is monitored and when children have a secure understanding of some sounds, they are then taught to blend and segment these sounds. These children also receive daily 1:1 tutoring to further support their learning.

When newly arrived pupils (to the country) join KS2 classes, initial phonics assessments are made and pupils are promptly placed into the correct phonics intervention group.