



Meon Way Federation Reading Policy 2024-2025

How do we teach children to read?

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a programme called *Read Write Inc. Phonics* to teach our children to read and write. During Phonics lessons we group children by their reading progress for one hour a day and re-assess children every half-term so we can place them in the group where they'll make the most progress. We provide extra one-to-one sessions for children who need a bit of a boost to keep up.

How do we make phonics easy for children to learn?

Read Write Inc. Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun. The phonic knowledge is split into two parts.

First we teach them one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children to read the sounds easily. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay - may I play, a-e - make a cake?

How do we ensure children can read every book?

The first thing we do is to give children books we *know* they can read - without any guessing. Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky Red' words, and we tell them a thought-provoking introduction to get them excited about the story.

Then, over three days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By the time children read the story at home, they will be able to read it confidently with expression.

How do we assess and track children's progress?

For children to make the best possible progress, they will read Storybooks 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.

Every half-term, we assess all children and 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.

How are slower progress readers supported?

We identify those children who are at risk of falling behind their peers immediately. We make sure children 'keep up not catch up' from Reception.

The slowest progress readers in both KS1 and KS2 receive one-to-one tutoring in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.

What are the expectations of children's progress on the *Read Write Inc.* Phonics programme?

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.

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.

Keep, edit or remove?

Story and poetry time

Storytime is the highlight of every day. We have a canon of stories that children get to know really well, and others we read just for fun. Parents can find the list of stories on our school's website so they can read these to their children at home. Children learn to retell the story, learn the refrains by heart and act out the stories in the role-play area. Children learn poetry too. We've chosen wonderful, memorable poems so children can learn them by heart. The poems focus upon feelings and situations with which young children are likely to be familiar, e.g. bedtime, siblings and feeling poorly.

How do we get children to remember what we teach them?

It's much easier teaching one child - we can get them to repeat what they have understood in their own words, step by step. Then, if they haven't understood, we can try different words and explanations. So, in order to replicate this back and forth dialogue with a group or class, we use partner work. Children answer every question with a partner, the teacher checks what they know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk is fundamental to the success of our school. We use, 'Turn to your partner' in every lesson throughout the day.