



Reading and Writing in the Early Years

Document Information			
Policy Number:	6	Created by:	J Tomioka
Reviewed by:	J Tomioka	Responsibility:	Early Years
Last Review:	September 2022	Next Review:	Sept 2023
Review Cycle:	Yearly	Ratified by FGB:	Dec 2022
Signature (FGB)		Signature (Head)	P Cuncarr

VISION & VALUES OF ST JOHN AND ST JAMES

Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.

'I have come that they may have life, and have it to the full'.

1 John 10 verse 10

Approaches to Reading in the Early Years

St John and St James aim to;

Encourage a love of reading by making it a successful and enjoyable experience.

- Produce effective readers.
- Provide a wide and stimulating variety of texts.
- Build up a sound base of reading strategies using phonic awareness.
- Develop initial and advanced reading skills.

Reading is an important part of the English curriculum in our School. Home reading books are organised on a banding system ensuring the children read books appropriate to their level (the children's reading should be 99% accurate in these books). These books will be provided and sent home on a weekly basis for parents to read with their children. Reading resources will provide enriching vocabulary, correct grammatical structure and interesting content.

Each parent is given the opportunity to liaise with teachers through reading record books which record when the children have been listened to at home, and any issues or positives there may be.

Children in our School are encouraged to read widely and our School Library offers the children the opportunity for wider reading through the borrowing of a variety of books. The children have weekly access to the School Library which offers a wide variety of texts to capture interest. They also have access to listening to a range of texts through their class novel which the teacher reads to them as much as possible throughout the week.

Shared reading taking place within Literacy lessons will provide enriching experiences through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader.

Phonics is taught daily in Early Years Foundation Stage and Key Stage One following the framework 'Letters and Sounds'. This will involve a 20 minute daily session of planned systematic phonics' delivery, with a wide opportunity for application of skills through the environment and other lessons.

As part of the Literacy curriculum each child across School will take part in at least one guided reading session each week outside of the English lesson which will be led by the class teacher allowing the children to develop their reading and comprehension skills.

Intervention Programmes

Intervention programmes are implemented to support children where appropriate and for children identified by the class teacher and the SLT during Pupil Progress Meetings. These interventions include LASS, Tiger Teams, Literacy support, phonics support, Maths interventions, Communication and Language groups along with social skill groups. These are planned specifically to a group's needs using assessments from the teacher.

Approaches to Writing in the Early Years

St John and St James aim to;

- Give writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities.
- Develop the children's confidence as young writers.
- Help children see writing as an important means of communication.
- Develop writing by positive teaching of skills and encouragement.
- Give each child the opportunity to write in a variety of genres and for a variety of audiences.

Classroom writing situations should emphasise to the children the purpose of writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled Writing, taking place within Literacy lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.

Children are expected to write regularly in a range of forms. Throughout the Reading Phases this may be responses to a text or short writing tasks such as writing about a character. In the gathering content phases the children are writing with the purpose of practising new skills learnt appropriate to the text type they are learning about. In the Writing Phase the children are writing with the aim of producing a finished outcome.

In our School we have high expectations of presentation. To support this handwriting, emphasis when teaching the phonic sounds is placed on how the letters are formed and handwriting practice is encouraged when the formation of a letter needs more support. Teachers and Teaching Assistants are expected to demonstrate high quality presentation and handwriting when marking, working with children or scribing in a lesson.