



Reading Policy – Holmesdale Infant School

“So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall.”
Roald Dahl, ‘Charlie and the Chocolate Factory’

Aims

- ❖ To develop happy, healthy and *curious* learners who read confidently and independently
- ❖ To begin to develop lifelong enjoyment and pleasure in reading
- ❖ To enable children to access all areas of the curriculum
- ❖ To enable children to access, understand and begin to manage information
- ❖ To begin to understand the meaning of what is read to them and what they read
- ❖ To begin to respond to what they read; to say whether they like or don't like it and why
- ❖ To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
- ❖ To begin to understand that this experience allows us to make connections with other people
- ❖ To walk through doors to the past, to the future, and to other worlds both real and imagined

As a community of readers we expect all adults to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ *Story time*
- ✓ *Shared and guided reading*
- ✓ *Library time*
- ✓ *Reading with individual children / groups of children*
- ✓ *Book Week / Book Character Day*
- ✓ *Extreme Reads*

In the Foundation Stage (Nursery and Reception) the teaching of reading is based on the area of learning Communication, Language and Literacy in The Early Years and Foundation Stage (EYFS).

In Key Stage 1 (year 1 and 2) the teaching of reading is based on the National Curriculum for English and the Framework for teaching literacy and what we know and believe is successful about teaching children to read.

In line with guidance from the English programme of study, our teaching objectives cover:

1. Word reading skills & strategies
2. Comprehension - Understanding and interpreting texts

Word reading skills and strategies

Every week each child will be engaged in

- Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently
- An interactive multisensory phonics session
- Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way using 'Book Talk'
- A rich and regular Story session

Shared reading

The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily word level work. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read. Shared reading will use a wide range of texts including big books, interactive texts, films, posters, teacher written text, child written text

Guided or group reading

A skilled adult works with small groups of children who are able to read at a similar level. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities. Individual reading targets will be monitored and shared with the children as part of these guided reading sessions.

Range

Pupils should be taught the knowledge, skills and understanding through the following ranges

Literature:

- ❖ Stories & poems with familiar settings and those based on imaginary or fantasy worlds
- ❖ Stories, plays & poems by significant children's authors
- ❖ Retellings of traditional folk & fairy stories
- ❖ Stories & poems from a range of cultures
- ❖ Stories, plays & poems with patterned & predictable language
- ❖ Stories & poems which are challenging, in terms of length and vocabulary
- ❖ Texts where the use of language benefits from being read aloud and reread

Non-fiction and non-literary texts:

- ❖ Print & ICT-based information texts
- ❖ Dictionaries, encyclopaedias & other reference materials

Texts

- ❖ Interactive white board resources; software and websites
- ❖ Big books – stored in hall
- ❖ Reading books grouped into 'book bands'; core scheme Oxford Reading Tree (stored in hall and freely accessible to parents and children]
- ❖ Guided readers – stored in the cold store
- ❖ Library books organised into easy to use 'headings'
- ❖ Class reading corner books

Drama / Speaking and Listening

Drama and speaking and listening will be used regularly as a way of allowing children of all ages and abilities to respond to text. Such activities will be planned into the Literacy or CLL planning for each Year group.

Assessment & Planning (refer to assessment and planning policy)

-for learning (formative)

- Success criteria clear and explicit
- Observation of children
- Questioning
- Self assessment (fans, thumbs up)
- Discussing with a partner

- Verbal feedback from adult linked to success criteria
- Engaging children - mind maps

-of learning (summative) will be recorded in

- Individual ongoing reading targets
- Reading records
- Guided reading record sheets
- Tracking for phonic skills [Phase assessment sheets]
- Reading Comprehension assessment [KS1]
- Reading Intervention Assessments [Salford reading test – BRP / Black Sheep Press assessment / toe by toe assessment]

Planning will build on prior knowledge.

Children with SEN or those working well below the level of their peers will be working on an ability appropriate objective. This may form part of an IEP and where appropriate will be taken from 'P' levels or PIVATS.

Children who are gifted and talented will be working to deepen or broaden their reading skills by accessing higher order targets.

Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the appropriate reading level.

Intervention

The school employs a number of reading intervention strategies including toe by toe, Better Reading Partnership and Read, Write, Inc. Half-termly assessment will determine the children not making expected rates of progress. These children will then receive the appropriate targeted support. Once receiving intervention, separate assessments are also made to monitor the success of the support and the progress of the children.

Reading at home

Children are encouraged to read at home and a home/school reading diary is used to record comments made both at school and at home.

Parents are free to choose books for their child on a regular basis and can take home and bring back as many books as they wish from the correct colour band for their child.

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home

We communicate with parents by commenting in home/school reading diaries and highlighting targets achieved, sending home a reading support leaflet to share ideas for reading with their children, Literacy workshops, Meet the teacher meetings and target setting parent consultations.

We also encourage parental involvement in Book Week.

Every classroom has an 'open door' policy and parents are encouraged to share concerns or achievements with the class teacher on a regular basis.

'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner

Reviewed: January 2015