



Reading Policy

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**Artsmark
Silver Award**
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Community Award

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TIBSHELF INFANT & NURSERY SCHOOL

READING POLICY

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The national curriculum for English, in relation to reading, aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading.
- Appreciate our rich and varied literary heritage.

The programmes of study for reading at key stage 1 consists of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds

pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

During the Foundation Stage children are given a wide range of opportunities to develop early reading skills by listening to and joining in with stories, poems and rhymes, by being given opportunities to enjoy, handle and look at books independently, through opportunities to focus on sounds and letters in words, and words and simple sentences in books. By the end of Foundation Stage 2 most children will read and understand simple sentences. They will use phonic knowledge to decode regular words and read them aloud accurately and also read some common irregular words. They will demonstrate understanding when talking with others about what they have read.

During Year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils entering Year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the Year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each

pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

At Tibshelf Infant & Nursery School we have a clear, consistent, whole school approach to reading. We believe that it is important for children to develop a love of reading from an early age and we encourage this by providing up to date and varied reading materials, by modelling good reading habits and sharing books and stories with our children, and by providing different contexts for reading. We want every child to become an enthusiastic, independent and reflective reader.

The school aims to:

- encourage the enjoyment of books and reading so that children develop a lifelong love of books.
- develop children's pre-reading skills so they are prepared and ready to read.
- develop every child's early reading skills by providing suitable activities, games and materials.
- provide every child with the skills and strategies necessary for decoding and understanding a range of texts.

We believe that children should:

- read with developing confidence, fluency and understanding.
- develop a range of strategies to support their independent reading including: phonic knowledge, grammatical knowledge, word recognition and graphic knowledge, contextual information.
- be encouraged, and given time to self-correct.
- have experiences of shared, guided and independent reading.
- have an interest in words and their meanings and be encouraged to develop a rich and varied vocabulary.
- have opportunities to read and share a range of genres – fiction, non-fiction, poetry and online reading materials.

- be encouraged to reflect on what they have read and show their understanding through discussion and questioning.
- develop an understanding of and use vocabulary linked to books – author, illustrator, characters, headings, index, contents page.
- be interested in books and read with enjoyment.

Teaching strategies:

We aim to provide high levels of motivation and active participation for our children at all ages. Children are encouraged to share books with adults and to hear and develop the language of books and stories. Children are taught to understand the sounds letters make and use these to sound out and blend simple words for reading and writing. Through games and caption cards children are encouraged to develop their early reading skills. Reading books in school are carefully matched to Letters and Sounds up to Phase 5 so that children are able to use the sounds they have learnt to read books. As children progress, they are encouraged to develop and use other skills to support their reading such as the picture clues and the other words in the sentence. Skilful questioning enables teachers to assess the child's understanding of the text they are reading and establish that they are reading for meaning. Shared, guided and independent reading sessions ensure all children have opportunities to read in planned and structured ways.

In Foundation Stage 1/Nursery:

- Share and read favourite stories with repeated refrains and patterns, including ebooks and stories. All year groups throughout school have an identified list of 'favourite books' – these books are read every term. These books cover a range of genre.
- Shared reading that gives opportunities to talk about key events in the story and the main characters, to model how to handle and read books, and to show how to turn the pages of a book and read from left to right
- Children choose and take home a book from the 'library' once a week which they are then encouraged to talk to staff about
- Reading area to encourage the choosing and sharing of books as well as independent reading
- Singing and saying rhymes and encouraging children to supply the rhyme
- Games and activities; bingo, sound lotto
- Letters and Sounds, Phases 1 and 2

In Foundation Stage 2/Reception: (in addition to opportunities in Foundation Stage 1)

- Letters and Sounds, Phases 2,3 and 4
- The children have a quick initial assessment in their first full week at school to ascertain their reading level. This assessment is completed informally through using

a range of reading games completed 1:1 with a teacher. This then informs individual (once a week with a teacher) reading – children may take home a ‘ready to read game’ to encourage letter recognition, tricky word recognition, blending or segmenting. Children move onto captions and books as appropriate (all books initially linked to Letters and Sounds programme in phases), when appropriate children move onto ORT as used in KS1

- Guided reading groups begin as appropriate to meet children’s needs
- Letter lines linked to Letters and Sounds phonic sessions are displayed and children know where they are in all learning spaces. Letters are displayed outside also.
- Reading area which includes copies of books from different genres that are displayed and accessed in different ways.
- Opportunities for reading in all areas of learning.
- Writing table with tricky words (added when taught) and diagraph cards (added when taught) displayed for children to access and use
- If there are additional adults available (a student for example) children are identified and targeted for additional reading time 1-1
- Children are assessed according to the EYFS profile.
- ICT – Education City – Letters and Sounds and Fast Phonics are used
- Ideas for how parents/carers can support their child with reading games and books are given out at each stage of reading readiness. Reading books often have ideas at either the front/back for adults to follow. Comments in reading records from staff inform parents/carers as to ‘next steps’ for children to work on. Parents/carers are actively encouraged to record in their child’s reading records.

Key Stage 1

In addition to many of the examples of good practice in earlier phases of learning ...

- Letters and Sounds phonics according to ability plus Babcock No Nonsense Spelling in Year 2
- Guided reading session, focused reading activities and library time/book reviews weekly
- Individual reading targets stuck inside Reading Record books along with the relevant word list
- Teachers/TA’s to listen to children with additional funding on a daily basis. Every week every child reads at least once to a teacher, usually reading an unseen text
- Disadvantaged children are targeted for additional individual reading time throughout the week
- Use of range of strategies, contextual, picture cues etc.
- Cross curricular reading in topic time

- Children listen to stories in story time and are encouraged to read stories to the class themselves
- Reading assessments inform planning, groups and individual readers targets
- Use of ICT – stories, multimedia
- Reading trollies / boxes of books in all classrooms
- Book Buddy is sent home weekly with selected children in Key Stage 1.
- Guidance for parents/carers in relation to supporting children read at different stages of reading

Assessment and record keeping:

Regular informal and formative assessments in reading are made by teachers and the headteacher. Termly phonics assessments in Year 1 and for Year 2 children who have not met the Expected Standard at the end of Year 1 ensure progress in phonics is rigorously monitored and tracked so that interventions are timely and effective. Children in Year 2 are assessed in reading within the first two weeks of the school year, and then towards the end of every two terms. The data is put into the reading tracking grids, and children's progress is monitored by the headteacher and Senior Leadership Team (SLT). Reading analysis undertaken by the headteacher forms the focus of meetings with staff and feeds into the provision provided for individuals and groups of children. Reading tracking across Key Stage 1 ensures children not making progress are identified early and their needs are targeted. Reading targets are set based on formative and summative assessments made.

In Year 1 and Year 2, the reading of common exception words (in front of reading records) by every child is checked and recorded termly.

Working in partnership with parents:

The teaching of reading is greatly helped if there is strong communication and support between home and school. Reading support information is provided for parents in written forms and parents have opportunities to speak to their child's class teacher about how best they might support their child with reading. Reading records provide important dialogue opportunities in relation to reading between home and school. Common exception word/tricky words and reading targets can also be found in the reading records of each child.

Reading Resources:

The school has a wide range of good quality reading materials: fiction and non-fiction, picture books, poetry, atlases, dictionaries, big books, comics, e-books. The school has a well-resourced library that the children are encouraged to use and that Year 2 children access on a regular basis. The sharing of books is actively encouraged in the library and in the classrooms. Independent reading books are organised so that teachers, children and

parents can access them easily, and Guided Reading books, Big books and Electronic books (Oxford Owl) are easily accessible for staff. We use a range of online apps to support reading opportunities. The quality of reading materials and the quality of the books themselves are regularly monitored to ensure they provide meaningful and pleasurable reading experiences for the children. Each year group has an updated list of big books suitable for each age range. (Completed July 2020)

Entitlement:

We differentiate, extend and match according to reading readiness, learning objectives, style of teaching, classroom organisation and resources. This ensures that children with special educational needs have access to reading opportunities that meet their needs and enable them to make progress alongside their peers. This ensures equal opportunities for all children.

‘Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.’

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