



## READING POLICY

### Learning to Read at Great Moor Community Infant School

Updated November 2020 by D.Heis and R.Wilkinson

Under review Sept 2021

### Introduction

Learning to read is the most vital skill that children need to acquire. Our programme of teaching and learning focuses on the skills needed to decode text, whilst ensuring that we foster a love of books for life long enjoyment and learning. Phonics is taught initially as the primary response to decode, with other strategies invoked as the text and reader become more sophisticated. Learning to read supports children to cross the threshold where the skill of learning to read develops in to reading for learning and pleasure.

### Definitions in school

**Phonics** are planned and taught in line with the *Letters and Sounds document* provided by the DfES. Phonics sessions contain the *Review > Teach > Practise > Apply* teaching sequence. There is fidelity to one programme. A shared vocabulary is used in school, alongside useful displays in each classroom. The Phonics tracker is in place for each class. The inputs are whole class with a kinaesthetic approach and intervention supplements quality first teaching when required.

**Guided Reading** is defined as a small group of children who have an individual copy of the same levelled book or text, where defined teaching objectives are taught. Each class has a Guided Reading folder and the same format is used to plan and assess the children.

**Individual Reading** is where a child reads on a one to one basis with the Teacher or Teaching Assistant with an appropriately levelled book to develop individual reading skills.

**Independent Reading** is where a child is either directed to or chooses to read in class from a variety of books that are held in class or the library.

**Book Banding** – all home school reading material and the Guided Reading Sets in school have been book banded.

**Bench Marking** – the PM Bench marking tool is used for identification of children's instructional level of reading and any reading errors that are made that block progress.

### 1.Foundation Stage (FS1)

#### Early Name Recognition Activities

Building upon the work at home or with carers, the children begin to recognise and make representations for their name. This is an early marker in a child's reading career as they begin to associate themselves and their name with print.

### Story telling and children's re-telling

Big books, story books, information books and the IAW are used to promote the love of stories and the acquisition of language. The Pie Corbett approach to story mapping and storytelling is used frequently to develop children's story language. During 2018-19 FS1 will develop the use of Tales Toolkit to further promote children's story language and imagination.

### Phonics - Phase 1 (Autumn, Spring and Summer) and Phase 2 (Summer)

Continuous Provision activities – activities are devised to promote the children's story telling and imagination, along with mark-making and reading environmental print.

Home –School Reading – children choose and take home a book to share and parents and children discuss and "review" together. The children are invited to take part in a 'Rhyme Time Challenge' promoting the learning of well-known Nursery rhymes at school and at home.

## **2.Foundation Stage (FS2)**

Phonics - Focus on;

- review of phase 1, and teach phase 2 (Autumn),
- review phase 1 and 2 and teach phase 3 (Spring) and
- review phase 1, 2, 3 and teach phase 4 dependent on class's ability and uptake.
- Oral segmenting and blending remains a key focus through out.

### Guided Reading

Guided Reading takes place once a block in ICT area using books in line with phonics uptake. Reception increase this to twice in a block where required, to develop skills and independence. Specific reading objectives are planned for (mainly concerning decoding and concepts of print) including;

- to recognise and sound out letters ( lower and then upper case)
- to sound out and blend words leading to reading through the word ("see it and say it")
- to read on sight tricky words and building up a sight vocabulary
- to point using "reading finger" leading to eye pointing to each word
- to track from left to right , top to bottom
- to note simple punctuation
- to develop simple recall and comprehension
- to begin to develop expression.

### Individual Reading

At least three times a half term, the children are read with individually with their Key Worker and progress towards reading targets are noted.

### Group story time within a thematic approach

Where a story is the focus of our block of work then that story will be read regularly to the colour groups with questions and answer sessions. It may be acted out or created into a dance where appropriate.

### Story time

Usually planned for at the end of the day, to promote love of language, stories and illustrations. Stories used are above the reading capabilities of the children. Stories are re-read and children begin to understand the pattern, language, setting, characters and events.

### Library

Children visit the library once a week to choose or exchange books with other children. They may have a story/information book read to them at this time.

### Independent

Much-loved stories that the children have had read to them are placed in the reading area so that the children will be drawn to use the reading area independently.

### Environment

A welcoming Reading Area is organised in each classroom with a variety of texts and genres to promote independent reading and the joy of books.

Topical vocabulary and displays are used in school to promote children's interest and reading.

### Expected Progress

The Early Learning Goal for reading states

*Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.*

### Assessment

Children's progress in reading is assessed on an almost weekly basis. The following are assessed;

- Phonics uptake (see a sound and say it or make a sound and show the correct letter)
- Oral segmenting and blending
- Tricky words
- Visual memory
- Stamina and fluency
- Understanding and retention of what has been read

### **3. Key Stage 1**

#### Phonics

Year 1 -Focus on review of phase 2, 3 and 4 dependent on class's ability and teach phase 5.

Oral segmenting and blending remains a key focus through out.

Year 2 – Focus on review of phase 3, 4, 5 and teaching in phase 6.

#### Reading Materials

Children have access to a wide variety of reading schemes that are book banded to the appropriate level. Reading schemes include Rigby, PM, Collins, Oxford Reading Tree, Ginn, Heinemann and 'real books' from a range of authors.

#### Guided Reading

Guided reading takes place once a week with the class teacher. Children are taught about a variety of genres such as information texts, poetry and plays. Guided reading teaches children appropriate reading strategies and comprehension skills to aid independence and understanding.

### Individual Reading

Children change their reading books once a week from the appropriate colour banded books. Teachers hear each child read at least once every half term to establish an appropriate instructional level of reading material.

### Story time

This is usually planned for the end of the day. Children are read a variety of texts to promote a love of reading and books. Extended texts may be read to the children over a succession of days or weeks. Children will learn about different authors and their particular styles of writing.

### Library

Children change their library books once a week. Children choose from a large selection of fiction and non-fiction and reading levels. Some books are appropriate for the child to attempt independently, others may be chosen for parents to read to their child. Children also have opportunities to part in other library activities such as listening centre, book reviews and small world story telling.

### Environment

A welcoming Reading Area is organised in each classroom with a variety of texts and genres to promote independent reading and the joy of books. Topical vocabulary and displays are used in school to promote children's interest and reading. Tricky word trees and alphabet friezes

### Progress

At the end of KS1 the majority of children met or exceed expected progress as defined by the DfE. Children who are identified as not likely to achieve during KS1 may be offered a reading intervention programme carried out in school.

### Assessment

Children's reading levels and strategies are assessed regularly through individual reading, guided reading and benchmarking. Individual targets are recorded in reading records regularly and reviewed with the children.

At the end of Key Stage 1, reading is formally assessed through the SATs process.

## **4. Vulnerable children and groups**

### Foundation Stage

#### Identification process –

Within Reception, where children are not able to orally segment and blend or learn the letter sounds (by the end of teaching of phase 2 children know six or less) then parents would be informed and children monitored or SEND raised.

### Interventions

#### Language Link ( Reception)

A diagnostic speech and language assessment( Receptive Language) administered on an individual basis on entry to reception.

Wellcom is also used on a case by case basis to ascertain children's levels of understanding. Individual support is offered to those children who have expressive speech delay.

### Additional Home Engagement – Metal Mike Scrap Books

Parents are given a Reading Evening early in September so they may understand the Early Reading Skills required. Parents are given specific support with games and activities to play at home to supplement the learning in school.

### Key Stage 1

#### Identification Process

Via the SEND and tracking processes in school, children are identified as requiring interventions in order to make expected levels of attainment.

#### Interventions

SEND specific Reading Material (Year 1) – Simple, phonetically kind materials are used to support those children (generally on IEPs) who have not made sufficient progress or who have not built up stamina and fluency.

LSS – IEP children in Year 1 or 2 who have not picked up phase 2 phonics and are therefore non-readers

SERI (Stockport's Early Reading Intervention) - 3 children are receiving SERI four times a week with a trained TA SERI provider.

Reading Recovery – Deputy Head Teacher Mrs D Heis is a fully trained Reading Recovery Teacher. Children with specific reading issues may be relayed to her for support.

### **5.The Broader Curriculum**

- World Book Day
- Book fairs
- Cross – curricular links a thematic approach
- Computing
- Assemblies – Stories are often used as a way to discuss a moral/ dilemma/behaviours.
- Reading Marathon ( in conjunction with the local library)

### **6.Parental /Carers Engagement**

- ECAT (Nursery) – used to promote and enrich language and the love of rhymes (Letters and Sounds phase 1)
- Reception Reading Evening – where parents are invited to look in depth at how reading is taught in school with particular reference to the pacy phonics approach.
- New Year Group Welcome Meetings – where the curriculum coverage and reading aspirations are highlighted.
- Parents Meetings (Twice a Year all year groups) – where children's specific progress in reading is discussed and any concerns outlined with ideas given to promote reading at home.
- Home school Reading books and reading record – a written dialogue where children's reading books are noted and progress, concerns and celebrations towards targets are noted.
- Library – School Library books are chosen by the child and taken home to be read by parents/ carers to the child or in Key Stage 1 for the children to read them themselves.

- Book Trust - Nursery children receive a Treasure Chest containing 2 books and information tips for parents to take home and Reception children receive a book bag with two books in to take home and share.

## **7. Transition**

Transition is a known point at which children may dip in their overall reading progress due to the Summer holiday (where no reading may take place) and incorrect starting points for children's learning. To avoid this we use;

- Class Phonics tracker – children are placed at the level of phonics that they are working within.
- Book Level – the book levels that the children are currently reading within and where appropriate the children will have been Benchmarked to obtain their instructional level of learning for the new academic year.
- Teacher to teacher conferences – where children's issues and progress in reading is discussed and noted to avoid loss of information.
- Children take books home during the holidays, so that the children may continue to read appropriate books.