

# Christ Church (Church of England) Infant School and Nursery



## Reading

*Proverbs 22:6 Start children off on the way they should go: and even when they are old, they will not turn from it.*

Policy Adopted: July 2020

Policy Review: July 2023

## **Introduction**

Christ Church (Church of England) Infant School and Nursery aims to provide the highest standards of education and care within a Christian foundation. We recognise and celebrate the limitless potential of all our children and seek to maximise their natural enjoyment of and enthusiasm for learning.

Our reading policy aims to develop confident, independent readers who establish a love of reading and an appreciation of literature for both enjoyment and information.

## **Rationale**

At Christ Church (Church of England) Infant School and Nursery we believe that the ability to read is fundamental to pupils' development as independent learners. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect on progress in all areas of the curriculum; therefore, reading is given a high priority, enabling the children to become enthusiastic, independent and reflective readers across a wide range of literature. Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading. Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read.

*"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 also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds"* National Curriculum

## **Aims**

- Develop fluent, confident and independent readers
- Help children to develop a love of reading and recognise its value
- Give children the confidence to read aloud with expression and clarity
- Develop and extend the children's vocabulary through shared and whole class reading
- To teach children to use a wide range of reading strategies
- Encourage children to talk about books and texts that they have read to show their understanding
- Develop children's interests through a wide range of media
- For every teacher to be an advocate for reading
- To create reading opportunities across all areas of the curriculum

In order to deliver the above we will meet the objectives outlined in the EYFS curriculum and National Curriculum.

## **Strategies for the teaching of Reading**

At Christ Church (Church of England) Infant School and Nursery we want our children to be passionate about books that will open up new worlds and ideas for them. We provide children with the early reading skills that they need using a wide range of strategies to develop their reading and understanding of texts.

Both word recognition and language comprehension are necessary to achieve fluent reading. The balance between word recognition and language comprehension shifts, as children acquire and secure automatic decoding skills, from 'learning to read' to 'reading to learn' for purpose and pleasure.

### **Phonics**

High quality phonic teaching secures the crucial skills of word recognition that, once mastered in conjunction with other reading skills, enable children to read fluently and automatically.

Read Write Inc is used to teach early readers phonics skills. This initiative promotes a strong structured and systematic emphasis on the teaching of phonics to aid the teaching and learning of reading.

Children are taught to

- Recognise 150+ graphemes linked to 44 speech sounds
- Read words by blending sounds
- Recognise 'Red' tricky words
- Read a range of high frequency words

Children are assessed half-termly and grouped across school, with teachers and TA's, depending on their stage not age. Each lesson is structured with a 20-minute speed sound lesson which teaches oral blending, introduction of a new sound and revision, decoding of words, reading common exception words, decoding alien words and spelling. The remaining part of the session uses a levelled text to read and comprehend over 4 days. During these sessions teachers model expressive reading and children develop decoding, fluency and comprehension skills. Children read to a partner whilst the teacher circulates to assess readers.

### **Whole Class Reading**

Once children are fluent readers, they are able to concentrate on the meaning of the text they are reading. Once secure in their phonetical knowledge and fluency children move into a whole class reading group. During these lessons teachers use challenging texts to teach reading and comprehension skills using 'Reading Dogs'. Each dog has a specific focus and engages the children in all of the reading domains.

**Vocabulary Victor**- Victor looks at the words the authors choose in the book

**Rex Retriever**- Rex will help retrieve facts from a text

**Predicting Pip**- Pip tries to look into the future to see what might happen next

**Sequencing Suki**- Suki likes everything in order, she helps to sequence a story

**Inference Iggy**- Iggy hunts for clues in a text to tell you how someone might be feeling or why something happens

In addition

- teachers model expressive fluent reading
- children read with partners, high levels of engagement
- whole class discussion around text
- development of vocabulary
- record new words and meaning to use in their own writing

### **Individual Readers**

Children are given the opportunity to develop their reading skills further through either 1-1 or small group guided reading. Children who are still developing their reading skills within each year group have additional opportunities to read to an adult. These sessions are outside of the taught reading/phonic lessons.

Children who have emerging/developing reading skills are heard read weekly by an adult in school. Class teachers and TA's provide support for the child to practise decoding, high frequency words, comprehension skills and fluency. Additional support is given through reading volunteers (parents, grandparents, Foundation Governor). This extra support helps children develop confidence as a reader.

### **Guided Reading**

Small group guided reading sessions are used by teachers in Reception and Year 1 to help developing/secure children read weekly and for Year 2 children who need additional comprehension support. The focus is on the deeper understanding of the texts using prediction, comprehension and inference skills. Texts are chosen from a book band higher than the home reader adding sufficient challenge to these guided sessions.

Guided reading allows

- Children to read with others at the same reading level
- Teachers to teach to the groups/individuals specific reading targets
- Teachers to give explicit support in comprehension strategies
- Children to practise reading skills independently
- Children to share discussion around the text and vocabulary used
- Teachers to monitor the progress of individuals

### **Promoting a love of books and stories**

#### **Story Time**

Story time is an important aspect of the curriculum to allow children to experience and interact with high quality texts. It helps provide exposure to rich vocabulary and enables adults to model fluent and expressive reading using intonation and facial expression to develop interest and can spark children's imaginations. Timetables must include a minimum of 3, 15 minute story slots, per week. Pie Corbett's reading spine is used as a base for each class reading box.

#### **School library**

Our school library is well stocked with a range of children's literature and non-fiction books. The children access the library weekly and all are encouraged to choose books of their interests to take home and share.

## Planning for success

By the end of Year 2 we expect our children to

- Read fluently without overt sounding out and blending
- Accurately sight read words of 2 or more syllables
- Accurately sight read words containing suffixes
- Read most (90%+) of the YR1/2 common exception words
- Self-correct inaccuracies/mistakes
- Confidently answer questions about a given text demonstrating the ability to retrieve, predict and infer
- Express their opinion of a book/books making comparisons
- Be on white book band

We have a clear expectation of where children should be in their phonic progression.

- End of Reception children should be working on at least Green level
- End of Year 1 children should be working on at least Blue level
- End of Autumn term in Year 2 we aim for children to be in a Whole Class Reading group

## How we teach reading

### Nursery

To ensure children meet our expectations high priority is given to Reading from the very start. Our Nursery gives high priority to reading and story time. Children are read poems, nursery rhymes and quality stories daily. Books such as Dear Zoo, We're Going on a Bear Hunt and Each Peach Pear Plum make up the basis of the Nursery story collection. Repetition of these familiar books and rhymes ensure children become familiar with the texts and are able to join in with the story telling. Vocabulary is built upon as children are exposed to new words and their meanings and soon the children become confident early readers. In the last term of Nursery, RWInc is introduced. Children are taught to say the sounds of letters with the help of mnemonics, to practise correct letter formation, to blend the sounds into words and read simple 'blending books'. Games are played where children are encouraged to listen carefully and orally blend sounds together i.e. 'Put your hands on your **h-ea-d**' 'Put on your **c-oa-t**,' This gives children a flying start before going into the Reception class.

### Reception

Emphasis on high quality story telling continues into Reception. Stories such as Owl Babies, The Gruffalo and Whatever Next quickly become favourites as the children enjoy joining in with the patterned language and extending their own story telling through puppets and role-play. RWInc phonic lessons and daily shared books are used to teach early reading skills in Reception. Children are taught the skills of word reading and comprehension outlined in Development Matters and the Early Learning Goals ensuring that they have acquired the relevant skills needed before moving into KS1.

Daily practice includes

- Children learn a new sound daily
- Children practice previously taught sounds daily
- RWInc speed sounds are sent home to practise
- Red tricky words are taught
- All children read to an adult weekly in school

- Reading books are sent home daily
- Daily shared books where teachers model reading aloud
- Shared texts include fiction and non-fiction
- Games involve rhymes and alliteration
- Reading corner resourced with a range of texts and magazines
- Children encouraged to retell favourite stories in play
- Exposure to environmental print and language rich provision

A communication, language and literacy rich environment in Foundation Stage where children are given opportunities to speak and listen, alongside daily phonics and story time, ensures children are equipped with the skills needed to continue their journey into KS1. Here they begin to read a range of texts independently and with enthusiasm.

## KS1

Children continue to be exposed to a range of stories through timetabled story time. Year 1 read a range of favourite picture books such as *Peace at Last* and *Where the Wild Things Are*, they listen to the teachers read with fluency and expression and are encouraged to think deeply and discuss the stories. Year 2 begin to move into longer chapter books where the children can develop listening skills further using their imaginations. The children enjoy stories by authors such as Roald Dahl and Dick King Smith. English lessons are planned around engaging texts. Books like *Supertato* and *There's a Snake in My School* provide opportunities to develop children's comprehension skills alongside writing activities which together broaden children's knowledge of the text.

Children in KS1 continue with grouped RWInc lessons four times per week, moving into a Whole Class Reading group when they have completed the scheme. In reading lessons children read challenging texts such as *Fantastic Mr Fox* and *The BFG* developing their ability to read, understand and respond to texts. Lessons encourage children to predict, infer, retrieve, sequence and discuss new vocabulary.

- Set 2/3 speed sounds sent home to practise
- RWInc sessions introduce new sounds and review
- Speedy Green words and Red Tricky words taught and sent home
- Year 1/2 Common Exception words are sent home to practise
- 1-1 reading for developing readings in Year 1 & Year 2
- Additional guided reading for Year 1
- Guided reading to develop comprehension skills in Year 2 developing readers

## **Assessment and Monitoring**

Our progression map for Reading identifies the reading skills expected for each year group. Each year group teacher assesses children against their year group targets based on the Early Years Curriculum and National Curriculum targets. Teachers record levels for children's reading termly which is shared on the school database and progress tracked across the year. This information is monitored by the Reading lead and SLT and discussed at pupil progress meetings, agreeing strategies to be used to ensure progress.

Teacher assessments form a crucial part of evaluating progress and setting targets. Teachers use individual assessment sheets to track reading development across all aspects of age related reading expectations and identify next steps. These records are filed in teachers reading record folders.

Half-termly assessment for RWInc ensures children are grouped according to their correct stage. Phonic screening also takes place half-termly for Year 1 to ensure that children are quickly identified who may need additional catch-up sessions to keep on track for the national Phonic Screening Check in the Summer term.

Salford reading tests are also used in KS1. These assessments identify children's word recognition and comprehension skills. The assessment gives an age related outcome which enables teachers to quickly identify children who maybe working below or above their age expectations.

In Year 2 children also undertake the SAT's end of KS1 assessment in Reading. The Reading lead monitors the teaching and learning of Reading. This includes, learning walks, pupil voice, reading folder trawls, book band analysis and observations. The Reading lead is also responsible for delivering an action plan to improve the teaching and progress of Reading.

### **Differentiation and Vulnerable Groups**

The teaching of reading is differentiated for individual needs throughout school through phonic grouping across year groups, grouped guided reading, individual reading and differentiated reading tasks. Children that are more able are recognised, encouraged and challenged appropriately, our reading scheme allows progress beyond that expected of Infant aged children. Children requiring additional support are identified and specific interventions planned weekly such as 1-1 reading, additional phonics catch up sessions and precision teaching, these are reviewed regularly. Children who fall into a vulnerable group are all monitored closely. These children all receive additional reading opportunities to ensure they are well supported in reaching their potential.

### **Equal opportunities**

All children have equal opportunity to take part in daily reading activities appropriate to their age and ability and regardless of gender or cultural background. We aim to ensure that books and literature available represent as wide a range of cultures as possible. Gender stereotypes are challenged when they arise and books are carefully chosen to ensure the interest of both boys and girls. Children with specific sight, speech or hearing difficulties are identified and supported through personalised interventions. All staff have high expectations for all pupils.

### **Reading Book bands**

For individual home readers children have a phonics book plus another levelled home reader. We have purchased RWInc home school reading books that match to each child's stage of phonics knowledge. This ensures that books are matched to the reading level of the child building reading confidence and ensuring success. Children move a colour band in these books as they progress through the RWInc stages. In addition to these children have a colour banded book from a range of reading schemes covering a breadth of genres and a mix of fiction and non-fiction and poetry.

These include

- Oxford Reading Tree (plus Oxford Owl online)
- Project X
- Collins Big Cat
- Phonics Bugs
- Fireflies

Teachers use their own assessment, RWInc levels and Salford reading scores to make judgements regarding children's readiness to progress through the colour bands. See colour banding level sheet to see how colours match to reading age and RWInc levels.

The colour banding scheme mirrors that of the Junior school. This ensures a smooth transition across both sites where the children can confidently continue their reading journey.

### **Parental involvement**

Children are expected to read regularly at home. Parents comment in the home/school reading diary which provides a useful home/school link where teachers are able to add additional tips to support parents. Parents are supported by school through reading information leaflets and the sharing of Reading Dogs information so that parents have a bank of questions to use when reading with and listening to their child read.

Parents are informed formally of their child's progress in reading through termly reports and parent evenings.

### **Book Corners**

Teachers provide a language rich environment with an inviting and well-resourced reading area, in order to promote and create an enthusiasm for reading. All classrooms are expected to have a reading area in which children can enjoy reading.

Book corners should

- Be inviting with a comfortable space to sit
- Books in good condition with no rips or missing pages
- Books appeal to children's interests
- Staff model use of area
- Displays enhance the area, use of questions, author quotes and pupil comments
- Books are well organised
- Include a range of fiction/non-fiction/poetry/magazines/dictionaries/atlasses/chapter books

Book corners are available for use by the children where they can access, read and share a range of chosen books during the school day. Children are encouraged to read books from their individual class book corners. KS1 have a book mark in their tray so they can save the page in a book they have chosen to continue reading at another time.

### **Additional enrichment activities to promote a love of reading**

- World book day
- Whole school Readathon
- Scholastic book club



## **Non-negotiables**

To ensure a consistent approach to reading across school we have a set of non-negotiables.

### **1. Story time**

Story time is an important aspect of the curriculum to allow children to experience and interact with high quality texts. It helps provide exposure to rich vocabulary and enables adults to model fluent and expressive reading using intonation and facial expression to develop interest and can spark children's imaginations. Timetables must include a minimum of 2, 15 minute story slots, per week.

### **2. Book Corners**

Classroom book corners must include a range of high quality, age appropriate texts – fiction and non-fiction. Please ensure a range of mediums are present: books, magazines, comics, catalogues, leaflets and posters. Within the book corner question prompts, author quotes and pupil comments should be evident.

### **3. Home Readers**

Children will take home 1 RWInc book (matched to their current RWInc phonic group) and 1 appropriately matched book band book each week. Reading books should be collected in every Thursday and 2 new books issued each Friday. Please ensure parental comments are checked and responded to as necessary. Once children have completed the RWInc scheme they will continue to receive two high quality texts each week. All children's book bands must be assessed by the class teacher at least once each half term to ensure reading books are accurately matched to each child's needs.

### **4. Reading Dogs**

The reading dogs should be on display in all KS1 classrooms. These should be referred to during KS1 guided reading and used within the Y2 Reading Skills sessions.