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Reading Policy

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At Tuel Lane Infant School, our curriculum is designed to:

- Provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum that is matched to their age, ability, interests and special needs.
- Increase pupils' knowledge, skills and understanding as they grow and develop and increase their connections with the world around them
- Develop independence, curiosity, perseverance, resilience, problem solving skills and teamwork
- Help children to understand the benefits of a healthy lifestyle and to develop economic awareness
- Help children understand that diversity is exciting
- Be carefully planned and structured to ensure that learning is continuous and that pupils make good progress
- Engage the interest of the children giving them motivation to learn.
- Be exciting and to offer children first hand experiences and opportunities to practice new skills.
- Open children's eyes in awe and wonder, causing them to marvel at our incredible and wonderful world.

Our curriculum is;

A people and places curriculum

A look and see, listen and hear, reach out and touch, wonder and ponder curriculum

A now and then, here and there, me and you curriculum.

A what is it, how does it work, why did it change, why did that happen, where did it come from curriculum

A story and song curriculum

And a magic and sparkle curriculum!

The Importance of English

(National Curriculum 2014)

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.

Our teaching of reading

A process of developing three parallel strands:

Enthusiasm- the desire and motivation to read for pleasure and information purposes.

Skills- development of the knowledge, skills and strategies needed to become a successful reader.

Range- familiarity and understanding of a wide range of text types and genre.

Enthusiasm

To develop and maintain enthusiasm we create a climate in school that demonstrates and provides opportunities to read for pleasure and purpose.

- ❖ A stimulating, functional literacy environment
- ❖ Positive adult role models
- ❖ Provision of high quality reading materials-a wide variety of text types with appropriate levels of ability and child-friendly interest and appeal
- ❖ Opportunity to select books and read in comfortable surroundings
- ❖ A well organised, accessible library inviting children to their research
- ❖ Organised events during the school year to promote reading e.g. book week, visiting story-tellers and assemblies
- ❖ Encouraging children to read for a variety of purposes and audiences including teachers, older/ younger children, parents and each other

Skills

To become successful readers, children need to learn several skills that are used in parallel. If any one of these skills is missing, it will result in a lack of understanding of the text being read. The skills are:

- ❖ **Whole recognition and graphic knowledge**
- ❖ **Phonological awareness and phonics**
- ❖ **Contextual understanding**
- ❖ **Grammatical awareness**

Children are taught **word recognition and graphic knowledge**, in order to:-

- read on sight high frequency words 'tricky words'
- recognise words with common spelling patterns;
- recognise specific features of words, including prefixes, suffixes, inflectional endings, plurals.

Children are taught **phonological awareness and phonics** in order to:-

- hear, identify segment and blend phonemes in words;
- sound and name the letters of the alphabet;
- recognise and explore rhyme, alliteration and sound patterns and relate these to patterns in letters;
- identify syllables in words;
- recognise how sounds may be similar but written differently or how similar spellings may relate to different sounds.

Children are taught **contextual understanding** in order to:-

- focus on meaning derived from the text as a whole;
- use knowledge of book conventions, structure, sequence and presentational devices;
- use background knowledge and understanding of the content.

Children are taught **grammatical awareness** in order to:-

- recognise how word order affects meaning;
- decipher new words, confirm or check meaning;
- re-read or read ahead in a sentence for sense.

Range “Read widely and often”

Through reading, enjoying, using and analysing a range of text- types with children, we aim to offer greater breadth of experience, interest, knowledge and understanding of the purposes and features of different genre. Different text-types are studied within the context of other areas of the curriculum so the children can see purposeful reading in action.

Our Teaching of Reading

Shared Reading

Shared reading takes place regularly in all classes to model reading skills and strategies. The features of different text types are introduced in these sessions, whilst the use of big books and interactive whiteboards leads to purposeful class discussions about the text being taught.

Guided Reading

Guided reading forms the core of our teaching throughout school.

Children are grouped according to reading ability and read appropriate texts chosen to meet the needs of each particular group. Teachers directly explain and demonstrate specific objectives and reinforce skills and knowledge introduced during shared reading.

Guided reading sessions broadly follow a sequence of teaching:-

- introduction of text and specific teaching objective;
- children reading together or at their own pace supported and monitored by the teacher;
- the group returns to the text for discussion, reflection, reinforcement of objectives and extension/ follow up activities if appropriate.

Ideally, each group reads twice weekly and groups are reviewed as the needs of the children change.

Each child’s progress is monitored and recorded on the guided reading record sheets.

A broad and exciting range of texts are available within school, to provide breadth of coverage and to tailor reading to children’s interests. These include Oxford Reading Tree core range, Floppy’s Phonics, Project X and a traditional tales range.

Guided reading takes place from Reception to Year 2, once or twice a week.

Individual/ home reading

Individual reading provides children with the opportunity to apply and develop skills learned through shared and guided reading and to pursue their own reading for interest and pleasure.

Our home reading provision aims to give children access to a wider variety of books to suit all abilities and interests. We hope to foster motivation and personal autonomy as children choose their own books, and support the early development of critical skills, personal opinions and preferences through our response. We want to involve parents in the sharing of enjoyable books with their children and remove the treadmill pressure of following a set scheme and ‘finger on word’ reading sessions.

Each classroom offers a selection of good quality, attractive books. Children are encouraged to choose their own books to share with their families at least once each week. From Reception to Year 2, children are also encouraged to choose a book from the level that they are working within.

Teachers and parents are encouraged to be flexible in their response to home reading books. Children can demonstrate enjoyment and understanding in different ways e.g. oral re-telling, reviews to recommend to others, artwork such as drawings, posters, storyboards etc.,

An information leaflet offering suggestions to parents is available.

Each child takes home a reading record book to record the titles of books read and parents' comments. These are checked and responded to by a member of classroom staff as appropriate.

In reception, children take home a sound book, showing the sounds that the children are learning each day and the action taught alongside it. In addition they regularly take home lists of words that can be practised using the sounds that have been taught, and flashcards with the "Tricky Words" being taught by sight.

In years 1 and 2, children take home a weekly list of words to reinforce sounds that have been taught in class.

The Reading Environment

Every class will have access to an attractive and interesting reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. Every class will have a range of books available to pupils that reflect their current class topic, and the interests of the children. ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas. A respect for books will be fostered and modelled by all staff.

Subject Content and Planning

EYFS

Reading is taught in nursery through the use of big books to introduce the skills of left to right orientation, turning the pages, discussing the pictures etc. Favourite books are repeated often and available for children to access in the provision. Staff, students and volunteers regularly read books to individual children or small groups to reinforce the skills of early reading and encourage enjoyment of books. Topics are planned to cover a range of fiction and non-fiction books, and to follow the children's interests.

The Letters and Sounds document is used to support phonics teaching throughout school. In nursery, Phase 1 phonics is introduced from the second half of the autumn term, with several carpet sessions each week focused on the skills of Environmental Sounds, Body Percussion etc., progressing to Oral Blending and Segmenting in the Summer term.

In reception, children consolidate their Phase 1 phonics knowledge, before learning the GPC of the first 20 phonemes in Phase 2. New sounds are introduced with Jolly Phonics stories, songs and actions, to keep the process fun and interactive. Children learn to blend to read short words, and as they progress through Phase 3 and Phase 4 phonics they also learn to read increasingly longer words with a total of 44 sounds. Alongside the introduction of sounds, "tricky words" that are best learnt by sight are introduced. Children are encouraged to read captions and sentences as soon as they can blend short words, and are questioned to develop understanding of what they have read. Children are also introduced to the Oxford Reading Tree characters, and learn the first set of sight vocabulary words to enable them to access the core ORT books used as part of the home reading selection.

KSI

In year 1, children consolidate the skills learnt in reception and are taught Phase 5 phonics, where alternative spellings and split digraphs are introduced. A wider range of tricky words are also introduced. Children are encouraged to blend shorter and more familiar words without sounding out. Comprehension exercises are introduced to develop reflection and understanding.

Year 2 children are taught Phase 6 phonics, with the aim for most learners to be fluent readers by the end of the year. Children are taught to listen to others when reading in groups, and discuss their own thoughts and feelings about plot and character.

Spiritual, moral, social and cultural development

Reading contributes significantly to the teaching of spiritual, moral, social and cultural development. Children develop self-confidence and self-awareness by having opportunities to develop and explain their views on the different events brought

up by experiencing a variety of texts, for example the moral issues explored in traditional tales such as The Little Red Hen.

By reading stories from different countries and cultures, children develop a respect and knowledge of the lives of others. Reading non-fiction books across different topics is a valuable way of teaching children about different people, religions and any other interest they may have. Through teaching children to access new information for themselves by reading, we are giving them the skills to equip themselves with any other knowledge of skills they may wish to acquire.

When teaching reading, we contribute to the children's spiritual development by providing children with the opportunity to discuss moral questions or what is right and wrong.

Assessment, Recording and Reporting

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Reading attainment is recorded regularly during guided reading against the learning objectives being focused on. Additionally, in Key Stage 1 children are individually assessed termly to measure attainment and progress. Phonics progress is recorded as appropriate in individual phonics assessment books. This may be at the end of a teaching phase, or when a child has been observed working at a certain level.

EYFS outcomes are recorded using Early Essence and progress is measured using Early Years Outcomes ages and stages. At the end of reception, children are assessed against the Early Learning Goal for reading, and may be Emerging, Expected or Exceeding.

In KSI, progress is measured against age related expectations and performance indicators and recorded using Primary Essence and teachers own notes.

Parents receive verbal reports 3 times each year and a written report with details of achievement, progress, strengths and weaknesses and the next steps of learning in July. Reports and records are passed on each year during transition meetings.

Subject Leader Assessment and Monitoring

The English subject leader ensures she keeps up to date with standards, achievement and progress in school by observing learning, talking to pupils and staff, looking at work and evidence gathered online. She actively seeks opportunities to further her own expertise through CPD or networking and to disseminate to staff. She takes every opportunity to promote the importance and relevance of English to children, staff, parents and governors.

A structured cycle of planning and work scrutiny, observations, and pupil and staff interviews provides information to judge the effectiveness of the subject as well as future development points.

Curriculum development is linked to the School Improvement Plan and Performance Management cycle where necessary and subject leaders will report to the Governing Body Curriculum and Pupil Support Committee as part of the curricular review and development process.