

Airedale Infant School
'Ambition, Bravery, Respect'
Reading Policy- September 2020

Introduction

The teaching of reading forms part of our English Curriculum. We aim to promote high standards of reading through clear progressive planning and effective teaching. Reading is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

Reading Intent

At Airedale Infant School, reading is at the heart of everything we do, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Through building up the children's vocabulary, it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. We provide opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.

Reading Implementation

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through the use of the Read Write Inc scheme and a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

Reading is taught regularly, right through school from Nursery up to Year 2. Children begin their reading journey in Nursery with a focus on listening and attention skills before moving onto set 1 sounds in Read Write Inc. This concentrates on developing speaking and listening skills and has an emphasis on enabling children to become attuned to the sounds around them whilst developing the skills of oral blending and segmenting. In Nursery, this is a time where pupils are given an opportunity to familiarise themselves with books. Pupils learn how to hold a book the right way, how to turn pages, how to explore pictures, and are exposed to hearing stories - all vitally important skills to begin the reading journey.

Within Reception, reading is taught through both literacy-focused activities based on high quality texts and through specific teaching of the Read Write Inc phonics programme.

The skills of reading comprehension are taught discreetly throughout school during timetabled comprehension lessons in Year 2 and through daily whole class or guided reading sessions based upon the principles of John Murray - reading consultant and the author of Reading Rocketeers.

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Whole school Reading

At Airedale Infant School, we use a synthetic phonics programme 'Read Write Inc.' Read Write Inc. is a method of learning centred around letter sounds and phonics. Using Read Write Inc., the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using Read Write Inc. to read the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- learn to read words using Fred Talk.
- read a range of stories and non-fiction texts featuring words they have learned to sound out.
- show that they comprehend the texts by answering questions.

When using Read Write Inc. to write the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred Talk.
- write simple sentences.
- compose stories and other genres of writing linking to the text they read.

Reading books

During our Read Write Inc sessions, children read a range of genre texts matched directly to their phonetic ability, which is assessed regularly in school.

We have made significant investment in a variety of reading books to encourage your child to access a range of texts matched directly with their phonics knowledge. In school children read Read Write Inc. storybooks daily within their teaching sessions and are given Read Write Inc. Book Bag Books to practise at home.

When children have become confident in their reading and can apply their phonics knowledge to read a range of texts, we expose them to a range of different authors and text types. We have access to a range of the 'Oxford Reading Tree, Project X, Comics for Phonics and phonics Songbird' books to provide children with a variety of characters, settings and text types.

As a school we also subscribe to Bug Club, an online reading scheme with interactive activities that hooks children into a lifelong love of reading through stunning books and an incredible online reading world filled to the brim with popular characters. Each child has a personalised homepage where they'll find the e-Books they've been allocated by their teacher whilst receiving motivating rewards. This ensures that each child can find a book at exactly the right level for them. The online reading world ensures children can access independent reading resources anywhere at any time. Children have access to Bug Club resources during Independent reading sessions, guided and shared reading sessions, reading comprehension lessons and at home.

Individual Readers

At Airedale Infants, every child is heard reading by an adult during daily Read Write Inc or guided reading groups. During these reading sessions children are heard read a chosen book from the reading scheme or from personal choice if child is a free reader. The reading material is directly

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matched to the child's ability, with some degree of difficulty - in any page there should be a couple of words which provide challenge. Children who have been identified as needing support to improve their reading are targeted for additional reading whenever possible.

Every child has a reading record and an individual scheme reading book that links directly to their current phonics knowledge to ensure that all children are successful within their reading. We encourage all children and parents to read three times per week at home and for parents to log their practise within their reading records.

Within the reading diary, each adult records the title of the book; the page numbers heard read, the date and the adults' initials. All adults encourage the children to decipher unknown text for themselves - using the strategies taught in class and in particular those skills and strategies taught in their guided reading sessions. Children are then questioned about the text linked to the whole school question stem strategy to decipher what that they have read in order to check for levels of comprehension. A constructive/positive comment is then made by the adult in the reading diary, sometimes with targets for development. If there are particular words of difficulty these are recorded for the children to practice.

Class Readers

Across school, teachers share a wealth of short texts with the children to expose them to a vast and rich vocabulary from traditional tales to classic stories and performance poetry.

Author Focus / Study of the Term

Every term class teachers select an author to focus upon within their classroom. The purpose of the 'Amazing Author' is to expose children to the key works of various authors and allows children to access texts and authors they have not heard of before. In our classrooms, we display, discuss and learn new facts about the author and enjoy reading their story books during our whole class reading time.

Early Years Foundation Stage

The curriculum in the Foundation Stage offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role-play, opportunities for talk through continuous provision and during listening activities around our school and classroom environment.

To try and develop parental awareness of our approach to reading, we offer a Reading Workshops at key points throughout the year where parents are offered the chance to come into school an observe how reading is promoted and taught to their child with an opportunity to put what they have seen into practise.

Within Foundation Stage, there are dedicated reading areas both with indoors and outdoors provision that promote the love of reading. The use of sound buttons to record key questions to support building the language and comprehension plays a key part within. Within the provision, there are key story props and costumes to allow children the opportunity to retell and act out stories or plays they have been shared.

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Read Write Inc. in Early Years

In Nursery, the children are introduced to phonics through the development of listening and attention skills before beginning set 1 sounds sessions. During the summer term in readiness for Reception, the children participate in the more focussed aspects of the Read Write Inc. phonic programme where they take part in daily 10-15 minute short sessions.

In Reception, the children consolidate and are taught initial letter sounds (Set 1) during Autumn term whilst learning to read, write and blend the sounds. Sessions are daily and last for approximately 15-20 minutes. As the year progresses, the children are assessed regularly and grouped dependent on ability and on their individual progress. Children will begin to learn digraph and trigraph sounds (eg- ay, ee), using this knowledge to help them read and write sentences as the year concludes. Children that are working at ARE will also complete a phonics/literacy session.

Key Stage 1

Building up on the good practise in Foundation Stage provision, all Key Stage 1 classrooms have themed and dedicated reading areas, where children have the opportunity to read a range of high quality texts linked to their topic, theme or author. Our reading areas display a range of questions to prompt children to understand the texts that they read. In Year 1 provision areas we also have a designated phonics area featuring a wealth of real and alien words with a wide variety of fun reading games for children to access independently.

All children in Year 1, and any children who may need additional reading support in Year 2, receive daily Read Write Inc. sessions lasting 1 hour. Children are regularly assessed and grouped based on their phonics knowledge. Any child highlighted within assessments, which may require additional support, receive daily 1:1 interventions to ensure that they make rapid progress.

Throughout Year 1, children are exposed to reading a variety of real and alien words within the Read Write Inc. programme, targeted phonics interventions and during whole class sessions. This provides children with the confidence to apply their phonics knowledge and techniques to read any word.

Parents are invited into school, to support their child's early reading skills, every Wednesday and once per half term during our parent open mornings/afternoons. Within these reading workshops, parents are able to play fun and interactive games with their child whilst practising sounds matched to their current phonic ability. Teachers provide opportunities within these sessions for parents to also enjoy reading a range of high quality texts with their child.

Reading Comprehension

The children in Year two, in preparation for the Statutory Assessments, undertake weekly reading comprehension sessions. This allows children to develop the pace and stamina to read texts and answer more formal written questions. As a school, we adopt the VIPER structure for comprehension questioning developed by the Literacy Shed where question domains are linked to a memorable character from the children to recognise and associate specific question types.

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Reading for Pleasure

Learning Environment

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom has a dedicated reading area to encourage and motivate children to read. These areas provide a comfortable and relaxing area where books can be shared and enjoyed and are changed on a termly basis to ensure that interest is maintained. Each classroom reading area is stocked with a rich variety of books based upon the children's interests thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy. Within each reading environment children have access to various age appropriate question stems linked to the content domains that support with developing reading comprehension these are also referred to as prompts and reminders for adults when listening to children read.

Story Time

Throughout school, story time is implemented into the daily timetable to promote the love of reading. This is where teachers and support staff read regularly to the children modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature such as stories, poetry and information texts. This helps to extend children's vocabulary and comprehension, as well as support their writing.

Library

We have established strong links with the local library and organise regular visits for all classes promoting the use of library in our community. As a school, we have been assigned class library cards where books are loaned for the class based on children's selections and used to enhance book provision within classrooms and these are returned in line with regular loaning conditions. In the Summer term, staff from the library visit to deliver an assembly based upon the annual Summer reading challenge to encourage children to read for various rewards.

Parental Partnerships

Home Reading

At Airedale Infant School, we value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage.

Each child from Reception to Year 2 take a reading book home to practise. In Reception and Year 1 this is a book that matches directly with their phonic ability. In Year 2 the children choose from a wide range of books whilst supported by a member of staff to ensure that the text is accessible and in line with their reading ability.

Parents are asked to comment/sign their children's reading record book every time their child reads at home. Parents are also provided with guidance about how to best support their children in

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reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency.

All children are rewarded with certificates and Dojos to encourage reading practise at home and their development of a love of reading.

Promoting Reading at home in Nursery

In Nursery children are taught Nursery Rhymes and sing them often in areas of provision and during carpet time activities. Parents are encouraged to practise Nursery Rhymes with their children at home. This is in support of the research that the knowledge of nursery rhymes enhances children's phonological awareness and sensitivity to individual phonemes and rhyme.

Each week parents and children are invited to choose a book to take home and enjoy alongside story sacks and busy bags. Through the use of exciting story props children are able to act out stories and develop a love for reading from an early age.

Parent Workshops

During the year, Parent workshops are delivered to ensure we equip all parents with the skills needed to support early reading at home. Within these sessions, parents are informed of the programme we use to teach phonics in school and how best to support their child to read at home. During our workshops, parents are able to watch short video clips to observe how reading is taught within school. After the sessions, parents are given support packs with resources to use and practise with at home.

Parents have opportunities during weekly reading workshops and half termly open mornings and afternoons to be able to read alongside their child and receive any additional support from our experienced teachers.

Reading Impact

At Airedale Infant School, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

Reviewed June 2020

To review June 2021