

Version	Date
Last reviewed	July 2023
Next reviewed	July 2024
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Approver	Academy Council: Designated officer: Sharon Butterfield

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 and Junior 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 quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres as well as famous authors 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 later followed by Guided Reading through John Murray approaches. 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 daily from Nursery to Year 6. Children begin their reading journey in EYFS with a focus on listening and attention skills before moving onto the Read Write Inc. programme. All children on the RWI programme are regularly assessed, re-grouped and challenged to develop their phonics knowledge and to apply this independently to read books directly matched to their level. When children have acquired their phonics skills and can fluently and accurately read a range of fiction and non-fiction books, children are then progress to Guided Reading. During daily teaching of reading, children are taught how the skills of how to comprehend and answer a range of questions related to age appropriate texts.

Reading is a high priority around school and daily story times are carefully planned to inspire to become life long readers whilst exposing them to ambitious vocabulary. Across school, books, authors and topics are carefully planned to ensure children are given the opportunity to listen to and read a range of diverse books, authors and genres. Children at our school, look forward to our weekly Book Clubs, which are held in our school library, class reading corners or the local Airedale Library.

Phonics: Read Write Inc

At Airedale Infant and Junior School, we use 'Read Write Inc.' to teach our children how to read.

During Read Write Inc. the children will:

- learn their set 1, 2 and 3 sounds to read and spell
- learn to read words using skills such as Fred Talk, Fred in your head or speedy reading.
- read a range of stories and non-fiction texts
- show that they comprehend the texts by answering a range of questions.
- write simple sentences
- compose stories and other genres of writing linking to the text they read through the 'Get Writing' activities

Reading books

All children at Airedale Infant and Junior school are carefully matched with books that directly link to their phonetic knowledge or reading age. 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 a child's reading record, adults record the date, the title of the book and the page numbers completed, 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 Read Write Inc. or 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 positive comment and next step is then made by the adult in the reading record.

Children are given rewards and incentives to practice reading at home through our 'Reading Champions' initiative across school.

Children are encouraged to change their books when they can fluently and accurately read the text and answer a range of questions to check their understanding.

As a school we also encourage children to sign up to the local library and to the access e-books through platforms such as Oxford Owl.

Individual Readers

All children are heard reading by an adult daily during their Read Write Inc or Guided Reading groups. Children who have been identified as needing support to improve their reading are targeted for interventions and will be listened to during additional points throughout the week.

Author Focus / Study of the Term

Every term all classes have a progressive and chosen author to focus upon within their class or year group. 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 may not have heard of before. In our book corners, we display, discuss and learn new facts about the author and enjoy reading their books within story times.

Early Reading

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.

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 single and double letter sounds (Set 1) during Autumn term whilst learning to read, write and blend the sounds. Sessions are daily and last for approximately 20 minutes and increase in time depending on the level in which children are working. As the year progresses, the children are regularly assessed and grouped dependent on their phonetic ability and progress. In summer term, children begin to learn digraph and trigraph sounds (eg- ay, ee, igh), using this knowledge to help them read and write sentences as the year concludes. Children also attend high quality English writing lessons to encourage further consolidation of skills.

Key Stage 1 and 2

Building up on the good practise in EYFS, all year groups have themed reading areas, where children have the opportunity to read a range of high-quality texts, books from their 50 recommended reads per year group, 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 areas featuring a wealth of real and alien words with a wide variety of fun reading games for children to access independently.

All children who access the Read Write Inc. programme are regularly assessed and grouped based on their phonics knowledge. Any child highlighted within assessments, which may require additional support, will then receive daily 1:1 interventions to ensure that they make rapid progress.

When children have completed the phonics programme, we teach daily Guided Reading lessons. Children are exposed to a range of literature from a wide variety of genre. These lessons focus on the acquisition of new vocabulary to enhance understanding. They teach the children how to use a text to answer evidence based questions and allow them opportunity to ask questions and challenge their own thinking.

Reading for Pleasure

Learning Environment

In our school, we 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.

Reading Mascots

All classes across Airedale Infant School have their own 'Reading Mascots' which are sent home with children each weekend along with one of their 50 recommended reads for children to enjoy reading at home. Children are asked to complete a short book review and to send in photographs of their reading at home that weekend via Seesaw.

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. Children across school also have weekly opportunities to attend our school libraries as part of our 'Book Club'.

Parental Partnerships

Home Reading

At Airedale Infant and Junior 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 their reading miles.

Parents are asked to write:

- The date
- Book Title
- Comment

Parents are also provided with guidance about how to best support their children in 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 raffle tickets and Dojos to encourage reading practise at home and their development of a love of reading through our 'Reading Champions' initiative.

Read Write Inc Portal

Children are given weekly Read Write Inc portal videos using QR codes to consolidate the sounds taught that week. Children are encouraged to watch the 'Fred's Friday Challenge' videos to become confident with their skills and to develop their speed and accuracy of word 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

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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 and Junior 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 July 2023

To review July 2024