

# **ST IVES INFANT SCHOOL**

## **READING POLICY**

### **General Statement**

Learning to read is at the heart of our school curriculum. It is an essential skill through which children are able to access many other areas of learning and which we hope will give them enjoyment throughout their lives.

### **Aims**

1. To encourage children to read for enjoyment and to foster a love of books
2. To help every child to read fluently and with understanding
3. To teach the necessary skills so that children may use reading to gain information
4. To involve parents in supporting their child's reading throughout the school

### **Guidelines**

#### **Nursery**

The nursery children have a wide range of books to look at and stories and rhymes are shared with the children every day. Children in the nursery are encouraged to borrow books from the nursery library. They have a 'book of the week' each week and learn stories off by heart using a story map. The roleplay area and small world play is often linked to these stories. Children are involved in Phase 1 activities from 'Letters and Sounds' and when appropriate some children will be introduced to some phase 2 phonemes. Parents are encouraged to become involved in their children's reading through story sessions. Reading leaflets are sent out to parents.

#### **Reception, Year One and Two**

##### **Phonics**

The first strategy we expect children to tackle unknown words with is a phonic strategy. The children develop their phonic skills through work in phonic sessions at least four times a week. Letters and Sounds is the main resource used for this and the school using 'Jolly Phonic' actions. The sessions are twenty minutes long and broken down into four sections.

1. Revise- phonemes and words containing already taught phonemes are read/spelt.
2. Teach-a phoneme is taught. (new to the children or one that assessments show the children are not secure with)
3. Practise- read/spell this phoneme within words
4. Apply- read/write words containing the phoneme in the context or a sentence

Phonemes are taught using visual, auditory and kinaesthetic activities. The aim is for phonic sessions to have good pace and be interactive. The sessions involve not only the reading of the sounds but also the spelling of them. We want the children to know the grapheme phoneme correspondence (GPC). The children learn to read the 44 phonemes and then go on to learn the alternatives for each phoneme e.g. long vowel 'a' can be ai, a\_e, ay or eigh. In

Key Stage One the children are taught as a whole class twice a week and twice a week the children are grouped by ability and then taught in smaller groups with work matching their needs.

### **Shared Reading**

Big books and the Interactive Whiteboards are used for shared reading during the literacy lessons. Shared reading is used to teach and practice reading strategies and to develop comprehension skills.

### **Guided Reading**

Sets of guided reading books are available for every year group. These are all book banded. The majority of the books are phonically decodable books up to green level to support the phonic teaching approach. Guided reading sessions are held regularly with teachers, teaching assistants and parent helpers all leading groups.

A guided reading record sheet is used for each group, on which books read, date and observations are recorded. A comment is also made in the yellow reading record in which parents, teachers and other reading helpers keep a record of a child's reading. These reading record books are used by teachers to update parents on their child's progress and suggest strategies to develop at home. A special guided reading sheet is used in the Summer term in Year One and throughout Year Two by the teacher which involves assessing the children on the different assessment focuses in reading for each level. When the children are ready, they occasionally complete written reading comprehension sheets as a guided group.

### **Individual Reading**

Children are encouraged to read at home and at school from the range of books available. Children read individually to their teacher and other adults to supplement the guided reading sessions. Sometimes level two and three readers also complete written comprehension sheets. Each teacher identifies spotlight children who read more frequently to adults in school. A TA is employed to do additional one to one reading with children who are making less progress in reading.

### **Book Corners**

Each class has an inviting book/storytelling area within the classroom. The children have access to the book corner during child initiated activities (Own Learning Time) which they can freely choose to use. The book corner is also used at other times throughout the week. Children are often encouraged to share books in the book corner as well as reading by themselves.

### **Listening to Stories**

Teachers ensure that children listen to a wide variety of high quality stories and poetry through the school week. This motivates children to want to read for themselves, fosters a love of books and gives them the experience of stories which are longer or more complex than those which they can read for themselves. Each class has a box of 'essential read' books which are often read to the class. These were put together in a staff meeting when we discussed books we felt we wanted the children to experience whilst at this school. The children can access these books themselves at other times.

## **Reading Books**

Reading books are selected by the teacher or child from our colour coded reading scheme books. The main scheme used in school is Rigby Rockets and phonic decodable books. The children have the opportunity to change these each day when they have been read.

## **Library Books**

The school has a fantastic new library. This is used by whole classes but is also open over lunch time. Parents run library sessions over lunchtimes, which provides the children with the opportunity to look at, borrow and change books. These books may be fiction or non-fiction.

## **Parents**

Parents are expected to listen to their child read regularly at home and this is recorded in the child's reading record. 'Reading Together' takes place weekly. This is when the parents are encouraged to come in to school 9-9.30am once a week to listen to their child read. It also gives them the opportunity to watch teacher demonstrations linked to reading and phonics. In Reception families are encouraged to participate in a ten week family learning literacy programme where a love of literature is fostered. Leaflets about reading are available for parents and sometimes meetings are held with parents to explain how reading is taught in school and to emphasise the importance of encouraging the children's reading.

## **Assessment**

Formative assessment is carried out each time the children read and points are noted on the guided reading sheet and/or in the children's individual reading records (yellow books). Reception, Year One and Year Two children's reading and phonic knowledge are tracked termly and assessments are available on the whole school drive. Each teacher assesses each child's phonic knowledge regularly and this is recorded on a tick list style assessment sheet which can be found in individual teacher's assessment files. Each child also has a record of all the high frequency words that they can read. The children's interest in books and their phonic knowledge if relevant is recorded throughout their time in Nursery in their Learning Diaries.

## **Key Stage 1**

National Curriculum targets are set for Year One and Year Two children each Autumn term and teacher assessments are made at the end of each term. These assessments are informed by the guided reading bands within which the children are reading, the teacher's guided reading assessment sheet and SATs at Year 2.

Assessment linked to the different assessment focuses are recorded for each child on the teacher's guided reading record in Year One and Two. To provide further evidence to support the assessment of level two and level three children, the children complete written comprehension sheets in Year Two. In Year 1 there is a phonics screening/check in the summer term.

Diagnostic assessment of children's reading difficulties is carried out by the class teacher or SENCO when required. Some children are given keyrings with high frequency words on them

which are for them to learn to read on sight (rather than decoding) to help improve fluency. In the afternoon there are some dedicated TA hours for targeted extra one to one reading for the children are finding reading most difficult in Year Two. There is a TA in the morning whose focus is one to one reading with Year One children who are struggling with reading.

### **Use of ICT**

Programs available through Active Primary and the internet are used to support the teaching of reading. DVDs and e-books, such as 'Words and Pictures' and Jolly Phonics are also used. The Giant Phonic software is available to use on the interactive whiteboards and the school has a membership with the website 'Phonics Play'.

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