

**POLICY STATEMENT****Introduction**

This policy reflects the School's values and philosophy in relation to the teaching of **Reading**. It sets out a framework within which the teaching and support staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum for English and the National Literacy Strategy, which set out in detail the rationale for teaching each area of English and specify the skills that will be developed for the majority of pupils in each Year Group. This document has been prepared by the English Co-ordinator in consultation and discussion with all the staff and governors of Birkby Infant & Nursery School. It has been produced for all staff, School Governors, parents, inspection teams, LA advisors and interested others. Copies are provided to school staff and the Governing Body.

**Purpose**

At Birkby Infant & Nursery School, we are concerned with both engendering the pupils with a love of books and developing skills that will lead to them becoming independent readers.

A child who can read has a cultural activity for life as well as the means of independently accessing information and ideas from an infinite number of sources.

Helping children to learn to read effectively and with enthusiasm is the most important aspect of the work of the primary teacher, after providing a safe, caring environment in which effective learning can take place.

Good reading skills are also required for:

- The understanding of another's needs, feelings and spirituality;
- Resolving misunderstandings and conflicts;
- Ascertaining information to make sense of the environment and infrastructure;
- The acquisition of knowledge for personal interest and pleasure;
- The acquisition and sharing of knowledge, data and skills to improve mankind's lifestyle through scientific, medical and technological development;
- Most jobs in the work place.

Reading is not taught simply to prepare pupils for a qualification required by future employers - it is an essential, vital skill which all our pupils need in order to become independent and confident members of their community.

## Rationale

At Birkby Infant & Nursery School, we encourage pupils to be enthusiastic about **Reading** and to teach them the basic skills they need in order to be able to continue to develop their reading with enjoyment and understanding.

"Studying English literature at school was my first, and probably my biggest step towards mental freedom and independence."

Ian McEwan, Novelist.

We aim to produce pupils who:

- LOVE BOOKS and READING;
- are interested in books, read with enjoyment and evaluate and justify their preferences;
- read with confidence, fluency, understanding and enjoyment;
- are able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the sound and spelling system and use this to read.
- have a suitable technical vocabulary through which to understand and discuss their reading.
- through reading develop their powers of imagination, inventiveness and critical awareness.

"Learning to read during the war wasn't easy, as books were few and far between. But Mother made sure I didn't go to bed without a bedtime story." Roger Mc Gough.

Today the very opposite is true, never have there been so many quality fiction and non-fiction books written and available for children. However our problem today is ensuring children want to access this wealth of reading material rather than watch television or play on games consoles.

### EAL

Activities are equally valuable when carried out with children using Heritage language. Bi-lingual support in Urdu, Punjabi and Polish is used whenever possible to translate stories, instructions etc. into Heritage language and ensure children's understanding is secure.

The Ealip programme is used to help induct children with no spoken English.

Materials used will be chosen particularly to reflect the diversity within school and promote positive self image, without stereotyping.

**Special Educational Needs/Disability**

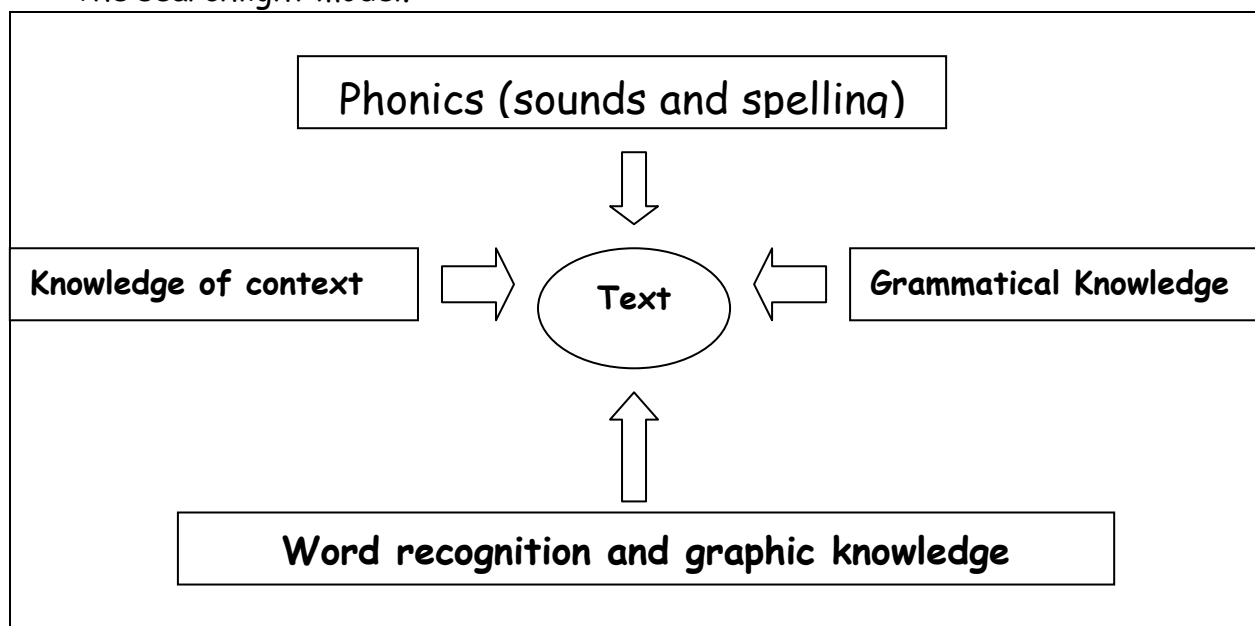
An early diagnosis of learning problems in literacy is essential and children causing concern are referred to the Inclusion Manager/SENCO. Language work is differentiated to meet the needs of individuals and children are grouped according to their attainment. Some children are identified for one or more of a range of Intervention Strategies e.g. Read Write

Children with Statements or on School Action Plus have an ANP with targets for improvement, with regular reviews and evaluations.

**Teaching of Reading**

Research has shown that children become successful readers by learning to use a range of strategies to get at the meaning of the text. This principle is at the heart of the National Curriculum for English and is central to the PNS. The range of strategies can be depicted as a series of searchlights, each of which sheds light on the text. Successful readers use as many as of these strategies as possible.

The searchlight model.



The model characterises reading as the ability to co-ordinate a variety of strategies for:

- Fast automatic decoding (Phonics-sounds and spelling.)
- The recognition of whole words and word parts to make sense of and complete phonemic blending (Word recognition and graphic knowledge.)
- Predictions from knowledge of syntax to make sense of string of words, identify sense making, syntactic boundaries in sentences and read with fluency and expression appropriate to the text (Grammatical Knowledge.)

- Predictions from context to aid comprehension (Knowledge of context.)

The two aspects of the reading process, decoding and comprehension are represented in the model. They are complementary-each aspect continuously informing and consolidating the other.

At Birkby Infant & Nursery School we recognise the importance of teaching all the searchlights. When children are in the early stages of learning to read they may place greater emphasis on certain searchlights for example children will draw heavily on their phonic knowledge. We recognise that children need to be taught how to draw on all the searchlights to help them build up a repertoire of reading strategies and be able to become efficient and independent readers. However while all the searchlights are important the balance between them will vary at different stages of learning to read.

The different searchlights are taught by the systematic teaching of the word, sentence and text level objectives.

### **Word Level.**

At word level, the focus is on the teaching of phonics, sounds and spelling. This involves the explicit teaching of phonic skills, word recognition, graphic knowledge and vocabulary.

In phonics children are taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell those sounds;
- read words by sounding out and blending their separate parts;
- write words by sounding out and segmenting the spelling patterns of their sound.

### **Sentence Level**

The focus is on the grammatical features and punctuation used and how these contribute to the meaning of the text. While much grammatical knowledge will remain unconscious it is important that children can call on some explicit knowledge of grammar and punctuation when they meet a difficulty in comprehension. Rereading to check for sense, reading on to the end of the sentence are some of the many self-correction strategies that children need to be taught and learn how to use.

At text level the focus is on comprehension: response to text. This involves both the personal responses of readers and critical reflection on those responses in order to understand why and how the text provoked that response. Children need to examine texts closely to support and justify their responses. Comprehension activities are essentially interactive and discursive. The organisational and structural features of text, content and language are explored and attended to in these sessions so that children can develop conscious and justified preferences and a deeper understanding of writing.

Great care is taken to ensure that the pleasures of reading are not lost by excessive close textual analysis.

### Planning

At Birkby Infant & Nursery School the PNS provides the basic scheme of work for word/sentence/text objectives in READING for each year group which is differentiated by class teachers to match the abilities of groups and individuals within each class.

The Foundation class teachers plan initially from the EYFS using the month development bands.

As children progress planning will be done from the NC and PNS Framework Yr R. It is the responsibility of the Class Teacher to plan **differentiated** work for their pupils. Half term plans identify the word sentence and text level objectives that the Year group Class Teachers are covering. Weekly plans (short term) detail activities and learning objectives for a week's lessons.

### Time Allocation

Literacy lessons are delivered in EYFS and KS1. Time for guided and independent reading and phonic sessions are built into weekly time allocations.

The development of reading skills and attitudes are given a high priority within Foundation Stage where all aspects of the English Curriculum are covered through the EYFS statements in the C&L area of development.

## Teaching Strategies

### Modelled Reading –Reading Aloud/Story Telling

Reading aloud to children is the foundation of teaching reading, since children's pleasure and involvement precedes their full understanding of the text read. Provision of regular reading widens children's repertoire of stories, poetry and non-fiction, reaffirms their knowledge and engagement in known or familiar texts and motivates them as readers. (Campbell 1990.)

Reading aloud may be to the whole class, to a group or a one to one experience. ( Reading Friends etc.)

At Birkby Infant & Nursery School we read aloud and perform stories to help children develop their knowledge of:

- the pleasure and involvement that texts offer
- the language of texts
- the tunes and patterns of written knowledge;
- a range of different kinds of text and text structures;
- imaginary worlds and characters;
- particular authors, poets and illustrators;
- others experiences and through this their own.

and to give them opportunities to:

- listen to a wide range of reading materials (including literature, poetry, non-fiction texts, pamphlets and newspapers texts related to children's interests and popular culture)
- listen to texts read aloud well with marked emphasis, appropriate intonation and energy providing a quality model of expressive and engaging read aloud;
- engage in chanting and joining in with highly structured repetitive texts;
- Revisit well known texts and not such familiar texts and become familiar with new texts;
- listen to story tapes;
- engage in stories using story props, puppets and drama conventions
- have stories read to them and mediated which would normally be too challenging and demanding.

## Shared Reading

"Aside from the literacy learning involved, another value of shared reading is the role it can play in creating a community of readers who enjoy participating together in literacy events." Fountas and Pinnell. 1996

Shared reading involves the teacher and the children reading together from a large format text and making a shared reading of it.

### Foundation and Key Stage 1

At Birkby Infant & Nursery we use Shared Reading to:

- offer active involvement, participation and enjoyment;
- provide opportunities for teaching phonic, syntactic and semantic strategies;
- provide explicit demonstrations of the reading process and response;
- encourage rereading and provide opportunities to behave like a reader;
- help children become acquainted with texts that they can use as a resource for reading and writing;
- provide regular supported reading practice.

Shared reading involves the interactive teaching of:

Reading processes

Predicting  
Picturing  
Connecting

Questioning  
Engaging  
Evaluating

Reading Strategies and skills

Semantic: text level skills  
Syntactic: sentence level skills  
Grapho-phonetic; word level skills  
Monitoring and self -correction  
Fluency and expression

Developing Response

Inference and deduction  
Awareness of language  
Understanding of text construction  
Use of text knowledge

**Guided Reading**

Guided Reading takes the place of an individual reading programme. As a carefully structured group activity, it can significantly increase time for sustained reading.

Guided reading involves teachers working with small groups of children with similar reading levels. The teacher selects and introduces text and supports the children in reading the text to themselves. Following the reading the children respond to and discuss the reading strategies they used and /or the layers of meaning in the text. The goal of guided reading is to enable children to read more effectively independently, be able to introduce books to themselves and reflect on and respond to what is said. To achieve this, the group works interdependently with the teacher who scaffolds their learning and helps them consciously apply reading strategies. The strategies have been taught either in shared reading or in the context of guided reading and are practised and reinforced in the small group situation with the teacher's support.

At Birkby Infant & Nursery School in Guided Reading sessions we:

- assess for needs based grouping
- identify in planning appropriate teaching objective/s
- provide appropriate texts;  
introduction and guidance that are tailored to the group's needs;
- provide opportunities to practise reading strategies in a supported group context;
- provide a supportive social context which facilitates response to text and highlights the meaning and purpose of reading;
- observe support and assess readers;
- support and encourage independent reading through listening and prompting discussion and response.

- highlighting text level features

plot or theme  
repetitive language patterns  
characters or setting  
text structure/layout, or genre features

- highlighting sentence level features

repetitive or marked punctuation  
particular grammatical terminology if marked

- highlighting word level features

unfamiliar vocabulary  
repetitive grapho- phonic features  
rhyme patterns  
proper names



The aim of teaching children to read is not to just produce children who can read, but also children who want to read, and who do read for their own purposes and who can learn from and evaluate what they read...  
(Browne 1996)

At Birkby Infant & Nursery School we use independent group reading sessions to provide children with opportunities to:

- to revisit texts explored in guided reading sessions
- practise independently use of reading strategies currently being practised
- develop reading stamina and concentration
- read with a partner
- read on computers
- book box browse
- re-enactment
- foster personal choice of text(albeit, guide and supported.)
- increase personal involvement and confidence
- increase experience of a wide range of texts
- 

### **Assessment**

Children's progress is assessed formatively during individual/guided/shared/ reading sessions when teachers assess children's performance against learning objectives and record them in the child's individual Reading Progress books. Formative assessment is used to plan further sessions. See appendix 1.

### **Classroom organisation**

#### **Books**

Classrooms at Birkby Infant & Nursery reflect our love of books and reading.

Quality books are displayed in a caring, easily accessible way which encourages children to want to choose books to read both at home and school.

Book boxes contain a wide range of reading material including non-fiction books, puzzle books, magazines and pamphlets.

#### **Other Resources**

ICT- Software to promote reading and listening to stories

Role play areas.

Reading games

Alphabets and phoneme blends are displayed in all classrooms to give children in the early stages of reading visual reminders of the graphemes and ways of remembering them-Jolly phonics alphabet.

Tricky words that we expect the children to recognise by sight are on display for children to find, read and help with spelling.

Visual reminders of reading strategies - e.g. How do I read an unknown word -are on display in all classrooms.

Features of text types may be displayed during the time that a particular text type is being explored.

Labels to encourage children to read are used in every classroom to identify contents of drawers and cupboards.

### **The Role of Parents**

Home-school links make a significant contribution to children's attitudes and attainment as independent readers.

EYFS and KS1 homework largely consists of regular reading with parents and carers. However it is important that we share with parents the first vital ingredient of success in reading is children's personal response and enjoyment from texts. This emerges from two sources, the enjoyment of the text that is read and the enjoyment of the shared experience of reading it.

### **Take Home Reading Books**

#### **Foundation & KS1**

All Foundation & KS1 children will be encouraged when appropriate to take home a reading book from the ORT reading scheme. School provides a free plastic reading bag for all children but parents are encouraged to purchase a stronger reading bag to help protect books on their travels and which serves as a communication tool between home and school. Parents are encouraged to listen to their children read.

Developing parental partnerships and home-school dialogues with **ALL** parents is essential so that information flows in both directions in order to most effectively support the children.

'What we are learning this week' sessions which highlights the major Literacy and Number learning objectives for that year group is delivered to parents in 3 weekly sessions.

### **Information Booklets for Children's Parents.**

New parents/carers to the school will have the school policy relating to reading books explained to them at their introductory meeting.

The take home policy of ORT and other books will be explained to the parents with emphasis being placed on the importance of developing a love of reading.

### **Children's progress-Information for all Parents**

Parents are kept informed of their child's progress by the class teacher at parents' evenings throughout the year and are actively encouraged and advised as to how to become involved in helping him/her to improve their reading. Parents are always welcome to observe and participate in language and literacy activities and regular opportunities are given for them to update their personal knowledge and experience.

### **Promotion of reading.**

Events in school such as Book Week are organised on a regular basis to promote reading and give the school opportunity to inform parents of new initiatives and future developments.

### **Resources**

The school has adopted the Oxford Reading Scheme as a basis for the teaching of reading in EYFS and Key Stage 1. These are stored in the resource room and are used for guided reading, independent reading and reading at home. A large number and wide selection of other banded books by a variety of authors are available for the same purpose in the reading room.

Word level work in Foundation Stage is based on Letters and Sounds but uses the Jolly Phonics actions on introduction. Handbooks and materials are based in the resource room.

Sets of stories, poetry books, big books, teacher reference books and

Reading Handbook and Policy Birkby Infant & Nursery School  
publications that facilitate teaching of Reading, are also held in the Resource room.(see resource appendix). The SLT is responsible for the maintenance of these resources and should be made aware when they are in use elsewhere in school or require repair.

### **Equalities**

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic.

We recognise that treating people equally does not necessarily involve treating them all the same but means tackling barriers which could lead to unequal outcomes.

We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with respect and fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals.

### **Appendices**

Appendix 1 Reading Targets Handbook

This policy was drawn up by: Diana Wilson

It was approved, by staff on: November 26<sup>th</sup> 2012

It was approved, by Governors on: May 13<sup>th</sup> 2013

It will be reviewed in: September 2015