

Birkby Infant and Nursery School Reading Policy



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, which sets out in detail, the rationale for teaching each area of English and specifies the skills that will be developed for the majority of pupils in each year group. This document has been prepared by the Reading Coordinator 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.

“So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall.”

Roald Dahl, ‘Charlie and the Chocolate Factory.’

EAL

Activities are equally valuable when carried out with children using their heritage language. Bi-lingual support in Urdu, Punjabi, Hungarian and Polish is used whenever possible to translate stories, instructions etc. into the child’s 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. Reading Recovery, Project X.

Children with Statements, EHCPs or who are achieving below national standards have an SSP 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. The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

At Birkby Infant & Nursery School we recognise the importance of teaching word reading, reading comprehension – positive attitudes, reading comprehension – understanding and fluency and reading comprehension – discussion and evaluation objectives. (see Appendix 1 for assessment booklets with all objectives)

Word Reading

Word reading focuses 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.

Within these objectives there is a 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.

Reading Comprehension – Positive attitudes

This area of reading focuses on developing pleasure in reading, motivation to read and the children's vocabulary and understanding. They are taught to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently and then being to link what they read or hear to their own experience. The children should become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. This should then allow them to recognise and join in with predictable phrases.

Reading Comprehension – Understanding and Fluency

This area is about understanding both the books they can already read accurately and fluently and those they listen to. The children will be expected to draw on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read, and correcting inaccurate reading is an important skill to allow for progression throughout the years at school. Children need to begin to make inference on the basis of what is being said and done within a book or predict what might happen on the basis of what has been read so far.

Reading Comprehension – Discussing and Evaluating

This area involves participating in discussions about what is read to them, taking turns and listening to what others say and explaining clearly their understanding of what is read to them or what they have read. This also 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. 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 and reading.

Planning

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

The Early Years 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 year Reception. It is the responsibility of the class teacher to plan **differentiated** work for their pupils.

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 Early Years where all aspects of the English Curriculum are covered through the EYFS

statements in the specific area of literacy development. Children are listened to read on a one to one basis throughout the week and one discreet whole class reading session is taught once a week.

In year 1 pupils are listened to read individually once a week, unless targeted for more individual sessions, they partake in a leveled guided reading session every week with the teacher with differentiated activities that follow, they have a guided read session with the teaching assistant once a week and are provided with two homework books every week. Children who are allocated pupil premium are also listened to read by an extra member of staff in term 3. Throughout the year pupils are highlighted for extra intervention in year 1, Grade 7 teaching assistant delivers Project X.

In year 2 pupils are listened to read individually once a week, unless targeted for more individual sessions, they partake in a leveled guided reading session every week with the teacher with differentiated activities that follow and are provided with one homework book every week. Children who are allocated pupil premium are also listened to read by an extra member of staff on a termly basis. Throughout the year pupils are highlighted for extra intervention in year 2, delivered by a Grade 7 teaching assistant using Project X, these pupils are highlighted through teacher discretion.

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 reading;
- 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;
- Questioning the visual;
- Engaging and connecting;
- 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 on 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.

Independent Reading

'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 reading sessions to provide children with opportunities to:

- To revisit texts explored in guided reading sessions;
- Practise independently use of reading strategies currently being practiced;
- Develop reading stamina and concentration;
- Read with a partner;
- Read on computers;
- Book box browse;
- Re-enactment;
- Foster personal choice of text (albeit guided 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, found at the back of the child's assessment booklet. Formative assessment is used to plan further sessions. (See Appendix 1.)

Other Resources

ICT- Software to promote reading and listening to stories

Role play areas.

Reading games.

Display

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.

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.

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 English and Numeracy 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 and parents' days 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 ECAR 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 publications that facilitate teaching of Reading, are also held in the ECAR room. (see Appendix 2 for book banding and corresponding area of expectation). The reading coordinator is responsible for the maintenance of these resources and should be made aware when they are in use elsewhere in school or require repair.

Appendices

Appendix 1 – Assessment booklets for year 1 and 2, with pupil progress attached at the back.

Appendix 2 – Book banding guide with corresponding area of expectation.

This policy was drawn up by: Diana Wilson and Henrietta Martin, September 2015

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