

# Halfway Nursery Infant School



## Reading Policy

Date Policy Written / <b>Updated:</b>	November 2023
Date Policy accepted:	
Date of Next Review:	November 2024
Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

# HALFWAY NURSERY INFANT SCHOOL

## READING POLICY

“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'*

### Aims

*'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner*

- ❖ To develop happy, healthy and *curious* learners who read confidently and independently
- ❖ To begin to develop lifelong enjoyment and pleasure in reading
- ❖ To enable children to access all areas of the curriculum
- ❖ To enable children to access, understand and begin to manage information
- ❖ To begin to understand the meaning of what is read to them and what they read
- ❖ To begin to respond to what they read; to say whether they like or don't like it and why
- ❖ To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
- ❖ To begin to understand that this experience allows us to make connections with other people
- ❖ To walk through doors to the past, to the future, and to other worlds both real and imagined

As a community of readers we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ *Shared Reading*
- ✓ *Guided Reading*
- ✓ *Independent Reading*
- ✓ *Streamed Phonics*
- ✓ *Story Time*
- ✓ *Reading Areas*
- ✓ *Library Time*
- ✓ *Storyteller of the Week*
- ✓ *Book of the Week*
- ✓ *Reading Interventions (Story Circle, Reading Volunteers, FFT Wave 3)*

In F1 and F2 (Nursery and Reception) the teaching of reading is based on the prime area of learning Communication and Language (CAL) and Literacy in **The Early Years and Foundation Stage** (EYFS).

In Key Stage 1 (year 1 and 2) the teaching of reading is based on the **National Curriculum for English** and our school's own unique Literacy Skills Progression (which incorporates the Renewed Frameworks, NC and First Steps skills) and what we know and believe is successful about teaching children to read.

In line with guidance from the framework for literacy our teaching objectives cover three key strands:

1. Word reading skills & strategies
2. Understanding and interpreting texts
3. Engaging with and responding to texts

These strands reflect the new conceptual framework for reading described in the Rose Report.

## **How we Teach Reading**

### Word reading skills and strategies

Every day each child will be engaged in

- Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills **independently**
- An interactive multisensory phonics session
- Shared reading and/or writing led by the teacher to **demonstrate** reading and writing strategies (**including phonics**) in a meaningful way
- Guided reading
- A rich and regular storytime

### Shared Reading

#### Every Day

The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily word level work. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

### Guided Reading

#### Once a week with all groups

A skilled adult works with small groups of children who are able to read at a similar level. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities.

### Independent Reading

#### Once a week with Teacher/TA alternate weeks for targeted children

Adults listen to children read 1-1. They spend time addressing children's individual reading targets and promoting key reading strategies. The adult will also spend some of this time questioning the child about what they have read and focus on developing comprehension skills.

### Streamed Phonics

#### Daily

Children receive regular streamed phonics teaching and learning appropriate to their phase of letters and sounds. This is delivered throughout school by highly skilled teacher and teaching assistants.

### Story Time

#### Everyday

The children have a story (from a range of genres) read to them everyday in school. This actively promotes the positive role model of adults reading for pleasure and exposes children a wide range of story language, imagination and enjoyment.

### Reading Areas

#### Ongoing

Every class a designated reading area with a range of texts covering different genres. Children have free and regular access to this area (at the discretion of the class teacher), to read and share books with friends. Audio stories are also available in listening areas and on computers.

## Library Time

### Ongoing

Children have regular opportunities to borrow books from class libraries and from the school library (from Spring 2 2012). Every class has a selection of books (fiction, non-fiction and poetry) for children and parents to borrow to read together at home.

## Storyteller of the Week

### Weekly

Each week the class teacher chooses a child to become the 'storyteller'. They then re-tell a favourite story or use a storymap to tell a story used from their class work to the whole class. This strategy allows children the opportunity to use story language, re-tell key events, structure stories and develop reading strategies such as intonation and expression.

## Book of the Week

### Weekly

Every week each class has a book focus. This can be a picture book, big book or interactive text. This text is then used to stimulate learning in literacy for that week. Children discuss key features of the book of the week, such as genre, style, author etc.

## Reading Interventions

From careful analysis of pupil data (EProfile and SPPT) class teachers are able to monitor progress of all children in reading. If children are not on target to meet ARE by the end of the year, we have the following interventions which are used to support children and accelerate progress in reading:

1. Story Circle: This is a small group shared reading activity using a big book. It aims to develop basic reading conventions and strategies with younger children or children with SEND. It focussing on teacher scaffolding and modelling and the experience of sharing a book with an adult.
2. Reading Volunteers: Specially trained community volunteers are assigned to children who are not expected to meet ARE by the end of the year, but with extra independent reading sessions could reach ARE. These children have 1-2 sessions per week with their volunteer.
3. Fischer Family Trust Wave 3: This is an intensive 20 week programme to boost the reading and writing skills of children on the cusp of reaching ARE. It is delivered daily by trained teaching assistants.

## **Range and Resources**

Pupils should be taught the knowledge, skills and understanding through the following ranges

Literature:

- ❖ Stories & poems with familiar settings and those based on imaginary or fantasy worlds
  - ❖ Stories, plays & poems by significant children's authors
  - ❖ Retellings of traditional folk & fairy stories
  - ❖ Stories & poems from a range of cultures
  - ❖ Stories, plays & poems with patterned & predictable language
  - ❖ Stories & poems which are challenging, in terms of length and vocabulary
  - ❖ Texts where the use of language benefits from being read aloud and reread
- Non-fiction and non-literary texts:
- ❖ Print & ICT-based information texts
  - ❖ Dictionaries, encyclopaedias & other reference materials

Resources available include:

- ❖ Interactive white board resources; software and websites
- ❖ Big books – stored in library

- ❖ Reading books grouped into unique school ‘book bands’
- ❖ Guided readers – stored in the library
- ❖ Library books organised into fiction, non-fiction and poetry
- ❖ Class library books

### **Structure of Reading Across all Year Groups**

Every child participates in shared reading each day.
Every child receives at least one guided reading session every week.
Targeted children (those not expected to make ARE by end of the year) receive individual 1-1 reading sessions at least once per week with a skilled adult.
Story Circle is used for SEN and LAPs on a weekly basis.
Reading Volunteers are used on a weekly basis for SEN and LAP.
Targeted children with low scores in HFW checks are given weekly flashcard support.

NOTE: Teachers and TAs will conduct guided reading sessions with children.

### **Assessment of Reading**

Assessment of learning will be recorded in:

- Pupil Planner (home)- Appendix 1
- Sunshine reading record (school) – See Appendix 2
- Individual pupil reading assessment grid (Staffordshire) – See Appendix 3
- Guided reading and story circle record sheets (once a week) – See Appendix 4
- Tracking for Reading (EProfile and SPPT)
- My Targets Booklet – See Appendix 5

### **Reading at home**

Each child takes at least one book home a day

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home

We communicate with parents by:

Home school reading diaries (pupil planners)

Nursery & Reception intake evenings

Parent reading workshops

My targets booklet

Planning on display.

Class newsletters