

Crest Infant & Nursery School



Policy Document for the Teaching of Reading

Person Responsible: Chloe Brown

Date of this review: February 2018

Date of next review: February 2021

Reading Policy

1 Rationale

We believe that everyone in Crest Infant School and Nursey's community should be able to tell the story of 'how we teach reading at Crest School'. This policy provides the narrative for that story.

We also believe that all children should be equipped with the skills that they need to support them in their life and equally our school wants children to develop and sustain their enjoyment of reading.

2 Aim

Our aim is for all children to leave Crest Infant School and Nursery being able to read confidently with a love of reading and a sense of the importance of reading as a key tool for future learning.

3 Objectives

Crest Infant School and Nursery School will:

3.1 provide a high quality systematic synthetic phonics programme

3.2 provide a rich and varied selection of reading material that inspire and challenge all children

3.3 plan for each child's sequential progress in reading based on accurate assessments

3.4 provide appropriate intervention programmes for children whose progress is slower than expected

3.5 work together as a partner with all parents/carers to ensure they can support their child's reading development and foster a love of reading

3.6 work with the local authority and other education partners to ensure it keeps up to date with outstanding provision

3.7 create an environment that fosters the love of reading

3.8 regularly monitor and review its provision to ensure it is effective and take steps to improve performance where necessary

3.9 provide appropriate intervention programmes for children who are recognised as enriching in the Reading Curriculum.

4 Provision

4.1 Phonics

The school bases its systematic synthetic phonics provision on 'Letters and Sounds', incorporating other resources to help provide the means of supporting all children.

In Nursery, children are given a daily phonic input and children that are showing that they are phonics ready will take part in additional phonics interventions. Children are generally working on phases 1 to 2;

In Reception, children are generally working on phases 1 to 4;

In Year 1, children are generally working on phases 4 to 5;

In Year 2, children are generally working on phase 6.

In all year groups children are taught in ability groups depending on the phonics phase they are working at.

4.2 Hearing children read

4.2.1 Individual reading

All children in FS2 have an entitlement to read to an adult weekly from Term 1 to Term 4. In Term 5 and 6 the children will follow Guided Reading as described below to aid transition into KS1.

Individual reading is put in place where appropriate in KS1 to support children that need additional support.

4.2.2 Guided reading

From Year 1 all children are in a reading group and within a school week will be listened to 3 times. Each child will read to the class teacher, HLTA and teaching assistant.

4.3 Reading schemes

Children across the school will be reading a colour banded book. The children will progress through the colour bands when assessment shows appropriate development is being made. The school does not have one main scheme but instead utilises the best

from a variety of schemes so a child's learning journey can be flexible. Examples of schemes used are: Oxford Reading Tree, Project X, Big cat phonics and PM stars.

Children on the reading scheme can read other books from home and this can also be recorded in the reading diary.

Once children reach the end of lime in the reading bands they become 'reading explorers' and they can choose any book from the school or class library or from home. Children are encouraged to read a variety of genres and authors. The range of books chosen is monitored through the child's Home- School contact book (see 4.6).

4.4 Teaching reading in English lessons

4.4.1 Children have daily lessons in English (Talk4Writing), combining elements of speaking and listening, reading and writing. There will generally be reading opportunities as part of these lessons.

4.5 Reading across the curriculum

In lessons in other curriculum areas eg science and history, opportunities are found for additional reading so that skills learnt in English lessons are applied in different contexts. Teachers plan these opportunities as part of their termly planning using rich reading material.

4.6 Home-school contact book

4.7 The reading environment

4.7.1 In each classroom, there is a reading area that is attractive and well-resourced to inspire all children to read for pleasure and for information.

4.7.2 In corridors and other shared areas there are book resources which incorporated into displays to promote reading as an important part of the learning environment.

4.7.3 The school library is an attractive and well-resourced space that is used by all children to select and read books.

4.8 Reading stories to the class

It is expected that teachers in all year groups will regularly read stories (and other texts) aloud to enrich children's enjoyment of reading. This helps to give children opportunities to engage with whole texts rather than just extracts.

Our school recognises the importance of children being immersed in rich texts. To promote this each class has an author of the term and the adults read daily to the children using the author of the term as a focus.

4.9 Interventions to accelerate learning

In addition to the provision in class for all children (quality first teaching), the school provides interventions for groups (wave 2) and individuals (wave 3). Wave 2 provision is the responsibility of the English Subject Leader. Wave 3 provision is the responsibility of the Special Needs Co-ordinator (SENCO). The precise interventions are guided by the needs of the child concerned and are organised as part of the overall 'provision map' in school. Some of the interventions offered are; Better Reading Partnership (BRP) and colourful semantics.

5 Involvement of parents/carers

5.1 Expectations of parents/carers

School will ensure that all children practise reading daily and we expect that children will be supported to read regularly at home (daily if possible).

5.1.1 Reading at home

School will provide a reading book with the expectation that parents will read it with their child, listen to their child or oversee their child reading it as appropriate.

Adults play an important role in inspiring reading choices and in engaging children in conversations about their books. An adult should sign the child's Home- School Contact Book and give a comment about the reading each time the child reads.

5.2 Communication with parents/carers

Each child has a Home- School Contact Book:

The Home-School Contact Book gives guidance on strategies to look out for and encourage. It also allows parents/teachers to record positive comments to encourage their child and to make a note of words their child had difficulty reading or understanding. When children read to adults in school, these comments and notes will be referred to and will provide useful information to teachers in planning children's next steps in reading.

5.3 Children with Special Education Needs (SEN)

Children with SEN are provided for as part of Wave 3 provision and may have an individual provision map with targets for improving reading, and these will be shared with parents two times a year.

6 Record keeping

The staff at Crest Infant and Nursery School will inform you about your child's progress by giving a weekly detailed comment where the positives will be written in pink and the next steps will be in green.

Staff will use Reading Record Sheets to record and assess Guided Reading session referring to reading assessment framework and curriculum expectations.

7 Assessment

7.1 FS: Children are assessed against the Early Learning Goals.

7.2 KS1: Ongoing assessment happens during every Guided Reading session in KS1. This then helps to assess the children against the National Curriculum expectations 6 times a year. There is also a

Phonics Screening Check in year 1 and then again in year 2 for children that did not meet the expected standard. In year 2 there is also a national assessment that supports teacher assessment in reading. A final assessment is awarded in the summer.

7.2.1 In both FS and KS1 the Phonics Stage and Book Band at which a child is working is also tracked (6 times a year).

8 CPD

8.1 All teaching staff have a responsibility to keep up to date with good practice.

8.2

8.3 There will be regular professional development meetings dedicated to reading provision and teaching. These will be delivered to all teaching staff with minutes being circulated also.

9 Monitoring, evaluation and review

The English Subject leader has weekly leadership and management time to carry out the following tasks:

- Observe teaching
- Supporting teachers development through training etc
- Monitor planning and learning in books
- Conference children
- Collect and analyse performance data

The English Subject Leader attends Pupil Progress Meetings which discuss term end outcomes. This allows the leader to support, guide and celebrate Reading within our school.

The English Subject Leader reports to governors through the year, including:

- Progress and attainment of pupils
- Progress against their action plan

Chloe Brown

February 2018

This policy was reviewed in line with our School Improvement Plan 2017/18. It gained governor approval on 28th March 2018